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ADAPTING TWO CULTURES
(A GLANCE THROUGH THE HOFSTEDE'S CULTURAL DIMENSIONS MODEL)

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Abstract. In Germany, the number of interracial couples has doubled over the course of two decades. In 2017, 1.5 mln couples lived together, where one of the two ones had foreign citizenship. They make up 7% of all couples living together. In 1996, those were only 3%. Around 1.2 mln of the 1.5 mln interracial couples are married (Statistisches Bundesamt Report, 2018). Being born in Malaysia but grown up from an early age in the interracial family in Germany, one of the co-authors was exposed to two different cultures (ones don’t have a lot in common), thus, the idea that the interracial couple is a good adaptation mechanism was checked out empirically. Despite the apparent rigor and reliability of the empirical method, however, there exist major drawbacks which render it unfeasible to use in cross-cultural communication, external variables introduced by the experimenter, the environment, or the subject material could skew the results. No experiment aims to be completely accurate but through repeated trials it is hoped that a helpful pattern can emerge to be interpreted. “Germans are most comfortable when they can organize and compartmentalize their world into controllable units. Time, therefore, is managed carefully, and calendars, schedules and agendas must be respected.” (Business Culture, 2019). Malaysians’ core values are gentleness, respect, courtesy, modesty, face, filial piety, and diversity. The punctuality is not a big priority in Malaysia (a home to different ethnicities, where a relaxed approach to time is practiced). “Christianity is the dominant religion, with 65 to70 percent of the population identifying themselves as Christian. That number is 29 percent Catholics. Muslims make up 4.4 percent of the population, while 36 percent are
una
affiliated or have a religion other than Christianity or Muslim.” (LiveScience, 2018). Over 95% of the German population speaks German but there are other languages (due to the ethnic minorities in Malaysia, Bahasa Malaysia as well as Chinese or Tamil) spoken by a larger number of communities: Turkish, Kurdish, Russian, Greek, Albanian, Polish, etc. (Koh, 2015). Geert Hofstede’s cultural dimensions theory (Hofstede, 1991) distinguishes between national cultures but a host society interracial family becomes the integration axis not only for the second generation but also for the spouse.

**Keywords:** interracial families, integration mechanism, different ethnicities, core values, immigrants

### Introduction and Objectives

The Hofstede’s survey of cross-cultural communication attracts the increased attention of academicians and business community. “Experts <…> 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.” (Herbst G., Talalova L.N., 2019a: 591).

### Methodology

As to communication, the dictionaries offer different definitions of this notion: “1) the act or process of communicating; fact of being communicated, 2) the imparting or interchange of thoughts, opinions, or information by speech, writing or signs.” (WordReference Random House Unabridged Dictionary of American English, 2020), nevertheless it is obvious that there is no standard and unified definition and it can’t be because of different spheres of applicability. Robert T. Craig marks that “… communication scholars <…> had nothing whatever to do with creating it, often poorly understood it, and seldom found any real use for it in their research.” (Craig R.T., 1999: 122). Thus, the most appropriate approach for us is that one of J.E. Brenner and A.U. Igamberdiev, whose conclusion is: “… it is not surprising that theories of information emphasize formal concepts and standard logics. From the human, natural philosophical standpoint — we do not separate these — communication as the transfer of information is a human activity, and its nature and changes must follow the rules and logic of the latter.” (Brenner J.E., Igamberdiev A.U., 2019: 24). As to the cross-cultural communication, G.M. Herbst and L.N. Talalova marked that “Differences between cultures would be, as is generally presently practiced, ascertained by surveys and experiments designed to isolate thought processes distinct to cultures. Controlled experiments could then determine the relationships cultures have with each other. Through thousands of such scenarios a communication scientist could then accurately predict the ideal response in nearly every
encounter between cultures. This method thereby makes up for apparent logical inconsistencies, as is inevitable with disparate fields, with sheer effort, making it appear ideal for a highly practical field such as communication. Despite the apparent rigor and reliability of the empirical method, however, there exist major drawbacks which render it unfeasible to use in communication, external variables introduced by the experimenter, the environment, or the subject material could skew the results. No experiment aims to be completely accurate but through repeated trials it is hoped that a helpful pattern can emerge to be interpreted.” (Herbst G., Talalova L.N., 2019b: 23–24).

**Interracial Couples as the Host Society Adaptation Mechanism**

In Germany, the number of interracial couples has doubled over the course of two decades. In 2017, 1.5 mln heterosexual couples lived together, where one of the two ones had foreign citizenship. They make up seven % of all heterosexual couples living together. In 1996, those were only three %. Around 1.2 mln of the 1.5 mln interracial couples are married (Statistisches Bundesamt Report, 2018). One of the author’s parents also happens to be an interracial couple. The father is German, and the mother is Malaysian. The co-author was born in Malaysia but grew up in Germany. From an early age on, she was exposed to two different cultures: the German and the Malaysian one. Both cultures do not have a lot in common. German values revolve around structure, privacy and punctuality. Values of thriftiness, hard work and industriousness are embraced by German people. German people “are most comfortable when they can organize and compartmentalize their world into controllable units. Time, therefore, is managed carefully, and calendars, schedules and agendas must be respected.” (Business Culture, 2019). When it comes to traditions, Germans celebrate many Christian holidays, e.g. Christmas or Easter. “Christianity is the dominant religion, with 65 to70 percent of the population identifying themselves as Christian. That number is 29 percent Catholics. Muslims make up 4.4 percent of the population, while 36 percent are unaffiliated or have a religion other than Christianity or Muslim.” (LiveScience, 2018). Over 95% of the German population speaks German (whether it is standard German or one of the dialects). Due to a higher number in immigration there are languages spoken by a larger number of communities, e.g. Turkish, Kurdish, Russian, Greek, Albanian, Polish, etc. (Koh S.Y., 2015). Compared to Malaysia, the values differ. Malaysians’ core values are about Gentleness, Respect, Courtesy, Modesty, Face, Filial piety, and Diversity. Punctuality is not a big priority in Malaysia, where a relaxed approach to time is practiced. Malaysia is a home to different ethnicities. The Malays make up around 51% of the population.
The two biggest ethnic minorities are the Chinese-Malaysians (22.6%) and Indian-Malaysians (6.7%). The main religion is Islam, with 61.3% of the Malaysian population identifying themselves as Muslim. Another 19.8% of the population identifies themselves as Buddhists, 9.2% as Christians and 6.3% as Hindu. Due to the ethnic diversity, many different holidays are celebrated, e.g. Christmas, Ramadan, Deepavali, Chinese New Year, etc. (Cultural Atlas, 2016). An official language is Bahasa Malaysia. The English language is also widely used, especially in the business and tourism sector. Due to the ethnic minorities, languages such as Chinese or Tamil are also spoken. The native tribes in Malaysia also speak their own language (World Atlas, 2020).

**Hofstede’s Cultural Dimensions Model**

Geert Hofstede’s cultural dimensions theory (Hofstede G., 1991) distinguishes between national cultures but a host society interracial family becomes the integration axis not only for the second generation but also for the spouse. The clash of two cultures does not only take place in one’s personal life. It is also common in today’s business world. Geert Hofstede was one of the ground-breaking researchers who tried to give us the proper answer, and he created different models to understand more about culture and the differences between cultures. His most common model is his cultural dimensions model. This 6-D Model is used everywhere in the world.

The different dimensions are as follows: Power Distance, Collectivism vs. Individualism, Uncertainty Avoidance Index, Femininity vs. Masculinity, Short-Term vs. Long-Term Orientation and Restraint vs. Indulgence (Geert Hofstede, 2020). This article focuses on the Restraint vs. Indulgence dimension in Germany compared to Malaysia. “The indulgence vs. restraint dimension considers the extent and tendency for a society to fulfill its desires. Indulgence means that a society allows free gratification related to enjoying life and having fun. Whereas Restraint means that a society suppresses gratification of needs and regulates it through social norms.” (Geert Hofstede, 2020).
Germany:

![Figure 1. Values for the Dimensions in Germany (Hofstede Insights, 2020a)](image1)

Indulgence has got a low score of 40 and indicates that the German culture is restrained in nature. This score of 40 implies a tendency to pessimism and cynicism. These societies don’t pay attention on leisure time, and the German “society suppresses gratification of needs and regulates it through social norms.” (Geert Hofstede, 2020). Indulging themselves feels somewhat wrong to them (Hofstede Insights, 2020a).

Malaysia:

![Figure 2. Values for the Dimensions in Malaysia (Hofstede Insights, 2020b)](image2)

The high score of 57 indicates that Malaysia’s culture is an Indulgence one, i.e. it is “free gratification related to enjoying life and having fun.” (Geert Hofstede, 2020). The attitude is positive and there is a tendency
towards optimism. Additionally, there is a higher degree of importance on leisure time (Hofstede Insights, 2020b).

Discussion

These findings conclude that there are differences in the Malaysian and German culture. A brief look at the other results emphasizes this further. There are big differences between their scores for the different dimensions. Regarding one of the co-author’s situation we can say, even though there are major differences in these two cultures, she was able to find a healthy balance. She grew up speaking two different languages: German and English. By coming to Malaysia every year, she is able to adjust to the life there easily and feel comfortable even though the standards of living differ. The German values like structure and privacy are particularly important to her, but at the same time she is also following Malaysian values. Especially Diversity, Respect, Gentleness and Filial piety play a big role in her life. Finding a balance between two cultures seems like the most reasonable choice. It enables you to become more open-minded and you get to learn about different cultures. It is a privilege to feel at home in two different countries.

References


LEGAL LANGUAGE AND INTERCULTURAL COMMUNICATION TECHNIQUES IN LAW

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Abstract. One of the significant trends in the development of modern society is the formation of professional intercultures — a new process of the intercultural professional development in the 21st century. Modern specialists who represent various spheres of knowledge brought to light new perspectives and opportunities that they started exploring. These new prospects contributed both to companies and individuals’ development. Such rapid growth of commercial contacts and international corporate relations proved that professionals involved in intercultural communication require a qualitatively new level of training that implies effective intercultural professional communication and interaction in the professional area, adequate communication conditions for the perception of a communication partner (Akmaeva N.G., Yarotskaya L.V., 2011; Khomyakova N.P., 2011; Yarotskaya L.V., 2015). (Akmaeva N.G., Yarotskaya L.V., 2011; Khomyakova N.P., 2011; Yarotskaya L.V., 2015).

Recent events have shown that representatives of the legal profession are essential and valuable participants of most business affairs at the international level. Frequently, how successful the partners are in intercultural communication reflects their professional reputation in particular and the company's reputation as a whole. Subsequently, lawyers who accompany all international negotiations have an essential role in resolving contradictions, providing legal assistance for national companies and transnational organizations, and mitigating the consequences of the possible losses.

Modern scholars agree that nowadays, lawyers face certain obstacles related to working in the intercultural dimensions. These obstacles have various grounds, including verbal and non-verbal communication. In the following article, the author reveals and describes mentioned above difficulties and traces their influence regarding the lawyers’ intercultural professional competence. Such difficulties are of great attention while teaching lawyers intercultural communication.

One of the essential elements of the conceptual system of any branch of knowledge is direct access to the corresponding language picture of the world. In other words, professional vocabulary that is in everyday use within the representatives of each profession. Thus, special attention is paid to developing a foreign language terminology acquisition that reflects the profession’s conditions in a different linguistic culture.
Nevertheless, it is evident that entry in the other linguoculture should be associated not only with profound studying of the legal terminology but also with developing critical thinking, strategies of behavior expected from the representatives of that linguoculture.

**Keywords:** modern communication techniques, legal techniques, interculture, professional training

### Introduction

Today globalization is a unique development trend of the modern world community. It covers almost all spheres of our life, from social to political. It frequently brings people’s relations to a new transnational level. This is a large-scale process that unites all cultures. It results in the appearance of a unified communication and information space. The creation of this space was facilitated by political and economic integration in Western Europe, the emergence of global and supranational political and economic institutions. We are getting accustomed to the newly created conditions. Business partners and those who represent companies at the international level are likely to realize cultural differences. These differences, partly previously hidden, now reveal themselves in the framework of cultural interaction. Subsequently, lawyers engaged in the international negotiations remark that such “pitfalls,” if they are not considered, may lead to certain reputational losses and financial difficulties.

Nowadays, most business relations are accompanied by legal aid. Thus, to make a contract, business partners hire qualified lawyers. Such legal support in the intercultural space is designed to ensure a balance of interests — to create the necessary consensus of all parties involved. Such a consensus may be regarded as a compromise due to the fact that representatives of different legal communities rely primarily on the national and cultural experience of the development of the legal sphere. The inability to come to a compromise and to develop a productive dialogue may result in the collisions of legal cultures.

**Objectives / Purpose of the study**

The study aims to reveal and to describe mentioned above difficulties and trace their influence regarding the lawyers’ intercultural professional competence. This article has specific applications for lawyers practicing in intercultural dimensions. It shows the importance of developing a lawyer’s foreign language intercultural professional competence that is seen as an instrument for creating a common environment for the representatives of different legal families and cultures.
Methodology

The article’s methodology is based on the analysis and synthesis of scientific sources, methods of linguocultural, discourse analysis, and comparative analysis.

Discussion and Results

The analysis of legal practices and pedagogical literature on the subject let us distinguish the following groups of difficulties:

1. Terminological difficulties;
2. Formal difficulties;
3. Psychological difficulties.

Modern researchers agree that differences in terminological systems are considered to be challenging. Among them, we distinguish:

- Lack of notional correspondence in the system of the language. It brings to the appearance of the layer of non-equivalent vocabulary. For instance, such legal notions as private/public nuisance; vicarious liability; strict liability et cetera.
- Formal correspondence of the terms which culturally specific meanings do not coincide. For example, different ideas behind the same notions — administrative law in the Anglo-Saxon legal and in the legal system of Russian Federation.
- Discrepancies in particular backgrounds of the word (non-conceptual information of a specific nature) that affect partners of the intercultural communication. For example, the terms “property” in English and “property” in Russian. (Komolova E. S., Yarotskaya L.V., 2012; Yarotskaya L.V., 2016).

It is worth noting that there are many issues caused by the disparity between different states’ legal systems. The Anglo-Saxon legal system was formed in Great Britain and later spread to other continents due to its colonial policy. The Anglo-Saxon legal system includes the law of England and Wales and is based on the law of the British Commonwealth of Nations and the United States. Moreover, we find its features in other legal systems, including those of a mixed type. There are specific differences in the structure of English and continental law (French law and other systems that are part of the Romano-Germanic legal family, as well as the Russian legal system, which is adjacent to the Romano-Germanic legal family). Traditionally researchers distinguish several features that are inherent in Anglo-Saxon law:

- the primary sources of law are judicial precedent and statutes;
- lack of formal division of law into separate branches (for example, one statute may contain civil and criminal rules of law);
- increased attention to procedural aspects;
- there is no division into private and public law (Borisov G.A., 2007).
Undoubtedly, such difficulties should be well studied in language pedagogy with their further incorporation in the teaching process. Subsequently, at the same time, the intercultural legal space has its own so-called “pitfalls.” These hidden or implicit obstacles are more profound.

Modern lawyers must be aware of such obstacles to prevent their professional life from serious legal “blunders”, potential reputational and financial losses. These are so-called formal difficulties in communication techniques and standard practices. For instance, French lawyers admit the rule of law as the basis of legal practice. French lawyers act according to the prescriptions established by law. Meanwhile, Anglo-Saxon lawyers start their work with a thorough analysis of the court decisions that reflect current practice and recent changes in the law. They operate solely on the procedural rules.

However, based on the abovementioned idea, we should highlight that differences in “communication techniques” may appear because English and French legal systems belong to different legal families. Subsequently, the differences may seem logical because they are incorporated in the legal systems and were acquired with their development. Quite impressive is that similar difficulties of sociocultural, linguistic, and psychological nature could be faced by the lawyers who represent different countries of the same legal system—for instance, an English lawyer and an American lawyer or a German lawyer and a French lawyer.

According to a French Professor of law, R. David (David R., 1978), even representatives of the same legal system, who are from different countries, may not understand each other. Thus, a French lawyer is likely to face obstacles while working with a German lawyer due to some formal differences. It was revealed that German and Swiss lawyers prefer article-by-article commentary, while in France, similar techniques also exist, but they are used, as a rule, by practicing lawyers. R. David points to this kind of divergence not only within the framework of the Romano-Germanic legal family. For an American lawyer with higher education, it may not be so difficult to understand English law, but at the same time, it may be complicated for an English lawyer to understand American law. Subsequently, lawyers may need some additional training (David R., 1978).

Researchers of modern legal systems believe that we can discuss a significant difference in lawyers’ psychology, for example, in England and Russia. English lawyers analyze previous court decisions since the leading role is given to precedent in the English legal system. Accordingly, an English lawyer primarily studies thoroughly practice, while a Russian lawyer deals with the codes. In this regard, we talk about “legal techniques” that are seen as professional tools, skills, and abilities that allow lawyers to apply legal knowledge (Davydova M.L., 2009).
Thus, it is of particular importance what techniques lawyers apply in different countries, how they operate, and the steps they make within their professional duties. (Aleynikova, D.V., 2018). A good example is a contract between absent contracting parties. Contracts are legally enforceable under the following conditions. There must be mutual assent that consists of consideration, capacity, and legality. The procedure is standardized when the parties face each other, and the declaration of the will of one counterparty can be covered by the expression of the intention of the other. The issue becomes more complicated when the parties to the agreement are separated by space, and the declaration of the consent is prolonged. This time gap between the consent of the parties raises several questions, in particular:

- whether the proposal can be withdrawn by the party that made it;
- how to assess the principal agreement of the other party to conclude an agreement, but on slightly different conditions;
- from what moment the contract is considered to be binding — either from the moment of sending the notification of acceptance of the offer or upon receipt of such a notification by the party that made the offer;
- whether a response to the offer received (sent) outside the period specified in the offer is regarded as evidence of the conclusion of the contract.

Lawyers practicing in different countries often have opposite opinions on this matter. A contract is concluded when there has been an effective acceptance of an offer. In this case, a Russian lawyer links the conclusion of an agreement with the offeror’s receipt of an acceptance. This approach may seem too abstract to an English lawyer. In order to determine the date or place of the conclusion of the contract, the English lawyer will be guided by the moment of sending the acceptance and not receiving it. Such a deal will come into effect from the moment the party to whom the offer was made sent the offeror communication of acceptance, even though the offeror might not yet have received a notification.

**Conclusion**

Currently, intercultural professional communication plays a vital role for the representatives of many professions. The quality of such communication is a significant factor of success, which can entail both positive and negative consequences, at some point neutralizing the results of professional activity. Members of the legal community are no exception in this regard. Moreover, “communication failures” in intercultural legal communication can lead to serious international problems heightening tensions among individuals, entities and even states.

We are to remark that frequently the reason for the unsatisfactory state of the “professional dialogue” of lawyers is not always the linguistic factors...
associated with the inaccurate use of linguistic means. Often at the core of such a conflict situation are discrepancies of a cultural, methodological, and even psychological nature. These challenges reflect the quintessence of the national-cultural, sociocultural, and professional “dimensions” of modern lawyers’ activities. They require a search for new approaches and strategic solutions at the interdisciplinary level.

Regarding the issue under consideration, we suppose that the strategic component of the intercultural foreign language professional competence of a lawyer that is seen as a mechanism for developing a common meaning for partners in the intercultural communication must be strengthened. This component is an essential condition for effective professional communication. And we associate work in this direction with the development of the strategic competence of a lawyer. It’s necessary to highlight that the core of lawyers’ strategic competence should be seen as a system of cognitive strategies. Studying and working out the common strategies reflect the pragmatic approach to teaching lawyers intercultural professional communication considering current intercultural legal space changes. Such an approach allows to train lawyers responding to their professional needs and tasks.

References


SOCIO-ECONOMIC IMPACT ON THE NEW ZEALAND ENGLISH DEVELOPMENT

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Abstract. The article is devoted to the New Zealand linguistic dependence on economic ties with its partner countries. A language is primarily the basis for all interactions and contacts between nations, which naturally causes its variability within socio-economic relations. The effectiveness of business communication and international trade, employment opportunities, tourism, and many other phenomena rely directly on the language and its rapid adaptation to the new conditions in the dialogue between people. Thus, this study aims to analyze the New Zealand English development, its linguistic diversity in the context of socio-cultural effects and the trade companions’ impact.

Being recognized as a distinctive language about 150 years ago, NZE roots are based on the mixture of two linguistic varieties: firstly, Te Reo Maori — the language of the Maori tribe, who inhabited the Island 500 years before the colonization in the 19th century; secondly, different speeches of the British colonists, who brought their traditions together with the language culture in New Zealand. Transforming with time into a single blend, NZE has been influenced by other nations as well.

The research has shown the most notable linguistic influences of others within three areas. Australian English is said to play the most prominent role in the NZE’s formation due to the countries’ geographical proximity, shared cultural aspects, and economic ties. The second place is currently occupied by the New Zealand’s Americanization process, which is mostly ascribed to the 21st centuries’ digitalization. Finally, there are the Pacific people (such as the Samoan, Tongan, Fijian, and Niuean), whose role on the periphery of the Island should not be underestimated.

The languages mentioned above provoked unique changes in NZE. It has distinctive features in such aspects as phonetics, grammar, and lexis. Yet only the latter is believed to show peculiarities that can de facto be traced back to other languages. The way these impacts came into being was largely through economic cooperation, meaning trade agreements, investment projects, and the immigration accompanying it.
Keywords: NZE, socio-economic impact, Americanization process, Te Reo Maori, Pacific language groups

Introduction

New Zealand’s population is a fairly young nation with a recent history of language development. Since approximately the 14th century, the mainland of New Zealand was populated by indigenous Polynesian settlers whose culture then gradually developed into the Māori’s one. Starting with the 18th century, European settlers, the vast majority of whom were Britons, began to predominate the Māori people in every aspect of their life (Gordon E., et al., 2004: 38). As time passed by the Standard British English began to incorporate Māori words, which gave the New Zealand English (henceforth NZE) some of its distinctive features. But Maori is not the only language that has influenced NZE — cooperation in various fields with countries from all over the world has also left its fingerprints.

There is currently an ongoing debate about the role these languages played in the formation of NZE’s uniqueness. The leading experts of this field believe that the phonetical shifts and slight changes in grammatical structures may have appeared as a consequence of NZE’s natural development. Therefore the dominant influence is thought to be merely lexical (Gordon E., et al., 2004: 66, 70).

Purpose of the study

This study is an attempt to point out lexical transformations that have happened in NZE. It focuses primarily on the impact of Australian (henceforth AuE) and American English (henceforth AmE), and the languages of the Pacific Islands. The major emphasize lies on New Zealand’s international economic interactions since they have been the driving force of these changes.

Methodology

The current study is based on the analysis of linguistic studies whose authors are:

• Elizabeth Gordon, Jennifer Hay and Margaret Maclagan — linguistic specialists and leading experts on NZE (Gordon E., et al., 2004; Hay J., et al., 2008);
• Allan Bell and Andy Gibson — New Zealand academics and sociolinguistic researchers (Bell A., Gibson A., 2008; Bell A., Kuiper K., 2000);
• Dr. Warren Paul — Professor of Linguistics, whose main research interests lie in psycholinguistics and experimental phonetics, he carried out
a comparative analysis of AuE and AmE and their influence on NZE (Warren P.V., 2012);

- James Green — Senior Lecturer in Health Psychology, member of the Linguistic Society of New Zealand, studied the sociolinguistic impact of Americanization in New Zealand throughout the years (Green A.J., Bayard D., 2000);
- Koenraad Kuiper — Professor Emeritus in Linguistics, has research interests in theory of the lexicon, word formation and literary theory (Bell A., Kuiper K., 2000).

The study was conducted using the guidelines of structuralism and the methods of comparative analysis. The scrupulous work of the scientist mentioned above provided the research with accurate and illustrative examples of loanwords from Australian and American English, as well as from the Samoan language. It gave the base for a better understanding of how the globalization, namely international economic cooperation, has been affecting NZE. Moreover, it revealed some tendencies in language development and its most crucial factors.

Results

The survey has revealed several major economic factors (mainly within the framework of globalization) which have greatly influenced the formation of NZE. As a result the article describes not only the respective countries but also the pivots on which the economic cooperation revolves. Examples of the former are Australia (New Zealand’s largest trading partner), the USA (occupies the fourth place), and the Pacific Islands (the sixth place).

Australia’s contribution to NZE

Australia’s impact on NZE has always been the largest since their shared history and geographical proximity. One approach of determining the origin of NZE even suggests that its roots lie in the AuE.

Economic Relations between Australia and New Zealand have been extensively developing throughout the 20th century. Gradually, Australian presence began to increase on the New Zealand International Economic scene in the 1960’s, and by stages important agreements were signed, such as the New Zealand Australia Free Trade Agreement (NAFTA), signed in 1966, and ANZCERTA (Australia — New Zealand Closer Economic Relationship Trade Agreement or the CER Agreement), signed in 1983, thus strengthening trade between both countries. CER allowed a partial elimination of duties and barriers to trade between both sides (Department of Foreign Affairs and Trade Australia, 2020). Furthermore, in the early 2000’s economic interactions between the two countries grew to such an
extent that Australia became the largest foreign investor and commercial partner of New Zealand, representing around 20 per cent of its trade and more than half of its direct investment (Te Ara — the Encyclopedia of New Zealand, 2010a), thus forging one of the closest and mutually compatible International Economic Relations of our times.

As the consequence of multiple factors, such as tourism, migration, geographic proximity, trade and a common historical background between the two countries, the most distinctive influences on NZE have come from AuE, playing a crucial role in its development. This can be observed mainly on a lexical level. Although they share some distinctive pronunciation features and grammatical structures that differ from BrE:

Table 1

<table>
<thead>
<tr>
<th>Australian terms in NZE</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>coo-ee</td>
<td>near</td>
</tr>
<tr>
<td>muster</td>
<td>to round up sheep</td>
</tr>
<tr>
<td>station</td>
<td>station for a large farm</td>
</tr>
<tr>
<td>maimai</td>
<td>a duckshooter’s hide</td>
</tr>
<tr>
<td>tall poppy</td>
<td>a negatively reference to someone who stood out from the crowd</td>
</tr>
<tr>
<td>backblocks</td>
<td>land in the remote interior</td>
</tr>
<tr>
<td>battler</td>
<td>someone who struggles against the odds</td>
</tr>
<tr>
<td>offside</td>
<td>a companion, deputy, partner</td>
</tr>
<tr>
<td>larrakin</td>
<td>a hooligan</td>
</tr>
<tr>
<td>rafferty’s rules</td>
<td>no rules at all</td>
</tr>
</tbody>
</table>

Another similarity between NZE and AuE can be found in grammar. For example, they tend to use single past form for irregular verbs such as ring (rung) or shrink (shrunk). Furthermore, Australian and New Zealand speakers use the expression “myself” as an alternative to “me”.

**US impact on NZE**

The 20th century has also been characterized by a wide growth of Economic Relations and trade between New Zealand and the US. Due to the fact, that New Zealand was considered as another colony of the British Empire at the beginning of the last century, American companies began a massive expansion of their domestic market in this area. Moreover, in the late 20th century New Zealand’s trade with the US was mainly oriented towards the purchase of computer and information services. Since 1974 New Zealand established a second North American channel and the US’
influence began to increase. By 1990 more than half of the television programmes were of North American origin, making an “almost total Americanization of New Zealand television” (Bell A., Kuiper K., 2000: 298). Thus, the American industry continued to have a powerful impact on New Zealand’s spoken media. American movies, TV shows, books, and music have been influencing vocabulary attitudes, especially those of young New Zealanders. For example, it has been shown that several New Zealanders tend to use terms of American origin, without even being aware of it (Green A.J., Bayard D., 2000: 63–70).

In general, those years of economic and cultural exchange between both countries have been enough for New Zealanders to include in their own dialect a series of Americanisms, which can be mainly observed in the lexicon of NZE. Such examples are the use of “gotten” as past participle of “get”, and the use of “like” as an adverb in spoken NZE. Furthermore, some terms used in NZE show a clear preference for the North American variation rather than the British one (Warren P.V., 2012: 92). As result, some Americanisms came to NZE and replaced some of the terms of the initial British vocabulary.

### Examples of Americanisms in the New Zealand lexicon

<table>
<thead>
<tr>
<th>Initially British words used in NZE</th>
<th>Americanisms in NZE that replaced them</th>
</tr>
</thead>
<tbody>
<tr>
<td>ironmonger</td>
<td>hardware store</td>
</tr>
<tr>
<td>lorry</td>
<td>truck</td>
</tr>
<tr>
<td>estate car</td>
<td>wagon</td>
</tr>
<tr>
<td>silencer on a car</td>
<td>muffler</td>
</tr>
<tr>
<td>cooker</td>
<td>stove</td>
</tr>
<tr>
<td>biscuit</td>
<td>cookie</td>
</tr>
<tr>
<td>film</td>
<td>movie</td>
</tr>
<tr>
<td>bonnet</td>
<td>hood</td>
</tr>
</tbody>
</table>

Indeed, the Americanization of English is becoming a global phenomenon, and New Zealand cannot escape the growing American influence. The apparition of new vocabulary, grammar structures and accents show the serious impact on New Zealand-American International Economic and Cultural Relations have on the development of NZE.
Pacific Islands’ influence on NZE

The trade conducted between New Zealand and the Pacific Islands is now considered as New Zealand's sixth-largest trading market. The close cooperation throughout the history of this region has left a palpable impact on New Zealand’s culture and its language. To be more specific, the Polynesian languages Samoan, Cook Islands Māori, Tongan, Fijian and Niuean have been contributing to the development of NZE in terms of lexis (Bell A., Gibson A., 2008: 44).

It all started in the second half of the 20th century. This period was characterized by a large-scale migration of Pacific Islanders from the southwest of the Pacific islands to New Zealand. The people saw it as a place of prosperity, economic, and social advancement. The contact produced distinctive sounding varieties of English words as new generations adapted more and more to English. Thus the Pasifika English was built. Nevertheless, it does not seem to have substantially changed NZE with an exception of gained loanwords.

For example, the following Samoan words have found their way in NZE (Hay J., et al., 2008; McArthur T.B., et al., 2005):

<table>
<thead>
<tr>
<th>Samoan words in NZE</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>aiga</td>
<td>an extended family</td>
</tr>
<tr>
<td>fale</td>
<td>a house</td>
</tr>
<tr>
<td>lava-lava</td>
<td>a wrap-around skirt worn by both men and women</td>
</tr>
<tr>
<td>palagi (pronounced ‘palangi’)</td>
<td>a white or non-Samoan/non-Polynesian person</td>
</tr>
<tr>
<td>taro</td>
<td>a root vegetable used like potato</td>
</tr>
<tr>
<td>talofa</td>
<td>a ceremonial greeting</td>
</tr>
<tr>
<td>umu</td>
<td>an oven dug in a pit</td>
</tr>
<tr>
<td>afakasi</td>
<td>a half-caste</td>
</tr>
</tbody>
</table>

Besides these loanwords, Tongans, Samoans and other Pacific Islanders which form their own communities within New Zealand speak quite distinctive dialects of English mixed with words of their mother tongue (Te Ara — the Encyclopedia of New Zealand. 2010b.). In spite of that there aren’t loanwords used nationwide from these languages so far. Therefore, the Samoan dominates this field.
Discussion

This research for socio-economically induced lexical changes in NZE has not provided any clear-cut answers, but pointed out some major characteristics in this area.

According to the New Zealand Pocket Dictionary edited by R.W. Burchfield only 5% of the approximately 60,000 words in it were distinctly New Zealand in origin, making it three to four thousand words in total. Ever since 1986, when the dictionary was first published, the number of loanwords has been growing. The incorporation has been happening due to three factors: (1) the revival of Māori’s cultural importance, and due to the globalization, namely (2) the Americanization and (3) close economic cooperation between New Zealand and some other English speaking nations. Having a predominantly English speaking population seems to be the key parameter that determines the most impactful languages.

Figure 1. New Zealand English Lexicon

The list of New Zealand’s trading partners goes as follows: (1) China, (2) Australia, (3) EU, (4) North America, (5) Japan, and (6) the Pacific Islands region. In spite of the clear leading positions of China and the EU, and also Japan, there is no record of new lexical terms from their respective languages.

The fullest collection of loanwords from the Māori-language amounts to 18,000 words (Māori Dictionary, 2020). Yet only a 1000 of them are used widely daily by non-native speakers and only 287 entries of Māori origin can be found in the current online version of the Oxford English Dictionary (Calude A., Miller S., Pagel M., 2020: 35).

According to The Dictionary of New Zealand English published by H. Orsman in 1997 there are some 700 words shared by AuE and NZE (Bell A., Kuiper K., 2000: 27). This includes not only interdialectal borrowings predominantly from AuE into NZE, but in the reverse direction as well.

Due to little data on loans from languages spoken on the Pacific Islands the estimated amount of Samoan words in NZE is merely double-digit. At the same time investigating the number of loanwords from AmE has been the most difficult one. Presumably the core of the problem is that Americanisms are to a great extent used in slang form, meaning they are not being thoroughly fixated in large-scale dictionaries. Some linguists even argue that no rapid recent “Americanization” of usage can be observed.

References


Abstract. A careful juxtaposition of conceptual frameworks used in philosophical vocabularies of different cultures is central to the success of cross-cultural philosophical studies. Yet there is a risk of misinterpreting the meanings of juxtaposed notions and erroneously reducing multiple definitions to a single one. This study is an attempt at a solution to this problem.

Gurvitch propounded his ideas about social law in publications aimed at both Francophone and Russophone intellectual communities. Following the methods of philosophical comparison and correlation, I set out to prove that Gurvitch used sobornost’ and sociabilité as synonyms to refer to social cohesion.

When reflecting on social cohesion and explicating the basics of his model of social law, Gurvitch employs the concepts of sobornost’ in his publications in Russian émigré periodicals and sociabilité in his French-language works. To interpret social unity, he places it in the context of philosophy of law and assumes that cohesion, as opposed to a sum of individuals, is a matter of social order. Gurvitch believes that the law, which is created exclusively by the state, limits the scope for self-fulfilment of all individuals and precludes social cohesion. Instead, he proposes the idea of social law: any social regulation is the law. This gives rise to a range of social formations — communities, institutions, and organisations, from which individuals choose those that contribute to their self-fulfilment. Social law expedites social unity. The meaning of sobornost’, which is comprehended as a sociological-legal phenomenon, corresponds exactly with the European phenomenon of sociability in terms of function.

The fact that the philosopher communicated his ideas simultaneously in two linguistic environments, which is a rather unique situation, suggests that sobornost’ and sociabilité convey the same meaning of social cohesion. Comparisons and correlations aid in detecting convergences of meanings and, should fundamental similarities be revealed, in justifying the equivalence of the two terms. This way, correlating notions belonging to vocabularies of different cultures may provide a framework for evaluating the significance of ideas and solutions proposed by philosophers as well as for cross-cultural studies in social philosophy and interdisciplinary research.

Keywords: sobornost’, sociability, social law
Introduction

Georges Gurvitch (1894–1965) was a Russian first-wave émigré philosopher and one of the founders of French sociology of law. In the 1920s–1930s, he formulated his concept of social law and propounded it in Russian émigré periodicals as well as in French-language publications. Gurvitch studied the effect of legal pluralism in society and the problem of social cohesion. In his Russian-language works (Gurvitch G.D., 1926; Gurvitch G.D., 1927; Gurvitch G.D., 1929b), an essential term to convey the idea of social unity is sobornost’. In his French-language publications (Gurvitch G., 1929a; Gurvitch G., 1932), he used the term ‘sociability’ (sociabilité). In this article, I attempt to determine whether sobornost’ and sociability are used in Gurvitch’s works of the 1920s–1930s as synonyms denoting social cohesion.

The purpose of the study

Juxtaposing and comparing the ideas and legacy of philosophers from different cultures is an important strand of research. It aids both in evaluating the contribution made by each philosopher and in identifying global trends in the development of philosophy. However, in doing so, a researcher encounters a difficulty: notions from different languages may have different shades of meaning, whereas establishing an equivalence between them may cause one of them to lose its meaning or to be erroneously reduced to the other. In this study, I suggest a way to correlate philosophical vocabularies of different cultures and illustrate it with a comparison of the concepts of sociability and sobornost’ in Gurvitch’s philosophical reflection.

Gurvitch developed a model of social cohesion. He used the notion of sobornost’ when presenting it in Russian and that of sociabilité in French. Proving the equivalence of the meanings of the two terms will demonstrate the possibility of placing the concept of sobornost’ in the context of European philosophical thought, provide a case of successful correlation of philosophical notions from the vocabularies of different cultures, and propose a new avenue of cross-cultural research.

Methodology

Gurvitch explored the ideas of social law in different languages. Yet he used the same model to substantiate his approach. Similarities in Gurvitch’s argumentation urge to venture a hypothesis that the same ideas can be presented in different languages. The methods of comparison and correlation analysis will be employed to confirm it. Testing the hypothesis will show the degree of synonymity between the notions of sobornost’ and
sociability and help establish whether the findings can be used in cross-cultural studies. The meanings of sociability and *sobornost'* in Gurvitch’s works on social law will be compared.

This aim will be achieved by 1) analysing the meanings of sociability (*sociabilité*) and *sobornost'* in Gurvitch’s French- and Russian-language works on social law; 2) investigating whether the findings about Gurvitch’s ideas of social law can be extrapolated to cross-cultural studies.

The synonymity of *sobornost'* and sociability

in Gurvitch’s treatment of social law

Below I will focus on convergences in the interpretation of social cohesion in Gurvitch’s treatment of social law. To support my theses, I will refer in each case to both French and Russian works of the thinker.

In his treatment of social law, Gurvitch conceptualises the problem of attaining social cohesion as that of social communications: all disagreements between individuals, social institutions, organisations, and communities must be overcome; society must function as a single whole (Gurvitch G., 1929a: 407–408; Gurvitch G., 1932: 15; Gurvitch G.D., 1927: 337).

Social cohesion can be achieved on the plane of the law in the form of social order, which embodies the idea of justice. Justice is the vehicle that allows individuals to identify themselves as participants in society and find their place in it.

Justice helps individuals understand what their place in society is and what places of others are. It is used as a frame of reference to identify the direction of interactions between people and social formations — societies, organisations, and institutions. Self-fulfilment of individuals is impossible unless they see themselves as participants in various social formation. Moreover, self-fulfilment ensures that individuals stay connected to society.

The law facilitates social cohesion. But it does so only when social expansion takes place, when any social regulation is perceived as the law. In Gurvitch’s interpretation, the state is denied the monopoly on legislation. He develops the concept of legal pluralism (*pluralisme jurique*) (Gurvitch G., 1932: 43), which is the legal counterpart of value pluralism — the multitude of ways for individuals to achieve self-fulfilment in culture (Gurvitch G.D., 1926: 272). Legal pluralism translates in a greater diversity of social formations (communities, organisations, and institutions), which, in its turn, opens greater opportunities for creativity and self-fulfilment. The harmonisation of interests and, therefore, relationships between social agents is a continuous process, and social law offers the most rapid path to social cohesion. Gurvitch calls social law the autonomous right of communion (*droit
autonome de communion) (Gurvitch G., 1932: 15) or the right of sobornost’ unity (право соборного объединения) (Gurvitch G.D., 1927: 351).

Gurvitch refers to social cohesion attained through the law as sobornost’ in Russian (Gurvitch G.D., 1926: 282) and sociabilité in French (Gurvitch G., 1932: 18, 141–142). Using their own systems of identification to navigate within social formations, individuals exercise their own freedom in the form of creativity and build an effective system of relationships with other individuals. Individuals who are aware of their unique place in society and see themselves as part of it also treat other individuals as elements of the social whole. Any society is a precarious balance between many different groups, each having its distinct standards, beliefs, values, and ideals. Achieving and preserving social order is not only a condition for the functioning of society but also the ground on which society rests as a social whole (tout) (Gurvitch G., 1932: 105; Gurvitch G.D., 1929b: 514). Sociabilité and sobornost’ both denote the interdependence between parts and the whole, which is only possible as an interaction between free individuals.

**Gurvitch’s model of social cohesion as a premise for cross-cultural studies**

The concept of social law allows Gurvitch to develop a model of social cohesion premised on the notions of Russian philosophical tradition placed in the context of European philosophy. The philosophical-legal problem of sobornost’ converges with that of sociability as it appears in continental philosophy. Gurvitch employs the notion of sociability to explore the problem of social cohesion in a wider historical-philosophical context: the problem of sobornost’ and sociability originates from the ideas of Francis Hutcheson (Hutcheson F., 2006: 194–195), whereas Gurvitch’s concept of social law is closely related to the European philosophical tradition.

Gurvitch considers sobornost’ and sociability as social harmony achieved through the work of a system of social regulations and algorithms. The synonymity of the notions of sociability and sobornost’ give sufficient ground for problematising sobornost’ as a variation of sociability expressed using the specific conceptual framework of Russian philosophical thought. Gurvitch made it possible to view sobornost’ through the prism of sociability and place ideas stemming from different philosophical traditions in a new context, as opposed to merely correlating conceptual frameworks. Gurvitch’s concept of social law can serve as a premise for cross-cultural social-philosophical studies. It may also contribute to a dialogue between philosophical cultures through the juxtaposition of the solutions and achievements of Russian socio-philosophical thought with the ideas and theories of the European philosophical tradition.
Results

Analysis has shown that sobornost’ and sociability can be used in the same context to solve socio-philosophical and sociological problems. Within his concept of social law, Gurvitch considers sobornost’ and sociability as synonyms denoting the phenomenon of social cohesion. Isolated from religious meanings and connotations, the ‘legal’ version of sobornost’ is functionally meant to denote social cohesion, just as the notion of sociability is. Analysis of Gurvitch’s concept of social law urges to investigate the problem of sobornost’ in the context of both European socio-philosophical thought and comparative cross-cultural studies.

This study has demonstrated the promise of studying conceptual frameworks used by Russian émigré philosophers, who presented their ideas simultaneously in Russian and other languages. Identifying similar meanings of multilanguage notions employed to solve the same problems helps compare philosophical models.

Discussion

Gurvitch’s fellow émigré philosophers stressed that the way he treated social cohesion in his concept of social law stood out from the European philosophical tradition (Woytinsky W., 1935: 378; Vishniak M.V., 1936: 350; Lossky N.O., 1935: 59; Stepun F.A., 1928: 366). This had two interconnected consequences: 1) a new urgency lent to the concept of sobornost’ caused it to be rethought in the context of European philosophy; 2) the consideration of Russian philosophical problems through the prism of European tradition enriched the latter. The first consequence was emphasised by Pyotr Bitcilli (Bitcilli P.M., 1935: 140) and Boris Vysheslavtsev (Vysheslavtsev B.P., 1934: 78, 80–81). The second consequence was pointed out by Sergius Hessen, who wrote that, having exported Russian philosophical motifs to the West, Gurvitch contributed to both European research and French legal terminology (Hessen S.I., 1932: 423). Gurvitch’s concept of social law, presented to both Russian and French academic communities, provided a platform for cross-cultural communication between the two philosophical traditions and made it possible to explore a hypothesis about the fundamental similarity of the Russian and French vocabulary used in solving socio-philosophical and sociological problems.

In the literature, Gurvitch’s concept of social law has been discussed by both Russian and European researchers, who highlight that the concept of sobornost’ was emerging simultaneously in Russian and French philosophical contexts (Le Goff J., 2013: 100; Toulemont R., 1955: 6; Belley J.-G., 2014: 741; Antonov M. V., Berthold, É., 2006: 207, 221; Nazmutdinov B.V., 2014: 206). Gurvitch’s philosophy can be used as a premise for cross-cultural research in social philosophy, sociology, and political science.
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References


IMAGE OF THE UNITED KINGDOM IN B. JOHNSON’S
POLITICAL DISCOURSE

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Abstract. The article explores the metaphorical concepts that help to create the image of the United Kingdom in the political discourse of B. Johnson. According to the cognitive theory of metaphor, the impact of metaphorical concepts on human consciousness is enormous, because they are embedded in the conceptual mechanism of the human mind. Their use in discourse allows politicians to structure a figurative picture of the socio-political structure and serves as one of the methods for realizing power relations. With the help of a comparative analysis, the author compares metaphorical concepts that reflect the value-emotional, political and ideological position of the country’s leadership when discussing Britain's withdrawal from the EU. The purpose of this article is to show how a metaphorical model can simultaneously be an effective tool for manipulating mass consciousness and a way of figurative perception of political reality.

B. Johnson's rhetoric is a vivid example of the use of both universal and situational concepts, skillful substitution of concepts, and the widespread use of figurative means of the English language for utilitarian political purposes. The British Prime Minister's public speeches help to trace the relationship between metaphorical concepts and the specific context in which they are applied. One of the main tasks of the addressee in political communication is to create such an information environment that will give the mass addressee a motive for action and unite him with the political leader. Through carefully selected and repetitive linguistic means, the Prime Minister explained the UK's post-Brexit crisis and conceptual frameworks for nation-building.

As a result of the analysis of the texts of B. Johnson's public speeches, it was possible to identify the characteristic features of his model of perception of the political reality of the United Kingdom, the motives behind his use of certain language, as well as the effectiveness of their impact on the mass audience. It was possible to reveal that B. Johnson's political vocabulary has a pronounced integrative function, capable of rallying citizens to achieve a specific goal — to support the politician in his decision to complete Brexit and establish new principles of foreign policy. This effect is achieved by the skillful use and mixing of conventional and ontological metaphors in public speeches of the Prime Minister.
Keywords: political discourse, metaphoric concept, metaphorical image of the United Kingdom, Boris Johnson, the Conservative Party, public speeches

Introduction

The use of a discursive approach to analyze the speech of politicians helps the researcher to consider the text not only as a linguistic object, but also as a communicative event that includes the ideological characteristics and target attitudes of the participants in communication, closely related to the historical context. The main goal of any political discourse is to retain and conquer political power, which are based on the practice of persuading the addressee and encouraging him to take specific actions. In this regard, the speech of a politician is always manipulative in nature and includes metaphorical concepts that can have a strong impact on the mass consciousness.

Political communication reflects the existing political reality, changes with it and participates in its transformation (Chudinov A., 2006: 8). In 2016, the citizens of the United Kingdom decided to leave the EU by a majority vote, because they were convinced that the strengthening of European integration would harm the national interests of the state. Brexit has organically taken root in the linguistic consciousness of British society, becoming an independent lexical unit — a neologism that embraced the spheres of culture, politics and economics. The concept of Brexit contains a complex structure that allows for different interpretations from the perspective of the evaluative component, as well as many metaphors with opposite connotations.

It is not surprising that British Prime Ministers D. Cameron, T. May, B. Johnson, who directly participated in such a major event in modern history as Brexit, also included it in modern political discourse. It became a kind of frontier that changed the British perceptions of their own identity, foreign policy tasks of their state and its role in the global world. The image of the United Kingdom in public speeches by British politicians began to form not only on the basis of traditional values enshrined in the mass consciousness (monarchy, parliamentarism, English), but also on the addressee’s subjective attitude to Brexit.

Purpose of the study

B. Johnson became Prime Minister of Great Britain at a turning point, when a tough confrontation was waged between the government and parliament over future trade and economic relations with the EU, and the entire British society was split into supporters and opponents of Brexit. These circumstances strongly influenced the content B. Johnson's political
rhetoric, the use of specific metaphorical models that formed the basis of his speeches.

The image of the United Kingdom in B. Johnson's political discourse is interesting because it helps to analyze his view on British identity. The study of metaphorical concepts that he uses in public speeches explains the mechanisms of manipulative speech influence of a politician on a mass audience in order to gain and retain power.

**Methodology**

Any political discourse is built on the principles of substantiating ideological imperatives as the fundamental ideological attitudes of a political leader, aimed at forming and strengthening views and beliefs that promote certain ideals for the structure and survival of society. Contemporary political discourse is a complex semiotic formation. Its components are discursive, cultural and ideological codes (Ivanova S., 2011: 66–67).

Metaphor is one of the basic elements of political discourse, which helps to structure people's thoughts and guide their actions. It simultaneously acts as a means of cognition of the surrounding reality, and a means of manipulating mass consciousness. The metaphorical concepts that B. Johnson used in his public speeches had a pronounced national identity, a striving for cultural identity and isolation, and the opposition of British and common European political values.

This research is based on the theory of conceptual metaphor by J. Lakoff and M. Johnson, which helps to explain the mechanism of structuring cognitive experience. In the interpretation of the essential component of B. Johnson's speech specificity, cognitive and anthropocentric approaches were used, which classify the basic concepts on which his political discourse was built.

**Results**

The metaphorical concept of the country as a sovereign force in B. Johnson's political discourse is quite common. The elements of this concept include the community, common goals, action plan, the conditions necessary for the country's prosperity in the future. For example, in a speech dedicated to his election as prime minister in July 2019, B. Johnson states: “And I will tell you something else about my job. It is to be Prime Minister of the whole United Kingdom and that means uniting our country answering at last the plea of the forgotten people and the left behind towns by physically and literally renewing the ties that bind us together” (Boris Johnson’s statement in Downing Street, 2019). Thus, he emphasizes that the historic mission of the Conservative government remains to preserve the
integrity of the United Kingdom as a symbol that unites people at the mental level, regardless of their nationality or class.

In addition, in the same speech B. Johnson uses the concept of “global Britain”, which can be characterized as an ontological metaphor (Lacoff G., Johnson M., 2004: 59). Through it, in the form of personification, the addressee expresses his attitude to the modern global challenges. In another speech dedicated to the victory of the Conservative Party in the general parliamentary elections in December 2019, B. Johnson again emphasizes that the British are a united nation that will move towards prosperity: “We are going to unite and level up, bringing together the whole of this incredible United Kingdom, taking us forward unleashing the potential of the whole country delivering opportunity across the entire nation” (Boris Johnson’s statement in Downing Street, 2019). It should be added that referring to the mass addressee, B. Johnson equates the government and society, creating in the minds the image of two equal political actors who work in a team and are connected both by common goals (achieving prosperity and well-being) and by a common territory (United Kingdom). Such speech models of B. Johnson are distinguished by a high degree of implicitness, i.e. the ability to hide the manipulative impact on your audience.

The United Kingdom acts in B. Johnson's speeches as a home, for the people living in it — the most important and universal cultural concept in the human mind. The metaphorical representation of social realities and processes as at home remains one of the most traditional images for political speech. Home for an Englishman is the embodiment of his principles of privacy, his individuality, an indicator of status (Foks K., 2013: 141). Thus, the Prime Minister focused the public's attention on an important component of the national culture: my home is my fortress.

If we consider the influence of political events on the formation of B. Johnson's political rhetoric, we can clearly see that Brexit acts as a driving force or a necessary condition for the transformation of the United Kingdom into a house that brings together all the people under one roof, evokes a feeling of security and comfort. This metaphorical concept simultaneously serves as one of the means of expressing the widespread opposition “friend or foe”, which is often used in populist speeches. B. Johnson, first of all, contrasts the European Union and the United Kingdom as followers of different socio-economic approaches, which will have to interact after Brexit as equal partners without any hint of dictate from the EU, as it was when the country was in its composition.

This approach is clearly seen in B. Johnson's speech in Greenwich in February 2020, which was devoted to the future trade deal with the EU. The Prime Minister specifically emphasized the superiority of British social
policy over European one: “The EU waited until last year before introducing two weeks of paid paternity leave; we in the UK guaranteed that right nearly two decades ago. The EU gives employees the right to request flexible working only if they are parents or carers. The UK provides that right to every employee with more than six months’ service — and they can make the request for any reason” (Boris Johnson's speech in Greenwich, 2020). Thus, skillfully selecting the necessary facts, B. Johnson deliberately presents the EU as a backward integration model that hinders the development of national states and cannot effectively cope with the emerging difficulties.

In his political rhetoric, B. Johnson actively used a combination of professionally marked and situationally conditioned statements (Khakieva Z., et al., 2019: 167) in order to simultaneously convince the audience of his competence and awareness in the field of social and political processes and create confidence in it, using phrases from everyday vocabulary. This technique was perfect for the 2019 Conservative Party campaign and for lobbying its interests in the British Parliament. B. Johnson began his official speech after the victory of the Tories in the parliamentary elections with the phrase: “Good morning, everybody — well, we did it — we pulled it off, didn't we?” — a situationally conditioned statement, and ended the speech with the phrase “And as the nation hands us this historic mandate we must rise to the challenge and to the level of expectations” (Boris Johnson victory speech in full., 2020), which looks more literary, referring to the linguistic tradition of the British aristocracy. The use of such artistic and visual means of language allows us to introduce into the minds of the mass audience the thesis that the ruling Tory party remains a symbol of the original political culture that has developed in the United Kingdom for many generations, at the same time, without forgetting to adapt to modern realities.

To emphasize the need for Brexit for the United Kingdom, its historical inevitability and conditionality, B. Johnson uses the model “life is theater” that often appears in modern political discourse. Theatrical metaphor is very characteristic of British literature, referring to the days of Shakespeare and his tragedy “Macbeth”. Over time, it became firmly rooted in the sphere of political lexicon. In his speech dedicated to the official withdrawal of the United Kingdom from the EU, B. Johnson emphasizes the epoch-making of this event for the British with the following phrase: “And the most important thing to say tonight is that this is not an end but a beginning. This is the moment when the dawn breaks and the curtain goes up on a new act in our great national drama” (Boris Johnson’s Brexit speech, 2020). Comparison of Brexit for Great Britain with the end of a theatrical drama determines the formation of specific emotional meanings — the delight of its completion and the anticipation of a new spectacle. In this
context, the theatrical metaphor is a complex of concepts in which Brexit is the act of theatrical play, the United Kingdom is the stage, the British government is the director, and British citizens are the audience.

**Conclusion**

Thus, most of the metaphorical concepts that form the image of the United Kingdom in the political discourse of B. Johnson have a bright emotional coloring and an increased degree of influence on the mass addressee in the political context of Brexit. The expressiveness of B. Johnson's political metaphors was enhanced by the use of various stylistic figures that expressed the addressee's attitude to specific political events (referendum, parliamentary elections, Brexit). B. Johnson's political discourse seriously influenced the British rethinking of the role of their country in modern geopolitics, paved the way for the final exit of Great Britain from the EU and the search for alternative ways of development.

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EVIDENCE-BASED APPROACHES
to building academic integrity

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Abstract. The article focuses on the analysis of the linguistic perception of plagiarism as a constituent element of the umbrella concept of academic integrity. Certain attention is given to how contemporary scholars address the notion of textual plagiarism in second-language (L2) learning. The paper reviews recent research studies related to the terminological distinctions between “intentional” and “unintentional” plagiarism when considering its potential roots and pedagogical approaches to preventing cheating. The methodological context suggests that plagiarism-related practices in L2 writing can be largely eliminated by actively encouraging students to engage with relevant academic sources and by developing their information searching and library skills. It is argued that one of the ways to lessen the risk of plagiarism is to raise learners’ awareness of academic literacy skills and textual appropriation strategies, and in doing so to encourage students’ independence.

The findings of the study reveal the meaning of plagiarism and attitudes towards plagiarism-related practices as investigated by means of an online survey involving undergraduate students of Moscow City University (MCU), Higher School of Economics (HSE) and Peoples’ Friendship University of Russia (RUDN University). The paper analyses student responses to the causes of plagiarism in higher education and as well as their perception of the suggested ways to prevent academic misconduct. One of the findings of this study is the correlation between unintentional plagiarism and students’ unawareness of such integral aspects of academic writing as citing sources and acceptable strategies for paraphrasing and incorporating the words and ideas of others.

With regard to the source-use problems the respondents encountered, the present paper suggests a number of practical ideas aimed at enabling novice academic writers to better understand and appropriately interpret the rhetorical purposes of the cited text. These include the methods of summarizing, paraphrasing, assimilating and evaluating information in the process of trying out various writing genres which are to some extent built upon the already existing academic work. The author exemplifies the use of source texts as a means of extending students’
lexis, grammar and academic repertoire and discusses the importance of developing language and discoursal skills when striving for authenticity in academic writing.

**Keywords:** academic integrity, plagiarism avoidance, textual appropriation

**Introduction**

Investigating into the problem of plagiarism is a crucial element in the attempt to understand “a range of cognitive and social reasons behind ESL students’ transgressive textual appropriation, defined as students’ source use that contravenes acceptable borrowing practices” (Abasi, Akbari, 2008). Given that plagiarism is a broad phenomenon, extensive scientific research on the topic is undertaken in the fields of literature, applied linguistics, art, music and second language acquisition. Irrespective of the subject area, plagiarism is commonly described as “theft … (by copying) the words or ideas of someone else and passing them off as one’s own without crediting the source” (Park, 2003: 472).

Educators tend to agree that the process of plagiarism recognition in L2 writing may become a complicated and difficult task, particularly when novice writers have no intention to plagiarize. “Concerns have been raised about unintentional plagiarism being treated as a form of deliberate cheating, leading to proposals for separating these types of source-use practices (Pecorari, Petrić, 2014: 276). Patchwriting, the well-known term for *unintentional plagiarism*, was first introduced by Howard (1999) and defined as “copying from a source text and then deleting some words, altering grammatical structures, or plugging in one synonym for another” (Howard, 1999: xvii). Building upon Howard’s work, Pecorari puts forward a two-level typology of plagiarism, with *textual plagiarism*, defined as “the use of words and/or ideas from another source, without appropriate attribution” (Pecorari, 2008: 4). The cited paper further divides the concept of *textual plagiarism* into “two sub-types, *prototypical plagiarism*, where intention to deceive is present, and *patchwriting*, where no such intention exists” (Pecorari, Petrić, 2014: 276).

Even so, “unwitting plagiarism, where the student unknowingly presents as their own an idea, argument, or theory which has already become the intellectual property of another, through patent or publication, is nevertheless treated as a serious error, and one which postgraduate students are advised to avoid by a very careful scrutiny of existing publications on the topic” (A Dictionary of Education, 2015: URL). Paying tribute to the reliability of plagiarism detection software, it is not the only method to help deal with plagiarism. Other methods include taking preventative measures such as trying out various pedagogical approaches aimed to facilitate students’ understanding of L2 writing challenges. As noted by contemporary
scholars, “preventative measures can include a multitude of different strategies, from implementing modules designed to provide students with the study skills to designing courses and assignments” (Buckley, Picking, Grout, 2008: 57) aimed to reduce the possibility of plagiarism. It is argued that one of the ways to lessen the risk of cheating is to promote academic integrity values and expose students to textual borrowing strategies and in doing so to encourage their independence.

**Purpose of the Study**

The research intends to raise students’ awareness of textual appropriation techniques and to analyze textual evidence enabling novice academic writers to better understand and interpret the rhetorical purposes of the cited text.

**Methodology**

The findings of the present paper reveal attitudes towards plagiarism-related practices as investigated by means of an online survey involving undergraduate students of Moscow City University (88% of respondents), Higher School of Economics and Peoples’ Friendship University of Russia (5% and 7% of respondents respectively). The research uses a relatively narrow sample of 60 respondents which constitutes 79% of the number of the third- and fourth-year students of the English Philology Department (MCU), and thus can be considered representative for the purposes of a pilot explanatory study.

The following table (Table 1) presents the questions used in the survey and discusses the research objectives and expectations.

<table>
<thead>
<tr>
<th>Question</th>
<th>Question Type</th>
<th>Objectives</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 How do you understand plagiarism?</td>
<td>Open</td>
<td>To define students’ knowledge of plagiarism.</td>
<td>Students will be generally aware of the term ‘plagiarism’. Some of them will not fully comprehend what constitutes plagiarism.</td>
</tr>
<tr>
<td>2 Mark your evaluation of the seriousness of plagiarism on the scale from 1 to 5.</td>
<td>Closed</td>
<td>To assess students’ attitude to the problem of plagiarism.</td>
<td>A significant number of students may demonstrate a neutral attitude to plagiarism.</td>
</tr>
<tr>
<td>Question</td>
<td>Question Type</td>
<td>Objectives</td>
<td>Expectations</td>
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<tr>
<td>-------------------------------------------------------------------------</td>
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<td>---------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>3  What do you think the best ways to avoid plagiarism are?</td>
<td>Closed</td>
<td>To illustrate students’ opinion about efficient plagiarism avoidance practices.</td>
<td>Most students will speak in favour of developing academic literacy skills.</td>
</tr>
<tr>
<td>4  Do you use plagiarism-detection software before submitting a paper to your university professor?</td>
<td>Closed</td>
<td>To describe the spread of detection software among students.</td>
<td>Most respondents will use plagiarism detection software only if it is required by the assignment.</td>
</tr>
<tr>
<td>5  To what extent are you satisfied with the plagiarism policy adopted at your university/department?</td>
<td>Closed</td>
<td>To assess the respondents’ degree of satisfaction with their university plagiarism policy.</td>
<td>A large number of students will be satisfied and/or mention the objective necessity for more practice in academic writing.</td>
</tr>
<tr>
<td>6  Which causes for plagiarism among students do you personally find the most relevant ones?</td>
<td>Closed</td>
<td>To define the reasons for plagiarism among university undergraduates.</td>
<td>Most students will report unawareness of academic literacy skills and difficulty thinking for oneself among the most valid reasons.</td>
</tr>
<tr>
<td>7  Which of the following ‘methods’ can be identified as cases of plagiarism?</td>
<td>Closed</td>
<td>To identify whether most respondents fully comprehend what constitutes plagiarism.</td>
<td>Some students may fail to recognize forgotten links to sources and inappropriate use of quotation marks as cases of plagiarism.</td>
</tr>
<tr>
<td>8  How do you use words and ideas of others in your writing?</td>
<td>Closed</td>
<td>To evaluate citing behaviours of university undergraduates and their use of textual appropriation strategies.</td>
<td>A significant number of students may admit to giving no reference to the original work and/or forgetting to include quotation marks.</td>
</tr>
<tr>
<td>Question</td>
<td>Question Type</td>
<td>Objectives</td>
<td>Expectations</td>
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<tr>
<td>9</td>
<td>Closed</td>
<td>See 7 and 8.</td>
<td>Some students may have insufficient knowledge of acceptable strategies for paraphrasing and incorporating the words and ideas of others and a lax approach to citing sources.</td>
</tr>
<tr>
<td>10</td>
<td>Open</td>
<td>To assess students’ textual borrowing strategies in the process of working with others’ words.</td>
<td>Most students will avoid the task probably due to an educational background which did not involve active academic writing.</td>
</tr>
</tbody>
</table>

**Results and Discussion**

**Questionnaire Analysis**

The opening question of the survey aimed at eliciting the participants’ ideas about plagiarism. The results reveal that students’ perception of this form of academic misconduct does not differ from the conventional interpretation of the notion under analysis. The responses varied in length from one-word reactions (“Cheating”) to longer answers demonstrating a deeper comprehension of the subject (“Plagiarism is some sort of fraud, because you steal someone else’s work, thoughts, ideas and other types of intangible property and, what is more, you lie about it afterwards as if the property were your own”). A sound understanding of plagiarism by students manifested itself in the following beliefs:

- “Presenting someone else’s work or ideas as your own by incorporating it into your work without full acknowledgement”;
“Attribution of authorship of texts that do not belong to you”;
“*The use of another person’s intellectual property without giving credits to them (also using some of such without permission, if needed)*”.

Almost all respondents mentioned “copying ideas and thoughts”, “taking someone else’s work”, “an act of stealing somebody’s ideas”. Other popular responses to the meaning of plagiarism (more than 50%) included “without the author’s permission”, “without reference”, “deliberately”, “as your own”; some added “intentional theft”, “because of laziness/inefficient time-management”, “for selfish purposes”, “being ‘inspired’ by someone’s idea”, “being appreciated for stolen copied work”.

The following question aimed to assess students’ attitude to the problem of plagiarism (Figure 1).

![Figure 1](image.jpg)

Overall, the graph highlights the evidence that the large majority of undergraduate students recognize the seriousness of plagiarism and its impact on a researcher’s reputation (58,3%), while 31.7% of respondents maintain that plagiarism is “a common example of academic misconduct”. Admittedly, some 5% of the replies identify plagiarism as a rather permissible academic practice.

The third question focused on the students’ opinions about the best ways to avoid plagiarism (Figure 2). The results fully meet the research expectations and represent a high per cent of replies in support of using plagiarism-detection software (61.7%) and developing students’ academic literacy skills (63,3%). The promotion of academic integrity was supported by only 40% of the respondents probably due to its more theoretical and less practical value.
Figure 3 shows that despite the students’ recognition of the use of detection software as a plagiarism avoidance tool, only a relatively low number of respondents (25%) spend their time on it prior to any requirements.

Another objective of the survey was to assess the respondents’ degree of satisfaction with their university plagiarism policy (Figure 4). The vast majority of the undergraduate students (60%) are largely satisfied with it. Still, the replies report an objective necessity to further promote the values of academic integrity and raise students’ awareness of academic literacy skills and textual borrowing strategies, such as summarizing, paraphrasing and evaluating information. 31.7% of the participants share the same ethics and are taught how to work with sources and incorporate the words and ideas of others in the proper way. Figure 4 reveals that 8.3% of the respondents expressed
dissatisfaction with their university plagiarism policy and claimed that there is a desperate need to engage students in workshops on scholarly academic writing and give them clear instructions on how to avoid plagiarism.

Among the most relevant causes of plagiarism among students (Figure 5) the participants mentioned “difficulty thinking for yourself and creating your own ideas” in the first place (68.3%). The number two position was shared by “unawareness of academic literacy skills and textual borrowing strategies” (53.3%) and “getting high scores at any cost” (58.3%). Surprisingly enough, the latter was not included in the research expectations. Also, plagiarism among students may be rooted in “poor time management” (40%) and “not understanding the assessment” (25%).

It has been discovered that when identifying the examples of plagiarism (Figure 6) a particular number of respondents (81.7%) failed to recognize “inappropriate use of quotation marks” as one of those. Unsurprisingly, the
majority of students approached common cases of plagiarism in a conventional way. The figures below reveal that the participants are well aware of such unacceptable textual practices as “copy-paste” (93,3%), “forgotten links to sources” (61,7%) and “translation without reference to the original work” (71,7%). Unfortunately, some 1,7% of respondents reported that “none of these” behaviours represent examples of plagiarism.

**Figure 6**

In line with research expectations, some students admitted to having insufficient knowledge of acceptable strategies for paraphrasing and incorporating the words and ideas of others and a lax approach to citing sources (*Figures 7 and 8*). Thus, 40% of the respondents “may copy-and-paste words and ideas written by someone else into my paper and simply add citation marks”, while 31,7% reported changing “the grammar of the original source or restate some ideas in different words without reference to the original work”. At the same time the absolute majority (61,7%) of the participants “always include the cited source”.

**Figure 7**
As we can see from Figure 8, a significant number of undergraduates do not fully comprehend what constitutes plagiarism. Of all the respondents surveyed, half of them defined “substituted synonyms in certain places” as appropriate paraphrase of the original source. 11.7% and 36.7% respectively said that “the same exact sentence structure” and “key phrases borrowed directly from the original” are accepted examples of textual behavior.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substituted synonyms in certain places</td>
<td>30 (50%)</td>
</tr>
<tr>
<td>Changed voice and sentence structure</td>
<td>18 (30%)</td>
</tr>
<tr>
<td>The same exact sentence structure</td>
<td>7 (11.7%)</td>
</tr>
<tr>
<td>Key phrases borrowed directly from the cited source</td>
<td>22 (36.7%)</td>
</tr>
<tr>
<td>Cited source</td>
<td>36 (60%)</td>
</tr>
</tbody>
</table>

**Figure 8**

The last question of the survey asked the participants to paraphrase the given excerpt\(^1\) in about the same length as the original source. The students were encouraged to use synonyms, change the sentence structure, the voice and parts of speech where appropriate without copying the exact wording of the original text. Pursuant to the research expectations, a much smaller sample from the same group of the respondents (18.3%) attempted to fulfill the task. It should be noted that in numerous cases the paraphrases produced by the students can be interpreted as possible plagiarism, while some demonstrated a wide range of lexis, grammar and academic repertoire when working with the original source.

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\(^1\) “Contentment used to be considered a prerequisite for health. As reflected upon by Hans Selye, the way we react to stress appears to be more important than the stress itself. Stress comes mainly from the patient’s interpretation of events. Within each of us is a spark. Call it the divine spark if you will, but it is there and can light the way to health. Let us learn to rekindle that spark in our patients, allowing them to participate in decisions, and to become actively involved in the process of living, of loving and of laughter”. (Source: Excerpted from Thompson, A.B.R. (1989, June). Love, Medicine and Miracles. Can J Gastroenterol. Vol. 3 No 3. P. 131.)
### Example 1

<table>
<thead>
<tr>
<th>Original Source</th>
<th>Unacceptable Paraphrase (Plagiarism)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Contentment used to be considered a prerequisite for health. As reflected upon by Hans Selye, the way we react to stress appears to be more important than the stress itself”. Source: Excerpted from Thompson, A.B.R. (1989, June). Love, Medicine and Miracles. Can J Gastroenterol. Vol. 3 No 3. P. 131.)</td>
<td>“It was always considered that a person must be contented to be healthy. Hans Selye once said that the way we react to stress is much more important than stress itself”. Source: Students’ responses Why is it unacceptable? • The respondent only substituted one synonym and preserved exactly the same wording as that in the original.</td>
</tr>
</tbody>
</table>

### Example 2

<table>
<thead>
<tr>
<th>Original Source</th>
<th>Acceptable Paraphrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Contentment used to be considered a prerequisite for health. As reflected upon by Hans Selye, the way we react to stress appears to be more important than the stress itself. Stress comes mainly from the patient’s interpretation of events. Within each of us is a spark. Call it the divine spark if you will, but it is there and can light the way to health. Let us learn to rekindle that spark in our patients, allowing them to participate in decisions, and to become actively involved in the process of living, of loving and of laughter”. Source: Excerpted from Thompson, A.B.R. (1989, June). Love, Medicine and Miracles. CAN J GASTROENTEROL. Vol. 3 No 3. P. 131.)</td>
<td>“In his article, published in the Canadian Journal of Gastroenterology and Hepatology, Dr A B.R. Thomson develops Hans Selye’s idea that our reaction to stress is of more importance to our health than our physical response. In order to be healthy, we must learn to be content and interpret events in a positive way. Failing to look on the bright side of things can be a major cause of stress. It is thus the doctor’s duty to encourage this positivity in their patients, let them be active participants of their treatment and enjoy life — for it is necessary for effective healing”. Source: Students’ responses Why is it acceptable? • The respondent gave credit both to the author of the cited text and the source mentioned in the original. • The writer changed parts of speech, the sentence structure, used synonyms, put the information in his/her own words.</td>
</tr>
</tbody>
</table>
Conclusions

Contributing to a better understanding of plagiarism-related practices in the Russian higher education context, the research arrives at somewhat ambiguous results. The key statistics reveal that being fully aware of the meaning of ‘plagiarism’, most respondents tend to misinterpret some crucial standards of acceptable textual behaviour, such as citing sources and incorporating the ideas of others. The significant difference between the per cent of respondents who are aware of academic literacy skills and those who are ready to apply them might be seen as a cause for growing concern. The questionnaire responses highlight the need for more information to be available to undergraduate students about academic literacy skills and textual borrowing strategies, such as summarizing, paraphrasing and evaluating information. These key issues may need to be addressed in the process of developing university courses and modules aimed at facilitating academic and scientific writing.

References


INVESTIGATING THE ROLE OF CULTURAL GLOBALIZATION ON YOUTH NATIONAL IDENTITY

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Abstract. National identity is a set of positive tendencies and attitudes towards the identifying and unifying factors, elements and patterns at the level of each country as a political unit that challenges the culture of nations more than any other in the field of globalization. On the one hand, global networks broadcast mass culture, and on the other hand, they feed the elites of society with the aim of innovation and invention, and by eliminating the temporal and spatial dimension, they provide good identity needs, but cultural globalization has consequences such as consumption. Orientalism also promotes Western culture and style.

This research aimed to identify impacts of cultural globalization on the national identity of the students of the Islamic Azad University, Tehran Branch, and the research framework is based on the theory of Giddens and Stuart Hall. The research method is descriptive and applied in terms of purpose and in terms of data collection, it is a survey and field method. The data collection tool is a researcher-made questionnaire. This study investigates the relationship between cultural globalization and the extent to which Iranian youth belong to their national identity. The research data were collected using a researcher-made questionnaire with 384 young people aged 18 to 30 years old living in districts 2 and 16 of Tehran who were selected using multi-stage cluster sampling method in 2018. Research results show that with increasing dependence on online social networks and extreme use of them, consumerism and the tendency to global identity, the degree of belonging and dependence on national identity decreases and the tendency of young people to culture and global identity and values increases. But global awareness of social, and cultural processes, issues, and events in the world increases national and cultural affiliation. Global patterns threaten national identities by creating a common language, lifestyle and culture.

Therefore, cultural managers and policy makers by using and benefiting from new technologies and virtual social networks can enrich and preserve national identity and globalization of Iranian identity, Iranian Islamic lifestyle and Iranian history and customs to revive and Recognize it to young people and other nations.

Keywords: Cultural globalization, Global Identity, Cultural communication, online Social Network, National Identity
Introduction

Every nation or individual has a special identity and at the same time, such a nation and individual has a distinct identity and unique characteristics (compared to other nations). In other words, having an identity means being a stranger, but from two different aspects: being like others in one's society and class and being like oneself over time (Golmohammadi, 2007: 223). Identity is a kind of self-knowledge of an individual or a nation in relation to others. This process determines who an individual or nation is socially and what is its position (Masson et al., 1995: 578).

The national identity of Iranians has emerged from the values and norms of the Iranian tradition, the Islamic tradition, and in the age of globalization from the Western tradition. These three elements in a specific time and space have led to the formation of a common language, culture, religion and history among Iranians. Identity helps to recognize the boundary between insider and outsider within the group from outside the group. The constituent elements of national identity include language, culture, land, race, ethics, myth and cultural-artistic heritage, etc.

Although human beings are very diligent in observing their customs (as part of their identity) and the speed of changing traditions in societies (especially Third World societies) is slow, but in the present age, a phenomenon such as globalization has caused different effects of countries and societies on each other; It has many effects on the economic, political, cultural and religious fields (Behkish, 2005: 32). Nowadays, the speed of cultural change and consequently changing identity of societies has increased more than before, with advent of technology and cyberspace to the most private part of people's lives, the path of globalization and exchange of information and communication has completely changed and nations and peoples easily communicate with each other. culture, values and norms have interacted more than anything else, and many users have become acquainted with the values, art, literature, language, works and industries of other societies through this space. On the other hand, due to online media propaganda, national identity is dominated by global identity (Hesari, 2003: 78).

In parallel with the formation of global identity and new innovations in the field of communication technology, compared to previous eras, it has made access and familiarity and interaction of cultures faster and easier. One of the effects and results of this transformation in the field of technology and development is the creation of a global culture in which people push different societies beyond their narrow national and ethnic boundaries and individuals seek their identities across borders not within
national borders. The tremendous advancement of communication technology in recent years has enabled the rapid contact and exchange of cultures as commercial goods in new electronic packaging and has brought different peoples and nations closer and more interdependent. Cultures become passive in the process of globalization and even lose some of their cultural characteristics while accepting the culture that economic globalization carries. Globalization unifies cultures and eliminates differences. In the process of globalization of cultures, knowledge, values and norms beyond national borders are transferred to other cultures and their cultural identities are affected and cultures belonging to one or more cultures are gradually becoming a single network of social relations.

It should be noted that globalization has positive and negative dimensions, or in other words, an opportunity (in the distribution and access of people to educational facilities and information and technology, transfer and exchange of values and cultural goods, etc.), or a threat (Cultural assimilation is the elimination of diversity and the widening of the digital divide). On the one hand, global networks broadcast mass culture, and on the other hand, they feed the elites of society with the aim of invention and innovation, and by challenging culture and eliminating the temporal and spatial dimension, it well meets the needs of identity. The different boundaries of social life can unstable national identity, but the globalization of culture, if properly and consciously understood, can change the traditional identity but not cause a crisis of national identity. Cultural globalization has consequences such as consumerism, the promotion of Western culture and style.

Given the dynamics of Iranian culture also social and cultural developments in Iran in recent decades, the Iranian people have found a more comprehensive understanding of the world and their world culture and Iranian culture. This knowledge and awareness has not been unaffected by the conditions of the internal and external environment. Increasing urban and provincial travel in Iran, facilitating the conditions of communication between cultural spheres in Iran and traveling to foreign countries, using mass media (national and international), expanding public knowledge about countries and cultures Furthermore, political and social participation, changes in global conditions, and the development of intercultural relations have led Iranians to define themselves more in the international community. Globalization means the simultaneous presence of different cultures rather than the domination of a particular culture over other cultures. Cultures, while distinct from each other and living independently, are located in a network of intercultural connections, influenced by each other, and each of them is the builder of global society and culture. This study seeks to
investigate the role of elements of cultural globalization (tendency to globalization, use of communication and information technology, awareness of globalization, global identity) on maintaining and promoting the national identity of young people aged 18 to 35 in Tehran. Now the main issue is that; Has the globalization and use of communication technologies been able to play a role in the spread of Iranian culture and identity or has destroyed national identity.

Objectives/Purpose of the study

This study seeks to investigate the role of elements of cultural globalization (tendency to globalization, use of communication and information technology, awareness of globalization, global identity) on maintaining and promoting the national identity of young people aged 18 to 35 in Tehran and the main issue is that; Has the globalization and use of communication technologies been able to play a role in the spread of Iranian culture and identity or has destroyed national identity.

Methodology

The research method is quantitative and survey. The statistical population of this study includes all young people aged 18 to 30 years old living in districts 2 and 16 of Tehran. According to the report of the social deputy of Tehran municipality, it is equal to 329701 people and with the Cochran's formula, the sample size is estimated to be 384 people. The sampling method is multi-stage cluster in order to do this, we randomly selected Gisha and Tarasht neighborhoods from District 2 of Tehran (including 9 districts and 30 neighborhoods) and randomly selected two neighborhoods of Naziabad and Bagh Azari in District 16 of Tehran (including six districts and 22 neighborhoods). Then by preparing the area map and blocking the selected areas for each of them, in each region, a questionnaire was completed with 192 people and totally 384 young people aged 18 to 30 years participated for this research. The research tool is a questionnaire (researcher-made questionnaire) and a unit of analysis at the micro level. Regarding the validity and reliability of the questionnaire, the final questionnaire has been considered with the approval of expert professors in this field. The validity of the indicators is based on formal validity. The validity of the main index items of the research was evaluated using the internal reliability method and for this purpose the Cronbach's alpha coefficient technique was used which is above 70% and is acceptable (alpha coefficient of national identity (0.89), global identity (0.84)) Global Awareness (0.87), Consumerism (0.81) and Globalization of Culture (0.86)).
To measure the globalization of culture, a researcher-made questionnaire is taken from Giddens and Lotfabadi theory (2006).

Cultural globalization is the formation and expansion of a specific culture in the global arena. This process creates a wave of cultural homogeneity in the world and challenges all cultural specificities. One of the common and familiar conception of the globalization of Western culture is cultural imperialism. From this point of view, globalization is the will to cultural assimilation of the world (Kavousi and Teymouri, 2009: 68).

According to Giddens, cultural globalization is a kind of evolution of space-time that through new information and communication technologies has brought information waves into different borders (Giddens, 2008: 64). In Giddens's definition of the process of cultural globalization mentions to components such as new information and communication technologies, awareness of globalization and consumerism (secularism). For this purpose, globalization has been measured based on 1) The use of online social networks, 2) Awareness of globalization, 3) Consumerism, 4) Tendency to global identity at the level of sequential measurement and in the form of Likert scale.

National identity means the permanent reproduction and reinterpretation of the pattern of values, symbols, memories, myths and traditions that constitute the distinctive heritage of nations, with which the identity of individuals is determined by its pattern and heritage and its cultural elements (Smith, 2004: 30). As a political unit, it is a set of positive tendencies and attitudes towards identifying and unifying factors, elements and patterns at the level of each country, the basis of national identity is the feeling of belonging and commitment to the unit of national community, which makes more sense in the realm of national borders. The most important elements of national identity include: 1) The existence of a single political organization, 2) Common culture, language and religion, 3) Common historical background, 4) Common land (Goodarzi, 2006: 26). National identity is measured in terms of sense of belonging and type of attitude to the national, historical and cultural borders of the Iranian nation in two dimensions: 1) cultural and 2) value and historical.

Results/Findings

In total, 29.2% of the respondents were female and 70.8% male, and in terms of education, 64.8% have university education. The average use of social networks among respondents was 3 hours and the maximum use of this space was 11 hours, and most users use this space to access interests, entertainment, increase interactions and less to access scientific content, and the most popular social network is Instagram. The results show that nearly
half of the respondents are very interested in Western music and movies (42.6%), use branded and promotional cosmetics (40.7%), use special and unique clothes (46.4%), buy Promotional items (50%) also 42.6% interested in using the color and hairstyle of the day while 45.2% of them prefer to be fashionable. 49.5% of the respondents were care about their appearance and try to have a beautiful appearance, and only 29.8% of the respondents are interested in tattoos.

Most respondents were very interested in living in the United States and European countries (44.3%) also they were interested in world events (60.8%), having foreign relatives and friends (48.9%), visiting world celebrities (34%), going to world promenades and restaurants. (41%) and have a Western fashion style (41.9%). 71.5% of them had little English language skills but are very interested in learning the language.

In terms of national identity, most respondents, are very interested in Persian language (75.5%), naming children after Iranian names (30.1%), Iranian poetry and literature (68%), Iranian dialects and accents (51.8%), Wearing ethnic clothes while traveling (35.8%), Iranian music (77%), learning Iranian art and customs (46.7%), publishing information about Iranian lifestyle and culture on virtual pages (48.9%) Familiarity with local food (54%), are very interested in living in different parts of Iran (33.5%) and 55.3% of them are familiar with Iranian celebrities and epics and 71.5% of them believe that the nature and scenery of Iran are unique to the world, but their interest in Islamic hijab and clothing has diminished among young people.

According to most respondents, the globalization of culture leads to increased awareness about Iran and the Islamic world (46.3%), the interconnectedness of countries' destinies (58.2%), revealing hidden and forgotten layers of countries' culture (48.2%) and people have more dominance over news release and the situation of countries (39.2%). They also believe that by global tools the advancement of other cultures today cannot be denied because of their interest in their culture.

According to Pearson test results, at 99% confidence interval and significance level of sig = 0.000, there is a significant relationship between cultural globalization and national identity (r = -0.421). In other words, with the tendency of respondents to global cultures, their belonging to national culture and identity decreases. Also between national identity and the dimensions of cultural globalization; There is a significant relationship: consumerism (r = -0.405), use of virtual social networks (r = -0.420), tendency towards global identity (r = -0.186) and global awareness (r = 0.301). In other words, with the increase of youth tendency to consumerism and luxury, Western lifestyle and joining the global identity and acceptance of global
elements and values, extreme use and dependence on online social networks, belonging to national identity decreases while increasing global awareness and acquaintance with new cultures leads to an increase in respondents' belonging to their national identity, history and culture.

**Discussion**

According to Malcolm Waters, the subject of culture is the heart of the phenomenon of globalization. According to Jordan B. Peterson, culture should be considered the most important and richest source of identity. Individuals and groups always identify themselves by appealing to various cultural components and elements (Warters, M, 2000: 79–78). But the process of globalization, by dismantling the monopoly space and destroying the immunity of cultures, has greatly reduced their ability to create traditional identities. According to the research results, the cultural globalization through worldwide technologies, reduced the Tehran's youth affiliation to their national identity.

Cultural globalization affects national identity through national affiliation, Persian language, national unity and solidarity and self-sacrifice, negatively affect the cultural dimension and lead to a decrease in the sense of nations to their cultural affiliation and encouragement to Western culture (Bakhtiari Nasrabadi, et al., 2010: 215–216). Globalization through the unification of cultures and the intertwining of indigenous and local cultures in global culture, capitalist consumerism and global trade networks and the widespread and extreme use of cyberspace leads to instability and national identity crisis (Yaghoubipour, 2007: 119).

Globalization has caused a change in Iranian society, the most important of which is the view and perception of others (non-Iranians), multi-dimensional identity and ultimately modern person. This process, as a cultural, political, social and economic process, has presented capacities and situations to the world, in the light of which the interaction and influence of cultures on each other has increased. In this process, the relationship between Iranian culture and world culture can be considered not on cultural differentiation, but on the continuity, interaction and influence of cultures on each other, the reasons for the extension of this international mentality and tendencies in Iranian identity can be found in their historical origin. globalization seen as a change in Iranian society, regardless of any value judgments.

In the process of globalization, although national borders and identities are fading, cultural identities related to place and neighborhood are becoming more valuable. In this case, patriotism will be more valuable than nationalism, and on the other hand, because globalization has led to
a communication revolution, information explosion and fundamental advances in the information society in the field of communication technology, it reduces the distance between societies, increases the importance of space compared to place and density of time due to the possibility of simultaneous information movement. Increase cooperation; Interaction, exchange, tolerance, flexibility, capacity, plurality and reproduction of human consciousness and promotion of mediating possibilities of national identities can be considered as positive effects of globalization. The negative effects of globalization, which weakens national identity include the increase of structural conflicts and identity duality, cultural unification and the strengthening of centrifugal tendencies. In general, in order to benefit from the positive effects of globalization, it is necessary to increase the level of awareness and proper use of information technology and use it as a means to promote national and traditional cultural values and norms.

Furthermore, the cultural globalization with the promotion of consumption life style leads decreasing in national identity integration. Some people prefer domestically produced to foreign products because their national loyalty or because of its quality. Conspicuous consumption in societies is a function of the process of globalization of the economy with the global capitalist system. This system tries to bring consumers to their service with the help of consumption ideology or culture and people's perceptions of their identity and needs. Consumption culture encourages people to consume more than their biological needs. Showing Western cultural products through the media and cyberspace provides the transfer of consumption culture that stimulate consumers' shopping tastes and bring commodity life and consumerism to the audience by identity-building patterns, which in turn leads to value conversion and disorder.

In developed countries, their culture through luxuries and emphasis on material life and economic cycle, invites people to consumerism and beauty of appearance, so people in purpose for a better life, tend to achieve that culture, this factor has led to affect not all national identity but part of it, especially in terms of values and religion (Saenz, 2012: 193). With the increase in the use of Western cultural products and belonging to Western languages and values (clothing style, behavioral style and consumption), belonging to national and ethnic identity decreases (Moeidfar and Shahli Bar, 2007: 186).

Online social networks and the Internet help to promote Western culture and dominant culture, and if users are consumers in this area and do not play a role in content production, they can be considered as agents of promoting Western culture and distort national identity. Today, human lifestyle and identity are subject to modern characteristics. Globalization,
communication and information technologies have made people in different regions aware of the lifestyles, values and behavioral norms of other parts of the world. This can change or strengthen lifestyles, values and norms.

According to Anthony Giddens, in the process of modernization, the context of identity formation is transformed. Every size of tradition loses its influence. Individuals check and choose their lifestyle choices from a variety of options and try to use identity-building resources and tools to escape the identity crisis, while at the same time there is a possibility of distorting national identity (Giddens, 2006: 77–76). Each social media user posts a content with their own attitude, but because there are different people in cyberspace with different ideas and opinions and different age groups; Everyone has their own perception of the subject and looks at it with their own point of view, and because different perceptions of the same thing occur, there may be discussions that even disrupt users' real lives.

According to Roland Robertson, people always evaluate their actions, appearances, values, desires, lifestyles, and in these evaluations they refer to the criteria of a culture or group. This group is basically a group of power that has the power to influence public thoughts and minds. Interest, inclination and belief in international culture and global identity have a significant impact on national identity, in this case, accepting the global identity, changing the pattern and values provided and passing a part of the national identity will be faster (Robertson, 2006: 132–131). In this situation, people are influenced by global networks just for the sake of popularity or attractiveness, and basically have an authoritarian and forced view of acceptance, and this leads more people to global identity. And the circle of social relations changes. It should be noted that apart from globalization, culture is a living and productive truth that is constantly evolving and its death will occur when it metamorphosed by imitation.

Therefore, in the current situation, as an Islamic country, we must prepare ourselves to face this phenomenon, given the opportunities and threats posed by the process of globalization, and rely on the rich Iranian culture in addition to maintaining our identity, Using the tools of global culture, to seek to globalize it. Because culture is the product of the creation of human and social forces, which also determines its content. Thus, culture is more closely linked to globalization than any other sector. Cultural, national, religious and moral identities will take on a new form in the context of globalization. Therefore, they should not be sanctified as a fixed and unchangeable tradition, but these elements should be considered as a formable process that can not only adapt to new situations, but also redefine its goals and extremity. And at the same time be flexible, maintain their cohesion in the age of globalization, and undoubtedly a globalized Iran
will be more successful in preserving its identity than an isolated and backward Iran, because without globalization we will not have Iranians. Iranian society needs to try to find a position and status that can present itself as the creator and architect of random events in a national and transnational environment.

References


THE NAVY AS AN ELEMENT OF PRESERVING NATIONAL IDENTITY IN THE UK

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Abstract. The article is devoted to United Kingdom Royal Navy role in British national self-identity and British military forces meaning in creation cultural British national features. Also in research is analyzed modern British people view on UK Navy and role in British defense. The main goal of this work — investigation of UK Naval forces influences to modern British national character and self-identity. At this juncture proceeds reforming of UK Armed forces and reevaluation British armed forces in United Kingdom social and political life. Particularly British naval forces changing role history shows changing British society priorities in defense and security.

The research tasks is:

Historical review of forming UK Navy role in British culture in previous ages. British naval forces had a one of the most important role in British foreign policy before Second World War. It is believed that the British Navy was one of the determining factors in the formation of British folk culture.

Analysis of transformation British naval forces role in historical conditions. In time the British Navy role in UK foreign policy was changed. Also British understanding self-role in international relationship and UK Navy functions was transformed.

Review of the most important impact UK Navy in modern British culture and self-identity.

The result of investigation is following conclusion. In first the British naval powerful was lost in twenty’s century. It affected both United Kingdom defense and security and British national understanding country role in the world and self-identity in the United Kingdom. The consequences of this was negative — British empire was broken after Second World War.

Fall of British Empire became possible due to broke British navy and economic powerful. It was a blow for British nation and pride. However, the United Kingdom Navy remains a national symbol of United Kingdom for all British citizens. Today we have a new age in British history and during this time there is a revaluation of values — in this conditions United Kingdom needs a some historical and moral authority, which help to pass time of uncertainty.
In addition to military capabilities UK Navy have an ancient tradition, which help to pass modern social and cultural problems in British society. The Royal Navy may become the Foundation of new conservative values in United Kingdom.

**Keywords:** United Kingdom, UK Navy, national identity

**Introduction**

British Navy one of the oldest fleet in the World. The first mention about naval battles near The British Isles was in the early middle ages. The first enemies in the sea were Tribes of Saxons angles and Jutes. One of the biggest naval danger in this age was Viking’s squads which robbed and invaded to the British coast. At times these battles took on a huge scale for the early middle ages. However, the paradox is that most of the battles that have entered English folklore took place on land. And England kingdoms haven’t regular naval forces before Henry VIII age.

United Kingdom naval forces history began at Middle Age in 1546 (Childs D., 2009). King of England Henry VIII founded Royal Navy (like a called King Henry VIII his naval forces) to defense English coasts from French invasion. Henry VIII created all navy structure including both Admiralty and Marine Affairs Office and the Office of the Council of the Marine. In the 1570–1580 Royal Navy won the war against French privateers in English Channel and destructed Portuguese and Spanish troops in Ireland.

The most famous British navy victory in this age was Spanish Armada defeat. British Queen Elizabeth I toke a “Sea dogs” support — official affiliated privateers such Jim Hawkins and Sir Francis Drake (Corbett J.S., 1898). They were destroyed Spanish naval merchant in the New World. One of the most interesting episode was a surprise attack on Cádiz by Sir Francis Drake in 1587. After Spanish Armada fail in 1597 Royal Navy take a reputation the one of the most efficient fleet in the Europe.

**Purpose of the study**

In this part, we can explore the main goal of the work — the impact of the Navy on British culture and society. The influence of the Navy was felt from the beginning of the construction of the regular fleet-from the Tudor era. It gradually expanded with the development of the economy and social relations.

Tudor age founded British naval traditions and specify naval culture. In this period was created British sailor type and British naval movement character. Tudor age token first cult figure in British naval history — we can see “Sea dogs” captains such Jim Hawkins and Sir Francis Drake. But the main role in British naval building had England monarchs. It was
the English Kings and Queens, such Henry VIII and Elizabeth I, who built
the Royal Navy.

In fact, in Tudor age became Royal Navy role understanding in
defense and protecting external Kingdom borders which take the imprint on
the British culture of this time. This was reflected in many monuments of
folk and high culture in England. Many “Sea dogs” captains became British
national heroes.

Next important milestone in British naval history became creating
United Kingdom of Great Britain in 1707 (Rodger N.A.M., 2004). At this age
Scotland united to England with all political and military consequences.
Scottish aristocracy became a part of British establishment. Military and naval
elite of Scotland became a part of Royal Army and Navy with some
exceptions. And some traditions were sent from Scotland navy and army too.

Methodology

The main methods of work were content analysis and a systematic
approach to the study of British historical and folklore material. These
methods allowed us to identify the following interesting manifestations of
the influence of the Navy on British culture.

British military naval development supported British marine merchant
and colonization. British East-Indian and West-Indian companies was one
of the biggest corporation in the human history — this company had an own
naval forces and landed property in all known continents. Development of
long ocean way’s created new British national culture with the new folklore,
new religion, moral and life view. Sailors became a British high culture
part — one of the most famous appearance British sailors and corsairs in
English literature was in Walter Scott “Treasure Island” where we can see
true British naval character on Jim Hawkins and other examples.

The most famous British naval history age in all mean was a Napoleonic
wars and Imperial period. The first part of this time has the most part of
marine victories. This age built both British naval power and British Empire
in general. The people like admiral Nelson, How and Hood created British
battle fleet, it’s traditions, course of action, strategy and place in United
Kingdom foreign policy.

In this age was built specifically naval subculture with the all
subculture attributes: songs (for example, shanties) (Hugill S., 1984),
folklore (Brewer, E. Cobham, 1898), external feature (naval uniform which
became casual style element). This age marine subculture has a huge
influence to British culture — admiral Nelson victories became a British
spirit symbol. It was reflected in architecture (Nelson monument), streets
naming (Trafalgar square) and other.
Findings

Royal Navy was one of the most important British conservative view forming factor. Fleet environment created a specific way of thinking both officers and ordinary sailors. British naval service built a special kind of thinking — Royal Navy in this time had a huge sailing time, number of ships and sailors. The situation was complicated by extremely specific living conditions. The sailors spent too much time on Board. The result was conflict, drunkenness, and insubordination.

As a result, these consequences led to the creation of strict rules of conduct that affected the value system of British sailors. On the one hand it created conservative behavior model, on the other hand it was a reason to build extremely innovative way of thinking which often allowed violating the Charter. But the most important value in this conditions was activity result. The rules or orders was not end in itself — method doesn’t matter if mission goals were finished success.

Second part British naval values were brotherhood and friendship tradition. The fundament of this phenomenon is Naval service specificity too. Hermetic service character built very small environment for relationships. As result of this start a veteran’s movements and military cult which for example revealed itself in scout’s organizations and other.

Also British naval forces in this age was a technology and science development driver. First in the history in British navy was used radio connect by Alexander Bell, steam turbine by Charles Parsons. Despite the conservatism of the Maritime Ministry United Kingdom Navy toke the most modern technical devices to use on British military vessels. Technology was a reason for creating one of the best engineering service in XVIII–XIX centuries. But conservative and pragmatic power in Admiralty resisted total the dominance of innovations which gave negative affect to United States Navy and vessel’s service. In short Royal Navy hadn’t a cult of innovation and pragmatic relation to it was a display of healthy British rationalism.

Important stage in British naval culture was a border between XIX and XX centuries. It was Royal Navy peak of power. In this age was created Golden Standard — British military naval deadweight was equal to twice fleets second empire. British Empire controlled all maritime communications in the world. British shipbuilding could to create full-fledged battle fleet for Japan in the short time. This age influence to British society we can see today. Industrial potential of that time (including mass shipbuilding) was one of the most powerful driver in United Kingdom economical area.

As result British empire had the most powerful naval forces in the world history. It influenced both British mentality and political and military
sciences. This situation gave the British nation confidence in its own invincibility and reflected on the foreign policy of the United Kingdom. In many ways this is what led to the emergence of a policy of Splendid isolation.

The most famous influence this situation had in the science area. For example, British admiral Philip Howard Colomb created marine power theory which was influenced by British naval powerful (Colomb P.H., 1990). In parallel the American military historian Philip Thayer Mahan was more active. Both theories based on naval priority in military and economy area. Oceans and seas were considered as a way to the strategic and political goals and naval forces was the most important tool for solving problems.

The opposite was Halford John Mackinder Heartland theory. According to the Mackinder’s position continents has a territory which inaccessible land for the naval forces (Mackinder, H.J., 1904). It’s called Heartland — the land which invincible for marine strikes. The biggest Heartland is a Eurasia territory which includes Mongolia, Russia and Northern China.

All of these theories affected to British security, defense, geography and history self-place understanding. These views created modern British foreign and security policy. British defense and security view based on the deep theoretical and foundations, which include specific geographical, economy and political principles.

These principles can be defined as:
1. The presence of powerful offensive forces should provide defense against external aggression.
2. The forces are primarily Maritime in nature as is the defense itself.
3. The economy should not suffer from an oversupply of defense spending.
4. Under no circumstances should there be an attack on the British Isles.

Conclusion

These basic principles formed the basis of the modern idea of security among the British. This idea existed until the beginning of the First world war. The First world war was a real tragedy for Great Britain as it was accompanied by a catastrophic loss of military and economic power. Even more damage was caused by the Washington agreements in 1922 as it already legally eliminated the British gap in the field of naval weapons (Conference on the limitation of armament, 1922).

Although brilliant, the end of British naval power was the Second world war. American superiority in naval forces and economy was overwhelming. The problem was also the inability to overcome the gap due
to a vicious circle. To maintain the army and Navy required a strong economy, to maintain the economy required the strength of all the colonies, and to hold the colonies required the armed forces (Keohane D., 2010). The result of this desperate situation was the collapse of the British Empire, which was a real shock to both the civilian population and the military. Great Britain ceased to be an Empire even though it has nuclear weapons. Success in restoring the prestige of the British Navy can be called the Falklands war and the subsequent period after the collapse of the USSR.

At this time, we can say that the Navy and its place in British culture are in an age of uncertainty (Securing Britain in an Age of Uncertainty…, 2020). On the one hand, we can speak with a high degree of confidence about the need to develop naval forces, on the other hand, the nature of threats does not encourage the development of direct attack forces. In addition, recent political events such as tarpaulin and subsequent cuts to the military budget also cast doubt on the imminent restoration of the Navy's role in the British mind. All of the above means a crisis of self-determination in the British Navy — in other words, the Royal Navy cannot find the optimal role for itself (Securing Britain in an Age of Uncertainty…, 2020).

Today, the British Navy is in a difficult political, economic and military situation. Dramatic, often irreversible changes are taking place in British society and politics. The Royal Navy has always played a huge role in the formation, development and state of British statehood and, perhaps at this moment, the Navy as a symbol can serve as one of the main services in history.

Great Britain is inextricably linked to the Navy due to geographical, political and economic conditions. Nevertheless, the Navy must meet the challenges that face not only it, but also society. The Navy traditions (personal courage, teamwork, resilience in the face of challenges) can play an important role in resolving social and political contradictions in British society in modern period. However, in order to effectively influence British society, British society itself must understand what the Royal Navy is for now. At the same time, the Royal Navy needs to work more actively with the population in modern means of communication and, at the same time, increase allocations for the construction of new ships.

However, you need to understand that modern Britain is not the country that was in the XIX century and it is not capable of building the Grand fleet. On the one hand, the United Kingdom does not need a large fleet today, on the other hand, without a combat-ready military fleet, modern Britain will be significantly infringed on its sovereignty and defense capabilities.
Nevertheless, the Navy has retained its ability to influence the society of the United Kingdom—every year thousands of men and women serve on ships of the Navy, receiving historically established values that embody the very essence of Great Britain.

References


COMMUNICATIVE PERSONALITY IN ROMANTIC DISCOURSE

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Abstract. Nowadays there is a significant number of studies devoted to the consideration of human communication strategies in the communication process.

It should be noted that communication strategies cannot be separated from communicative tactics, which are practical steps in the real process of speech interaction, reflecting the communicative intentions of the communicants. At each stage of romantic communication, communicants use certain communication strategies and tactics, the key or general goal of which is to achieve the need for mutual love. For this, romantic partners choose certain linguistic means that make up the speech portrait of the romantic partner’s personality. The study of the communicative type shows that it is represented in various types of discourse. The romantic discourse is considered as a sign system, including verbal and non-verbal signs, which are aimed at serving the sphere of personality-oriented communicative communication that occurs between romantic partners. Typical characteristics of romantic discourse are dialogic / monologic nature; informativeness; evaluativeness; a sense of overvaluation of an object, emotionality; syntonic perception of the world; ritualization; kryptonymie — esotericity; reduction in communication distance; thematic recursiveness; reduction of verbal signs.

In the focus of the communicative type as linguistic personality is the communicative behavior of a person, characterized by three aspects: value, conceptual (cognitive) and behavioral. Considering a romantic personality, we are talking about satisfying the need for love, in particular for mutual love. Those communication strategies and tactics that the romantic partner uses at different stages of romantic communication are subordinate to this goal. The general and subordinate communication strategies are distinguished. The first one is realised at all stages of romantic relationships and the second one is realised only at certain stages. The general strategy is verbalized through communicative acts in the speech activity of the communicants, while the auxiliary one resorts to a wider set of verbal and non-verbal linguistic means, including compliments, etiquette and neutral etiquette expressions, a smile, etc. The use of these communication strategies and tactics in general is aimed at obtaining a communicative, emotional response from the listener, and, consequently, attaining the motive and goal of the romantic partner — the need to love and be loved.

Keywords: communicative personality, romantic communication, communicative strategies and tactics, communicative type
Introduction

Nowadays there are two main characteristics by which the author characterizes a linguistic personality: linguistic ability and communicative (speech) competence. These two features led to the creation of a typology of levels of linguistic personality. The main criterion of the presented typology is the degree of development of personality discursive thinking.

V.I. Karasik believes that in terms of communication, a linguistic personality can be considered as communicative, i.e. as a person existing in the language space — in communication, in stereotypes of behavior fixed in the language, in the meanings of linguistic units and semantic texts. (Karasik V.I., 2007: 48).

The scientist identifies three planes of the concept of a communicative personality: cognitive, value, and behavioral. It is these parameters presented above that we will use to describe the communicative personality of the communicant.

Over time, linguists 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 communication. It is in the discourse of a person that national, cultural, professional, age, gender and other signs are manifested.

Shakhovsky believes that in a discourse, a person can find an emotional state important for organizing communication (Shakhovsky V.I., 2006: 9).

The study of the linguistic personality, the increased interest in the person, the comprehensive development of modern modes of speaking man led to the emergence of a new field of knowledge — linguopersonology, the purpose of which is a native speaker with a wide range of social roles and features of communicative behavior. The subject, which is part of communication, manifests itself in a variety of “personality” phenomena — a thinking person (thinking), a linguistic person (manifesting himself in speech activity, having a certain set of knowledge and ideas), a speech person (realizing himself in communication and implementing a particular strategy and communication tactics), a communicative personality (actually acting in a real situation), a discursive personality (generating a certain discourse in the form of continuously renewable or completed, fragmented or solid, oral or written communication).
Objectives/Purpose of the study

The aim of the research is to study a communicative personality in the framework of romantic discourse and analyze the strategies and tactics of subjects' communicative behavior in romantic communication.

Methodology

In studies devoted to the study of the communicative type in modern linguistics, researchers such as N.N. Panchenko, L.I. Makarova, A.G. Pospelova, E.N. Shustrova, M.V. Mironenko, V.I. Karasik, V.I. Shakhovsky, N.G. Med, O.A. Dmitrieva and E.A. Yarmakhova presents the methods of researching this type in a certain discourse.

The study of the communicative type shows that it is represented in various types of discourse, among which a special place is occupied by romantic discourse, considered after T.G. Renz as a sign system, including verbal and non-verbal signs, which are aimed at serving the sphere of personality-oriented communicative communication that occurs between romantic partners.

Results/Findings

The study of a communicative personality within the framework of romantic discourse presupposes an appeal to the concept of “linguistic personality”, which, according to Yu.M. Karaulov, is a set of abilities and characteristics of a person, serving as a prerequisite for the creation and perception of speech works (texts), varying to a certain degree of structural and linguistic complexity, depth and accuracy of reflection of reality, as well as a certain target orientation. (Karaulov Yu.N., 1987: 39)

According to the position of Yu.M. Karaulov, the model of the linguistic personality is three-dimensional and constitutes a hierarchy of three levels shown in Figure 1 and interconnected.

![Figure 1. The hierarchy of the linguistic personality model](image-url)
At the verbal-semantic (associative-semantic) level, individual words act as units, as well as units of the grammatical level — morphemes, word forms, grammatical constructions. The relationship between them — paradigmatic, syntagmatic and derivational — in the texts is produced by a separate author. They can form a specific style and are inherent only to the corresponding personality.

The cognitive level reflects the picture of the world of the linguistic personality, and its representatives are mental formations — conceptual units that accumulate the national and personal experience of native speakers. The idea of the world is verbalized in dictionary definitions, established combinations of words and texts of different types — proverbs, aphorisms, works of art, etc.

The motivational or motivational-pragmatic level represents the intentions of a native speaker, his attitude to the world, assessments, the strategic foundations of his speech activity.

According to the model of linguistic personality Yu.M. Karaulov, it follows that the reconstruction of the linguistic personality can be carried out using three aspects of the analysis:

— identifying the lexicon of the subject of speech, the grammatical features of his texts, which corresponds to the first level;

— reconstruction of the picture of the world inherent in the psychological personality, and the methods of its verbalization — in accordance with the second level;

— determination of intentional speech mechanisms and strategic priorities (third level).

The presented characteristics can be identified as a result of the analysis of a person’s speech behavior in different situations. The development of the theory of a linguistic personality was carried out in the conceptual paradigm of various sciences (psychology, cultural studies, linguistics), from different positions, according to which the definitions of the analyzed concept were proposed. Comprehensive connections of the concept of a linguistic personality indicate the concepts of modern researchers, expressed in the differentiation of the signs of a linguistic personality or even its varieties. In ontogeny, modern theories are based on the opposition of the concepts of “language knowledge” and “language proficiency”, however, the mentioned opposition in the concepts of different researchers acquires oppositional content.

In the study by T.G. Renz is invited to analyze the communicative personality of a romantic partner through the discourses he produces, since this allows tracing those systemic linguistic means that indicate his
understanding of the surrounding reality (the corresponding picture of the world) and goals in this “world”. (Renz T.G., 2011: 137)

We must agree with the position of T.G. Renz that a communicative personality is characterized by certain dynamics, and, therefore, manifests itself in several aspects. So, each specific personality goes through a stage of formation, which subsequently passes into a stage of improvement, indicating its development. Undoubted is the fact of the historical development of the individual due to the change of eras and historical society. Therefore, it can be argued that the same personality is characterized by different communicative personalities, acquiring the features of different eras in the process of its development. The communicative behavior of a person varies in the professional, interpersonal and other spheres. This is what distinguishes romantic communication from business communication, etc., making it special. At the same time, T.G. Renz notes that the behavior of romantic partners in a number of communicative situations is characterized by approximate similarities. (Renz T.G., 2011: 138)

Based on the position of V.I. Karasik and T.G. Renz, it should be noted that a number of aspects can be traced in a communicative personality as a subject of romantic communication:

- valuable;
- cognitive (cognitive);
- behavioral. (Renz T.G., 2011: 139–152)

Considering the personality of a romantic partner from a communicative point of view as a subject of romantic communication, pursuing the goal of realizing the need for mutual love, it is necessary to trace the indicated V.I. Karasik and T.G. Renz aspects of the communicative personality. The study of the value aspect of a communicative personality indicates its adherence not only to the moral and utilitarian norms of the ethnos, but also to group and individual ones. From the standpoint of the conceptual (cognitive) aspect, it follows that the romantic personality is characterized by creativity, the ability to variably use verbal and non-verbal means inherent in romantic semiotics. The behavioral aspect of a communicative personality is realized through her speech and non-speech activities, which are based on the motivational target and strategic components. That is why the discourses of a communicative personality as a subject of romantic communication are characterized by rich emotionality and semantics, making communication not only emotionally, but also psychologically motivated. Consequently, the discourses of romantic partners reflect the structural and linguistic level of the personality, in which both the everyday and sociocultural aspects are presented.
Currently, there is a significant number of studies devoted to the consideration of human communication strategies in the process of communication. However, some questions still remain unanswered. T.G. Renz, following Kashkin (Kashkin V.B., 2000: 19), suggests considering a communication strategy as part of communicative behavior or communicative interaction based on the use of a series of different verbal and non-verbal means in order to achieve a specific communication goal (Renz T.G., 2011: 152). This communication in romantic discourse is based on the speech actions of romantic partners seeking to achieve a certain communicative target setting. We must agree with T.G. Renz that communicative strategies cannot be separated from communicative tactics, which are practical moves in the real process of verbal interaction, reflecting the communicative intentions of the communicants.

The study of the strategies and tactics of the subjects' communicative behavior in the framework of romantic communication shows that in this type of discourse, two types of strategies are implemented, in particular, the general or main and auxiliary or local communicative strategy (Renz T.G., 2011: 153). In the first case, we are talking about the basic need of the individual for love and affection, which indicates the multidimensionality of this process, i.e. the need of the individual to love and be loved. This need is reflected at all stages of the development of romantic relationships and is verbalized through communicative acts in the speech activity of the communicants. In turn, an auxiliary or local communication strategy manifests itself at certain stages of the development of romantic relationships due to the existence of a certain hierarchy of needs characteristic of romantic communication. Both the basic and auxiliary strategies serve the main goal — the grand strategy, which serves to achieve mutual love. According to T.G. Renz, auxiliary strategies include self-presentation, establishing contact, requesting information, correcting the model of the world, maintaining status, winning the partner's location, broadcasting attitude (feelings) to the partner, etc. They indicate such personality needs as sympathy, trusting and empathic communication, integrity, harmony, etc. (Renz T.G., 2011: 154)

Considering the initiation stage, to the most significant communication strategies, according to T.G. Renz, include the following: a communicative, organizing strategy, a strategy of self-presentation, a strategy for obtaining information, attracting attention, a strategy of politeness, compliment, etc. At this stage, the most characteristic tactic is to create a positive impression through various introductions.

The assessment stage is characterized by the use of informative tactics of including a partner in their logic. Also at this stage, the use of an
evaluating strategy, a strategy for obtaining information, self-presentation, an organizing strategy, an emotional-adjusting strategy, a politeness strategy, image creation, etc. is often traced. At this stage, the most characteristic tactics are tactics of demonstrating good manners, general culture, respect communication partner, rules of courtship and good manners, etc. (Renz T.G., 2011: 160).

In the study of T.G. Renz places particular emphasis on the politeness strategy and the emotion-adjusting strategy, which are aimed at convergence and control of distance. In romantic discourse, they are realized through compliments (verbal and non-verbal, such as a smile) for effective and harmonious romantic communication between communicants. From the point of view of the linguistic means used, it should be noted that they range from deliberately etiquette to neutral etiquette, creating a kind of emotional “train” for further communication and the development of romantic relationships. In general, the use of compliments aims to evoke a certain emotional reaction in the listener, to have a positive effect on his emotions, taking into account the emotiogenicity of complementary statements. This feature of compliments was pointed out by E.M. Wolf, considering them as a special type of illocutionary, aimed at challenging the addressee of a certain perlocutionary effect — an emotional response (Volf E.M., 1985: 166–170).

No less significant communicative strategies and tactics of romantic communication are appeal to the partner's feelings, representation of one's own feelings, transmission of feelings, praise of the addressee, persuasion, promise to share the partner's feelings, etc. (Volf E.M., 1985: 161–162).

**Discussion**

The basis of the communicative type as a linguistic personality is the communicative behavior of a person, characterized by three aspects: value, conceptual (cognitive) and behavioral. Considering a romantic personality, we are talking about satisfying the need for love, in particular for mutual love. Those communication strategies and tactics that the romantic partner uses at different stages of romantic communication are subordinate to this goal. The general or main and auxiliary or local communication strategy are distinguished. If the former is realized at all stages of a romantic relationship, then the latter is at certain stages. The general strategy is verbalized through communicative acts in the speech activity of the communicants, while the auxiliary one resorts to a wider set of verbal and non-verbal linguistic means, including compliments, deliberately etiquette and neutral etiquette expressions, a smile, etc. The use of these communication strategies and tactics in general is aimed at obtaining a communicative,
emotional response from the listener, and, consequently, attaining the motive and goal of the romantic partner — the need to love and be loved.

Thus, the study shows that at each stage of romantic communication, communicants use certain communication strategies and tactics, the key or general goal of which is to achieve the need for mutual love. For this, romantic partners choose certain linguistic means that make up the speech portrait of the romantic partner's personality.

References

SEMI-COMPLEX SENTENCES WITH ING-FORMS IN MEDICAL DISCOURSE: CHALLENGES FOR NEURAL MACHINE TRANSLATION

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Abstract. The study is related to semi-complex sentences with ing-forms that are typical for the English language. Being an analytic language with very little inflection and strict word order, English has a wide range of constructions requiring mental operations for understanding their meanings. Nowadays with the increasing amount of texts being processed and translated using artificial intelligence, it is of particular interest to analyse how these sophisticated constructions function in the text and in which ways does the machine “understand” them.

The main objective of this study is to reveal the features of semi-complex sentences in particular (medical) discourse and identify some patterns (if there are any) of neural machine translation of these sentences from English into Russian.

Two types of methods are used in the study in order to achieve the goal: computational (Coh-Metrix tool, Neural Machine Translation) and manual (Analysis of Translation Errors). Coh-Metrix is a tool focused on linguistic features closely associated with deeper level of comprehension. It provides the text analysis on multiple characteristics and language-discourse levels. Neural Machine Translation (NMT) is one of the machine translation approaches which uses the large artificial neural network and deep learning models.

Five medical research articles on topics related to different spheres such as Lifestyle Medicine, Vaccination, Intensive Care, Medical Ethics and Speech Therapy were analysed, processed with Coh-Metrix tool, translated by PROMT neural machine translation system with medical profile and evaluated.

The study found that 1) semi-complex sentences with ing-forms (gerunds, participles and verbal nouns) are frequently used in medical research articles, contributing in diversity (but not always complication) of grammatical structures; 2) gerunds and verbal nouns are more typical for medical discourse due to prevalence of noun phrases over verb phrases; 3) neural machine translation system demonstrated certain patterns in translating ing-forms from English into Russian in some cases potentially causing mistakes; 4) a number of frequent word combinations have their own patterns in NMT translation presumably due to their existence in NMT translation memory 4) there is a necessity to improve the overall quality of the neural machine translation in terms of translating semi-complex sentences with ing-forms.
Keywords: semi-complex sentences, medical discourse, neural machine translation, non-finite verbs

Introduction

The problem of homonymous ing-forms (participles, gerunds, verbal nouns) is not only the subject of theoretical analysis, but also a real challenge for translation practice, especially machine translation. Wide use of semi-complex sentences containing clauses with ing-forms in medical texts is related to the language economy principle: most of them function as reduced subordinate clauses. The human brain is able to understand those constructions through appealing to deep structures of the sentences.

There are different forms of different parts of speech that have –ing as an ending. There are non-finite forms of verbs such as Participle I and Gerund. The issue of whether these categories should be distinguished or not is still under discussion. The main reason for treating participles as a separate category is that “the constituent of which participles are the head stands in a distributional correspondence to an adjective phrase — a property not shared by gerunds” (Smeth H., Heyvaert L., 2011: 476).

In addition, -ing could be the suffix of a verbal noun. Unlike the gerund, the verbal noun can be used with an article and modified by adjectives. Moreover, it has a plural form and cannot take a direct object (Kaushanskaya V.L, 2008: 223).

In terms of the Machine Translation, all of the above cause the problem of grammatical and lexico-grammatical homonymy which cannot always be solved using only formal distinctive features.

Another problem is the structure of semi-complex sentence itself often causing machine translation errors.

There are certain fields where semi-complex sentences are widely used as they represent the way of compression and economy of speech. Time is especially valuable in medical discourse.

According to the researchers mentioned in the Handbook of Discourse Analysis, the meaning of the term “discourse” fall into the three categories: anything beyond the sentence, language use, and a broader range of social practice that includes nonlinguistic and nonspecific instances of language (Tannen D., Hamilton H.E., Schiffrin D., 2015: 1). Medical discourse is the discourse in and about healing, curing, or therapy; expressions of suffering; and relevant language ideologies (Wilce J.M., 2009).
Purpose of the study

To reveal the peculiarities of semi-complex sentences with ing-forms in medical texts and identify the ways neural machine translation system uses to translate them into Russian.

Methodology

In order to investigate semi-complex sentences with ing-forms in medical discourse from the prospective of machine translation, we analysed five medical research articles.

While conducting the study we used both manual and computational methods.

Coh-Metrix is a computational tool that produces indices of the linguistic and discourse representations of a text. These values can be used in many different ways to investigate the cohesion of the explicit text and the coherence of the mental representation of the text. The definition of cohesion used by the authors of this tool consists of characteristics of the explicit text that play some role in helping the reader mentally connect ideas in the text (Cohmetrix.com, 2020).

Neural Machine Translation is a machine translation approach that applies a large artificial neural network toward predicting the likelihood of a sequence of words, often in the form of whole sentences (Deepai.org. Neural Machine Translation, 2020).

The analysis of Translation Errors is a human evaluation method for judging and measuring machine translation quality (Bentivogli L. et. al., 2016).

Characteristics of the Materials

The research articles chosen for the study are characterised by a number of grammatical features related to the peculiarities of medical discourse and characteristics of research articles as a genre.

The peculiarities of the medical discourse include:

— specificity of the goal (to help, cure, inform) leading to a variety of syntactic constructions (forms of subjunctive mood; — if-, when-constructions; it is... that; use of constructions with modal verbs);

— specificity of temporal relations (limited time, “here and now” approach leading to compression (prevalence of semi-complex sentences over complex ones; use of secondary predicative structures and non-finite verbs).

The features of the article as a genre include:

— impersonality leading to the use of formal subject, predominance of non-finite verbs;
— combination of scientific and journalistic style leading to complicated internal structure and inversion;
— clear structure (IMRaD — Introduction, Methodology, Result and Discussion) leading to presence of cliches, different means of cohesion within each part, syntactic heterogeneity;
— limited volume leading to compression.

In terms of ing-forms, Text 1 Are We Ready to Practice Lifestyle Medicine? (Rippe J.M., 2019) contains 1351 words, 46 — ing words (3.4%). Text 2 Adolescent immunization Protecting youth and preparing them for a healthy future (Langley J.M., 2015) contains 3447 words, — ing words (2.9%). Text 3 Recognition of the critically ill patient and escalation of therapy (Brown A., 2019) contains 2562 words, 89 — ing words (3.5%). Text 4 Religion and Culture (Hordern J., 2016) contains 2020 words, 66 — ing words (3.3%). Text 5 Treatment of speech sound disorders in children: Nonspeech oral exercises (Alhaidary A., 2019) contains 2083 words, 94 — ing words (4.5%).

First the texts were processed using Coh-Metrix. Then the texts were translated using Promt Neural NMT-system with medical profile and the analysis of translation errors was implemented.

**Results**

Coh-Metrix tool analyses the texts by the number of parameters. We have chosen five parameters which are relevant to this study. In Table 1 there are quantitative results for each text.

<table>
<thead>
<tr>
<th>Parameters</th>
<th>Text 1</th>
<th>Text 2</th>
<th>Text 3</th>
<th>Text 4</th>
<th>Text 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syntactic simplicity</td>
<td>44.040</td>
<td>68.790</td>
<td>67.720</td>
<td>74.540</td>
<td>64.430</td>
</tr>
<tr>
<td>Deep cohesion</td>
<td>35.200</td>
<td>52.390</td>
<td>67.360</td>
<td>92.790</td>
<td>73.570</td>
</tr>
<tr>
<td>Flesch Reading Ease</td>
<td>32.774</td>
<td><strong>23.817</strong></td>
<td>33.365</td>
<td>37.671</td>
<td>31.260</td>
</tr>
<tr>
<td>Gerund density, incidence</td>
<td>19.941</td>
<td>14.791</td>
<td><strong>30.702</strong></td>
<td>18.139</td>
<td>25.776</td>
</tr>
<tr>
<td>Sentence syntax similarity</td>
<td>0.067</td>
<td>0.076</td>
<td><strong>0.057</strong></td>
<td>0.063</td>
<td>0.076</td>
</tr>
</tbody>
</table>
Numerical values in bold reveal the complexity of the text. Our hypothesis was that the texts containing more semi-complex sentences with ing-forms would be less syntactically simple, have deeper cohesion together with higher readability and gerund density. But in reality the results are rather ambiguous. This may be attributed in part to the fact that Coh-Metrix tool was invented for the purpose of evaluating the texts’ coherence and simplicity for human. Being sophisticated for theoretical analysis semi-complex sentences with ing-forms are not considered to be difficult for a human to understand as the ability to decompress the structures is innate for most of us. But that is not the case for the machine translation.

In order to evaluate the quality of neural machine translation on semi-complex sentences with ing-forms we identified the ways the system uses to express them in Russian. Table 2 contains some of the most typical ways and cases when they lead to mistakes.

Table 2

<table>
<thead>
<tr>
<th>Construction in Source Text</th>
<th>Construction in Target Text</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semi-complex sentence of nominal phrase complication with gerund</td>
<td>Simple sentence with complicated subject expressed by noun phrase.</td>
<td><strong>Without mistakes:</strong> Employing (gerund) the principles of lifestyle medicine in the daily practice of medicine represents a substantial opportunity to enhance the value equation in medicine by improving (gerund) outcomes for our patients and simultaneously controlling (gerund) costs (Rippe J.M., 2019). Использование (noun) принципов медицинны образа жизни в повседневной практике медицины представляет собой существенную возможность улучшить уравнение ценности в медицине путем улучшения (noun) результатов для наших пациентов и одновременного контроля (noun) затрат. <strong>Mistake (noun phrase that is not normally used in Russian):</strong> Listening (gerund) carefully to the answer to such a question will help to avoid any assumptions being made that might adversely affect the patient’s care (Hordern J., 2016).</td>
</tr>
<tr>
<td>Construction in Source Text</td>
<td>Construction in Target Text</td>
<td>Examples</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Semi-complex sentence of nominal phrase complication with gerund</td>
<td>Complex sentence with noun in subordinate clause.</td>
<td>Внимательное слушание (поим) ответа на такой вопрос поможет избежать любых предположений, которые могут отрицательно повлиять на пациента.</td>
</tr>
<tr>
<td>Semi-complex sentence of attributive complication with Participle I</td>
<td>Simple sentence with complicated attribute expressed by participial clause.</td>
<td>Mistake (wrong logical links distorting the meaning of the sentence) Some would see it as involving complicity in a moral wrong, while others, who similarly hold, for example, abortion to be a wrong, would see making arrangements (gerund) for another colleague to take over as reasonable (Hordern J., 2016). Некоторые будут рассматривать это как участие в моральном неправильном, в то время как другие, которые аналогичным образом считают, например, аборт неправильным, считают, что принятие (поим) мер для другого коллега возьмет на себя роль разумного.</td>
</tr>
<tr>
<td>Semi-complex sentence of attributive complication with Participle I</td>
<td>Simple sentence with complicated attribute expressed by participial clause.</td>
<td>Without mistakes: For HPV vaccines, 2 and 3 dose schedules have been recommended. The WHO recommends a 2-dose schedule (0 and 6 months) or a 3-dose schedule (0, 2, 6 months) for girls and boys aged 9–13 years receiving (participle I) the quadrivalent vaccine and a 2-dose schedule for girls aged 9–14 years receiving (participle I) the bivalent vaccine (Langley J.M., 2015). ВОЗ рекомендует график с 2 дозами (0 и 6 месяцев) или график с 3 дозами (0, 2, 6 месяцев) для девочек и мальчиков в возрасте 9–13 лет, получающих (participle) четырехвалентную вакцину, и график с 2 дозами для девочек в возрасте 9–14 лет, получающих (participle) двухвалентную вакцину. Mistake (the wrong word order making the sentence illogical) The early stage in a patient’s deterioration</td>
</tr>
<tr>
<td>Construction in Source Text</td>
<td>Construction in Target Text</td>
<td>Examples</td>
</tr>
<tr>
<td>-----------------------------</td>
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<td>-----------</td>
</tr>
<tr>
<td>may present the optimum time for critical care interventions with actions during this time window <strong>offering</strong> (participle I) the greatest chance of improving outcome (Brown A., 2019).</td>
<td>**Ранняя стадия ухудшения состояния пациента может представлять оптимальное время для вмешательств в области интенсивной терапии с действиями в течение этого временного окна, <strong>предлагающими</strong> (participle) наибольшую вероятность улучшения результата.</td>
<td><strong>Without mistakes:</strong> Significant desaturation is often a late feature of ventilatory abnormalities, <strong>potentially resulting</strong> (adverb + participle I) in false reassurance in the early stages (Brown A., 2019). <strong>Значительная десатурация часто является поздней особенностью дыхательных аномалий, что может привести</strong> (modal verb + infinitive) к ложному заверению на ранних стадиях.</td>
</tr>
</tbody>
</table>

**Discussion**

The study found that semi-complex sentences with ing-forms are frequently used in the medical research articles, contributing in diversity (but not always complication) of grammatical structures. Gerunds and verbal nouns are more typical for the medical discourse due to prevalence of noun phrases over verb phrases. Coh-Metrix tool did not reveal the significant level of complexity of chosen medical articles for human.

Nevertheless, the neural machine translation system struggled to find the correct translation for some of semi-complex sentences. It demonstrated some patterns in translating ing-forms from English into Russian (e.g. gerund → noun; participle I → participle or adjective) in some cases potentially causing mistakes. A number of frequent word combinations have their own patterns in NMT translation presumably due to their existence in
NMT translation memory, but overall the quality of the machine translation needs to be improved.

For further research we plan to increase the amount of texts as well as the diversity of medical genres and use different neural machine translation systems and other tools for natural language processing.

References


WHAT IT MEANS TO BE TSAR:
SEMANTIC INFLATION OR CREATIVE SHIFT

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Abstract. The paper focuses on the actual relation between the elements of the cultoronymic series ЦАРЬ — CZAR/ TSAR, with the goal of demonstrating that despite common roots, these are distinct words, different in form and meaning.

The corpus-based study consists of two parts: (1) the Russian-language part of the research, based on the data of the National Corpus of the Russian Language, explores the semantic evolution of the Russian term ЦАРЬ reflecting the political and ideological changes in the country; (2) the English-language part of the research employs the data from a variety of corpora — historical, synchronic and regional — to highlight various aspects of the two English xenonyms that sprang from the Russian term.

The research shows that all members of the cultoronymic series can be used in the literal and metaphorical meanings, yet, being coreferential, they differ in meaning:

When used literally to refer to a Russian (or, earlier, Slavic) monarch, the Russian term originally had a markedly positive connotation, including such evaluative components as “kind” and “wise”, while the English-language Russianisms have a negative tinge, characterizing the ruler as a despot or tyrant;

When used metaphorically, the Russian term ЦАРЬ can be applied to the country’s post-Soviet leaders, implying their striving for or already performing unrestrained, tyrannical power. The English-language Russianism TSAR is also occasionally used in this sense. Meanwhile the rival Russianism CZAR has developed a different metaphorical meaning, close to that of a “magnate”. This explains why, for example, President Donald Trump used to be a “czar”, but is now described as “tsar”.

The paper attempts to demonstrate the openness of borders around languages, which tend to interact and penetrate into each other whenever they come into contact. At that, any interlanguage transfer triggers a chain of adaptations, by means of which the language and its users claim the borrowing as a separate entity, not a clone of its parent. However tempting, it is wrong to approach the interpretation of a loan from the perspective of the source language, since the new
discursive environment shapes the loan from the very moment it enters the target language.

**Keywords:** culturonym, borrowing, interlanguage transfer, assimilation, linguocreativity

**Introduction**

In this paper we aim to illustrate an incredible richness and flexibility of words, which evolve to adapt to new historical and ideological situations. Used by new generations, some culturonyms often come to express additional connotations, refer to new realia, stretch their meaning up to the point where they become their own antonyms. For this purpose we shall consider the case of one word, having travelled widely through time and space.

Our story starts with the Russian word TSAR’ (ЦАРЬ), which, according to the M. Fasmer’s etymological dictionary, derives from the Lat. Caesar and was initially used to refer to foreign rulers — the Bysantine emperor and the Tatar khan. It was only in 1547 that the Russian ruler Ivan IV (Grozny) adopted the title for himself, opening the next page in the word’s history as a Russian cultural term.

Paradoxically, the story of this word’s English counterpart starts at about the same time: the word CZAR entered English in 1555 in the translation of S. von Herberstein’s Notes on the Muscovites. Thus, CSAR is the result of Latin-mediated borrowing. The variant TSAR entered English around a century later, being a direct borrowing from Russian. The split in form was accompanied with a differentiation of meanings and usage.

**Objectives of the study**

We want to address this little fragment of an immense and complex phenomenon of English as the crossing point of the world’s various linguacultures in order to once again raise the questions that are by no means new, yet are probably more important than ever in the context of the dramatically changing world language map:

- How are we to treat the languages hybridisation — as contamination or as enrichment?
- What is the status of a loan in the target language — can it be considered part of it, or is it doomed to stay an outsider? In other words, what are Russianisms in English and do they ever stop being Russianisms to become common and neutral facts of English?
- Is semantic shift demonstrated by CZAR/ TSAR resultant from interlanguage transfer, or are we facing a more universal mechanism of semantic evolution?
Since we are dealing with cultural and historical terms, should we interpret the change in their meaning as “semantic inflation” (Davydov V.A., 2017), i.e. gradual loss of semantic value, or as an instance of linguocreativity, resulting in additional expressive potential associated with the terms in questions?

Methodology

This is a corpus-based study of the culturonymic series ЦАРЬ — CZAR/ TSAR, aimed at revealing the relative frequencies and typical contexts for the named xenonymically related culturonyms in the Russian and English languages. The Russian-language part of the research is based on the data of the National Corpus of the Russian Language. The English-language part of the research employs the data from a variety of corpora, highlighting various aspects of the focus language units:

- Corpus of Contemporary American English (COCA, 2019), British National Corpus (BNC, 1993), Global Web-Based English (GlowBe, 2013) to identify regional variation in the British and American variants of the English language;
- Corpus of Historical American English (COHA) to trace the evolution of the focus language units;
- Intelligent Web-based Corpus (iWeb, 2017) and News on the Web (NOW, 2020) to observe the trends in the use of focus terms in new media;
- Google books N-grams tools for British English and American English to compare the relative dynamics of the focus language units.

Results

As has already been mentioned, the Russian word ЦАРЬ entered the language as a Latin borrowing, but has been for centuries in circulation as a specific cultural term — idioculturonym (Proshina Z.G. et al, 2016). Being pegged onto the country’s political history, it could not but reflect the changes in it. The stages of the term’s semantic evolution in the Russian language can be summed up as following:

1. The term to refer to the Russian monarch, incorporating semantic features corresponding to the linguacultural concept behind it. The term has a markedly positive connotation, since the concept includes such components as the ruler being by definition “kind” and “wise”. The connotation vividly reveals itself in such usages as “царь-батюшка”, “За Бога, Царя и Отечество”. This old-fashioned, vanishing concept is still traceable in F. Iskander’s writing:

   E.g. “<...> мне нестерпимо горько. Что-то похожее я испытал, когда однажды отец мне сказал, что царь был плохим человеком.” (NKRY, 2020)
The character is experiencing a cognitive dissonance, when a respected adult’s opinion clashes with the deeply rooted cultural concept of the “kind and wise tsar”.

2. Quite early the term comes to be used metaphorically to refer to things great, grand, grandiose, as in such instances as “царь-пушка”, “царь-колокол”, “царь-рыба”.

3. After the Russian Revolution, the society faces a radical reevaluation of all values. This results in the reversal of connotation associated with ЦАРЬ, in both its literal and metaphorical meanings:
   a. Here the term finds itself in quite an unusual company of Russia’s worst enemies — Tatar invaders and fascist Germans:
      E.g. “Такого приказа не то что царь, но и татары, и немецкие оккупанты не подписывали.” (NKRY, 2020)
   b. The use of the old Russian metaphorical model “tsar-N”, meaning “the greatest / largest N of Ns”, which is a highly complimentary characterization with solely positive meaning, continues, but the connotation changes. The model is now often used ironically, where the irony reveals itself in the conflict between the “tsar-N” construction and negatively charged context:

4. In the recent years the term has suffered yet another resemantisation, once again mirroring the change on the political scene, as it came to be applied to the country’s post-Soviet leaders, accusing them of striving for or already performing unrestrained, tyrannical power. The term happened to be applied to the first president of the Russian Federation B. Yeltsin, as in “Поэт и царь. Ельцин и Солженицын”. (NKRY, 2020). It is now regularly applied to the current president V. Putin. Since in most cases the term is used by the President’s critics, we can conclude that the concept retains the negative evaluative component it acquired in the Soviet times. The following context is quite symptomatic:
   E.g. “Любой “добрый царь” — хоть Путин, хоть Непутин — обманет тем быстрее, чем он добре.” (NKRY, 2020)

The Russianism ЦАРЬ entered the English language twice — in the form of CZAR, via Latin, and in the form of TSAR, directly from Russian. The earlier borrowing travelled from Britain to America and became standard there; while in Britain it was replaced by the later direct borrowing. This regional distribution is confirmed by the data from the Corpus of Global Web-Based English, where frequency for TSAR is 298 in American
English vs. 692 in British English; while frequency for CZAR is 745 in American English vs. 160 in British English (GlowBe, 2013).

The British National Corpus data is also consistent with the observation made above: TSAR appears to be 10 times more frequent, than CZAR (518 vs. 40 entries in BNC, 1993).

Historical perspective is also insightful here. The Corpus of Historical English allows tracing the dynamics in the rival terms in the American variant of the English language. Two observations are of importance from this perspective: (1) TSAR peaked in 1920, while the peak usage for CZAR happened in the 1950s; (2) TSAR is in decline, its frequency diminished almost three-fold in the 2000s against 1990s; while CZAR, although being far from its top values has been gaining popularity in the recent years.

All that seems to go contrary to the data revealed by the Google books-based N-grams visualization tool, which shows that in both British and American variants of English TSAR has been on the rise, considerably surpassing its rival CZAR (N-grams, 2020).

The noted peculiarities are rooted in the field of semantics. The variant TSAR has predominantly preserved its literal meaning and continues to be used mainly to refer to a Russian (or more generally Slavic) monarch in a limited scope of constructions “TSAR + proper name” / “TSAR of + name of the country” / “country attribution + TSAR”. Meanwhile, CZAR has developed a metaphorical meaning and came to be consistently used in another kind of construction “N + CZAR” / “CZAR + of N”, where N is a noun nominating an industry or occupation: “newly-appointed cyber-terrorism czar Rudy Giuliani” (iWeb, 2017).

According to the Historical Corpus, this metaphorical construction emerges in the 1920s, when the resemantisation had to be signaled graphically by quotation marks, as in “appointment of a “czar” for the industry” (COHA). Influenced by AmE variant, this shift in the usage became later noticeable in the British press, irrespective of gender: “former homelessness tsar Dame Louise Casey” (NOW, 2020). However, the metaphorical meaning of the rival Russianism CZAR is gradually gaining dominance of its original literal meaning; the latter gets transferred to the variant TSAR. This explains why, for example, President Donald Trump used to be a “czar” (i.e a magnate), but is now often described as “tsar”: “if Tsar Trump I should be impeached” (NOW, 2020).

Discussion

The case being highlighted here is of interest due to a number of reasons. But most importantly, it throws some light on the fact that hybridization is essential for languages development and unavoidable, at
least in the spheres of international and intercultural relations. The foreign
term — Russianism — was borrowed into English immediately as soon as it
got introduced into the Russian sociopolitical discourse, because the
international situation called for it. It was exactly during the reign of Ivan
IV that Russia and Great Britain established direct and regular political and
economic links, and there arose a need for a correct political term, since lack
of precision in the matters of foreign policy is unacceptable. It is clearly
illustrated by the following samples: “It is true that the kaiser and the czar
both lost their thrones <...>” and “no Czar or Sultan or Grand Mogul was
ever a more autocratic ruler than he” (COHA, 2009).

Unlike some other languages, English overcame the isolationist
approach long ago, easily absorbing alien words, constructions and patterns,
and then creatively installing them into its system. Even double borrowing
appears justified if employed for the purpose of rendering new meanings
and expressing unique attitudes. Thus CZAR, MOGUL, TYCOON, being
originally intercultural synonyms, have developed their specific meanings
enhancing the expressive power of English. The semantic shift all of them
have undergone indicates that interlanguage borrowing is far from
a mechanical procedure, but it involves creative reinterpretation, consisting
in formal, semantic and pragmatic assimilation, all of which are parts of
a natural process of the loans’ adaptation to the new system operating in
another cultural and ideological reality.

At that, paradoxically, the borrowings do not lose their original
semantic properties and retain the ability to function as cultural and
historical terms rendering strictly defined meanings. Thus semantic
development does not entail semantic inflation.

Conclusion

The present paper is an attempt to demonstrate the openness of
borders around languages, which tend to interact and penetrate into each
other whenever they come into contact. At that, any interlanguage transfer
triggers a chain of adaptations, by means of which the language and its users
claim the borrowing as a separate entity, not a clone of its parent. However
tempting, it is wrong to approach the interpretation of a loan from the
perspective of the source language, since the new discursive environment
shapes the loan from the very moment it enters the target language.

In case of Russianisms, the shaping factor not to be ignored is the
deeply rooted ideological confrontation, having provided everything
Russian with a negative tinge. Therefore, a TSAR is not just any ruler, but
a tyrant, despot, autocrat; and CZAR is not just anybody in charge of any
area or industry, but is predominantly associated with war, terrorism and
illegal trade. There is an abyss between these words of different languages, masked by their common origin; and their apparent formal likeness only makes them more dangerous as translators’ false friends.

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BILINGUAL AND MULTILINGUAL MEDICAL DICTIONARIES AS A TRANSLATION TOOL (GENERAL OVERVIEW)

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Abstract. Medical translators as users of dictionaries very often cannot find specific reference materials available for their specialized areas. Or if they find the reference materials, even in both the target language (hereinafter TL) and or in the source language (hereinafter SL), they may be inadequate. The problems of Kazakh terminological dictionaries in general are still discussed among scholars. The issues disputed by linguists and lexicographers are mostly related to reasons of the non-efficiency of terminological dictionaries and non-systematical structure of dictionaries, inconsistency of translation equivalents, mistranslation of terms and many others. Scholars as Zhubanov K., Aytbayev O. Makbakov M., Kurmanbaiuly Sh. are the ones who plays a great role in lexicography and terminology. Today in Kazakh lexicography bilingual or multilingual dictionaries are widely used. The main function of such type of dictionaries is to translate source language terms into target language terms according to scientific requirements and systematical representation of them in dictionaries. In this sense, the article deals with the problems and importance of compiling bilingual and multilingual medical dictionaries and the ways of rendering English/Russian medical terms into the Kazakh language by different authors of the dictionaries.

Terminological bilingual and multilingual dictionaries in the sphere of Kazakhstani education and science, bilingual and multilingual medical dictionaries in particular, are of great importance and the need in compiling them is urgent. It is evident that most of the dictionary entry demands upgrading with new terms having appeared due to modern scientific and technological achievements so that any user can find a term/ a word he searches for. The bi- and multilingual medical dictionaries published in the period from 2000 to 2020 are reviewed in this article. Research has shown that in the period from 2000 to 2020, unfortunately, only few printed bilingual and multilingual medical dictionary has been compiled by authors (by linguists and medical specialists).

The results of the overview lays the ground for some future research:

— Identification of types of medical terminological inconsistency from English/Russian into Kazakh⇌ Kazakh/English/Russian in texts;
— collaboration work of linguists and medical specialist in eliminating medical terms inconsistency;
— creating an electronic terminology database of Kazakh medical terms in the country.

**Keywords:** medical terms, multilingual medical dictionaries, lexicographic analysis, translation equivalents

**Introduction**

“Dictionaries play an essential role in the daily work of professional translators, as well as those who study a foreign language as a specialty and seek to master a translation course. However, not all dictionaries are constantly and widely used by professionals or students. The greatest demand is for bilingual dictionaries as the most accessible for students of institutes and faculties of foreign languages” (Krupnov V.N., 1987: 14).

Terminological bilingual and multilingual dictionaries in the sphere of Kazakhstani education and science, bilingual and multilingual medical dictionaries in particular, are of great importance and the need in compiling them is urgent. There are many reasons for it as we consider. Firstly, new innovations in medicine appeared due to the vast development and the large achievements in medicine. Obviously, a large number of new medical terms come into use. Medical professionals of the country in order to manage working with new innovations have to learn foreign language. It is known that most of the terms are in English. Secondly, international relations and exchange of medical work experience between medical specialists in the intercultural communication demands knowledge of the English language. It should be admitted that not all the medical specialists master English so far. Therefore, bi- and multilingual medical dictionaries come at hand as a translational tool for them and for translators/interpreters as well.

**Objectives/Purpose of the study**

A dictionary, as a rule, is compiled for consultation rather than for reading. Since then the entry of any type of the dictionary according to the general theory of lexicography, consists of a headword (lemma), a grammatical description, a term description and a semantic description (Gerd A.S., 1986: 51–54). Our goal is not a dictionary research defined by R.R. Hartmann, an Austrian and English lexicographer and applied linguist but much more or less restricted in some cases. According to R.R. Hartmann, dictionary research is “the academic study of such topics as the nature, history, criticism, typology, and the use of dictionaries and other reference works” (Hartmann R.R., 2001: 27).
The main focus of the study is to determine how effective medical bi- or multilingual dictionaries are to use for medical specialists, students, translators and scholars (for users in general) in translating any medical texts and the second objective is to study translation variants of the terms organized in different dictionaries. Therefore, we tried to overview medical dictionaries in different educational institutions and libraries and analyze them from lexicographical point of view.

**Methodology**

The review of bi- and multilingual medical dictionaries published in the period from 2000 to 2020 is considered in this article.

During our quantitative research it was found out that in the period from 2000 to 2020, unfortunately, only few bilingual or multilingual medical dictionaries has been published by authors (by linguists and medical specialists). The research shows that firstly, dictionaries are mostly bilingual, secondly, different types of equivalence in translating medical terms from SL into TL are used in the dictionaries. The main problem in the bi- or multilingual dictionaries is the presentation of adequate equivalents. This phenomenon resulted in terminological inconsistency, mainly in that of Kazakh medical terms. Moreover, there are English/Russian medical terms we do not encounter in the Kazakh culture, or else some Kazakh national medical words which are not peculiar to the English/ Russian culture. And we must say that the content and ratio of these sources by the nature of their productivity is very variable, which largely depends on the situation or trends in the terminological process of a particular language in a particular period of development.

**Results/Findings**

As we have stated above in the period from 2000 to 2020 a small number of printed medical dictionaries are compiled. Most of them are bilingual ones. Three (3) of the medical dictionaries are examined in this paper:

1. Ағылшынша — қазақша медициналық сөздік (English-Kazakh Medical Dictionary) by T. Mominov, A. Rakhishev, G. Agzhigitov
2. Медицина лексикасының ұялы әдіспен жасалған сөздігі (Medical Dictionary Presented in the Group of Words with Same Root) by G.K. Ayapbergenova
3. Медициналық терминдер сөздігі (Орысша — қазақша — ағылшынша аударма сөздігі) (Dictionary of Medical Terms (Russian-Kazakh-English dictionary)) by M.A. Akhmetov.
The first dictionary to be considered is “Ағылшынша — қазақша медициналық сөздік” (English-Kazakh Medical Dictionary) by T. Mominov, A. Rakhishev, G. Akzhigitov.

The dictionary contains approximately 60 000 theoretical, clinical and technical medical terms including terms of molecular biology, biochemistry and genetics. Concerning the significance of the dictionary, the authors noted (Text in Kazakh): “...ұлтаралық түсініктерді ұлғайтып, білім алуға дүние жүзінде жиі колданылатын ағылшын тіліндегі медициналық терминдердің мағынасын анықтау, үйрену және ұйқы болады” (Momynov T., Rakhishev A., Akzhigitov A., 2003: 6), … it enables to strengthen intercultural understandings and enlarges the learners’ knowledge in medicine with the help of native language translations of the English medical terms and will contribute to mastering the Kazakh language by foreigners (Our interpretation).

The peculiarity of the structure of the dictionary is that terms are in italics. Derivatives of the words with all possible word-combinations are placed in an alphabetic way. We can say that this makes it easier for users to find the needed word quickly. Moreover, the variants of the Kazakh translation terms are numerated in Arabic.

The example below shows how medical terms and other items are illustrated in the dictionary entry:

**asphyxia**
1. асфиксия, тұншығу
2. үшаноз, көгеру
3. тамыр соғысының (пульстің) токтауы, тамыр соғысының болмауы
**blue a.** көк асфиксия and 4 more word-combinations.

Further come derivatives of the term:
**asphyxial** асфиксиялық
**asphyxiant** асфиксияны тудыратын фактор
2. уландыратын, тұншықтыратын заттар
**asphyxiation** асфиксия, тұншығу

Thus, it should be stated that this kind of procedure for a dictionary building might be convenient for users while translating medical texts. However, while analyzing the dictionary, we discovered different synonymic variants for one TL translation of a SL word in the dictionary.

Second work to analyze is a bilingual dictionary “Медицина лексикасының ұялы әдіспен жасалған сөздігі” (Medical Dictionary

100
Presented with the Group of Words with the Same Root) by G.K. Ayapbergenova.

The structure of the dictionary is the same as the previous one – the alphabetical order of terms placement and possible word-combinations of the terms are given in the dictionary.

For example:

1) Буын — сустав
— аяктың буының шығарып алу, буындай шығару — вывихнуть
— буынға кан қуійдү — кровоизлияние в суставе, гемартроз
— буын қабыну — восплание сустава (Ayapbergenova, G. K., 2006: 7)
and 8 more word-combinations

2) Өкпе — легкие
— окпедегі қуыс — каверна в легких
— өкпе қоқтамырлары — легочные вены
— өкпе қабынуы — плевра and 11 more word-combinations with the term
өкпе (lung in English) (Ayapbergenova, G. K., 2006: 28);

Moreover, the author of the dictionary presented synonyms of a term in the SL and their equivalents in the TL. For instance, у, зәр — яд, токсин; мертігу, зақымдану, жарақаттану — увечье, повреждение, ранение (Ayapbergenova, G. K., 2006: 26, 35)

The last dictionary to be examined is the trilingual dictionary of М.А. Akhmetov "Медициналық терминдер сөздігі (Орысша — қазақша — ағылшынша аударма сөздігі)” (Dictionary of Medical Terms (Russian-Kazakh-English). It comprises approximately 40000 medical terms and is presented in the words of the same roots. The terms are organized in an alphabetic way. Thus, for instance, one should seek and find the root term гной in the dictionary at first in order to find the Kazakh and Russian translations of the word combination сливкообразный гной. Synonymic words are given in comma, if the words differ in meanings stylistically, they are determined by semicolon. It is rather suitable to work with the dictionary.

See the illustration below:

<table>
<thead>
<tr>
<th>Russian</th>
<th>Kazakh</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Гной</td>
<td>Ирің</td>
<td>Puss, suppuration</td>
</tr>
<tr>
<td>~, ихорозный</td>
<td>сасық ірің</td>
<td>ichorous puss</td>
</tr>
<tr>
<td>~, синий</td>
<td>көк ірің</td>
<td>blue puss</td>
</tr>
<tr>
<td>~, сливкообразный</td>
<td>коймаңжың ірің</td>
<td>creamy puss</td>
</tr>
<tr>
<td>~, творожистый</td>
<td>ірімтік ірің</td>
<td>curdy puss</td>
</tr>
<tr>
<td>~, стерильный</td>
<td>стерильді ірің</td>
<td>sterile puss</td>
</tr>
<tr>
<td>~, эознофильный</td>
<td>эознофизді ірің</td>
<td>eosinophilic puss</td>
</tr>
</tbody>
</table>

(Akhmetov M. A., 2009: 178)
Another example from this dictionary:

dress (жараны) байлау, тану

to d. in splits шиңа салу немесе гипспен орау

dressing

1. таңатын материалдар; таңғыш; қайта тану
2. (жараны) тану; таңғыш балау

to d. жараны тану

absorbent d. сорып алушы таңғыш

air d. жараны ашық емдеу and more 16 word-combinations with their translations of term “dressing” (Akhmetov M. A., 2009: 180, 181).

As it shows one (1) derived word of the term dress (dressing), two (2) phrases, and seventeen (17) term phrases are included as examples to the dictionary. This compilation of the dictionary entry makes it very convenient and easy for a translator or specialist who uses it in translating/interpreting medical texts.

Moreover, descriptions of some Kazakh translation terms are given in bold italics and taken into brackets in addition. This method of translation enables to understand the meaning of this or that medical term for users.

Hence, the overview of the medical dictionaries illustrates that dictionaries are mostly bi- and trilingual. There are synonymous terms in Kazakh translations. It is necessary to note that the problem of synonymy in Kazakh medical terminology which is to be settled. Currently, there is a clear tendency for a more complete use of the Kazakh native word stock and on the basis of this the creation of numerous new word formations. This trend is explained by the general growth of national consciousness and the desire to preserve national identity in the era of globalization. Accordingly, there are different terms to denote those culture-specific words given by scholars: realia (G.D. Tomakhin, S. Vlakhov, S. Florin and others), background language (E.M. Vereshchagin, V.G. Kostomarov, I.E. Averyanova and others) and connotative vocabulary (E.M. Vereshchagin, V.G. Kostomarov). Linguists and medical specialists dispute whether to translate or not to translate international medical terms and culture-specific words into TL. Therefore, translatability or non-translatability of both national-specific and international medical terms has been a topic discussion for many years. According to the purificatory tendencies nowadays it avoids the adoption of terms from Latin, Greek or English languages and prefers those of domestic origin. While our research some Kazakh native anatomical terms and those of medical instruments are determined in the dictionaries.

In spite of great efforts of members of the State Terminology Commission in terminology unification and standardization, Kazakh medical translations are still considered to be inconsistent and in some cases there are contradictions in Kazakh translations and synonymy in medical terminology generally.

Conclusion

In conclusion, it should be noted that all the 3 medical dictionaries has similarities in common:

1) Similar structure; 2) variation and synonymy in some terms of Kazakh translations. That is synonymous equivalence of TL to SL. This point demonstrates that in spite of the standard translations of medical terms accepted by the State Terminology Commission, different translation equivalents are still in practice. The abundance of synonyms shows the unordered coining of terms which leads to terminological inconsistencies. According to terminology the principle of one concept — one term is accepted generally. Therefore, lexicographers should make optimal choice of translation terms to eliminate terminological inconsistency in coining bi- or multilingual dictionaries. Moreover, members of the State Terminology Commission in collaboration with medical specialists have to do more systematical research to prevent individuals from making SL translations for medical terms on their own.

As far as the content of the dictionaries are concerned, it must be confessed that constant changes in the language demand an update of a dictionary entry in accordance with new medical terms appearing in the field.

The present paper lays the ground for some future research:

— Identification of types of medical terminological inconsistency from English/Russian into Kazakh=Kazakh/English/Russian in texts;

— collaboration work of linguists and medical specialist in eliminating medical terms inconsistency;

— creating an electronic terminology database of Kazakh medical terms in the country.

Nonetheless, any medical dictionaries (bilingual or multilingual) contribute significantly to the Kazakh field-specific terminology and translation studies.
References


BRITISH DIALECTS’ IMPACT ON THE NEW ZEALAND ENGLISH FORMATION

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Abstract. This research presents the analysis of the British dialects influence on the formation of the New Zealand variant of the English language (NZE). The article provides information about the advent of colonizers in the 19th century in New Zealand when England's colonial expansion caused the spread of the English language and its active development of the new regional branch. Specific features of British dialects and their mutual linguistic impact along with the wide-ranging foreign policy of England formed the basis for modern Kiwi English or NZE. Being heavily mixed between each other and the Maori language, the dialects of British migrants and the language of the indigenous tribe created a new pronunciation, orthography and particular vocabulary. Therefore, the main objective of this article is to reveal all the nuances of the dialectal impact of the British on the emergence and evolution of the New Zealand variant of English.

In addition, much attention is paid to the various migrants' layers of the New Zealand society during the period of British colonization, assessing shifts in the population's composition and language changes accordingly. The article also indicates certain areas of migrants’ settlements with different accents of the English language.

There are two theories which explain establishing of the New Zealand English language. The first “single-origin theory” includes the influence of Cockney English dialect. The second theory is called “the mixing — bowl theory”, which presents the combination of southeastern English accents and dialects.

Moreover, the survey has shown the possibility to determine the roots of words and their origin. The results thus obtained are compatible with literary sources, which confirm the language presence of the Scots and the Irish as well as the Maori. The vocabulary of New Zealand can be rooted in southeastern areas of England, but it came via Australia. Empirical, theoretical and sociological methods are used to scrutinize and structure this data and information.

In conclusion, the results of this study identified that the English dialects of the southeastern regions of England, Scottish English and Irish English had the most significant impact on the New Zealand variant of the English language.
Keywords: NZE, Kiwi English, dialects, migrants, pronunciation, orthography, Scottish English, Irish English, Maori tribe

Introduction

Like other national forms of English, New Zealand English is mostly distinct in its pronunciation and lexicon than in its written form. The written form of English around the world is more uniform than the spoken form and has changed little since standard written English which was established by the 15th and 16th century.

The grammar of English in New Zealand, including spelling, does not practically differ from that of British English. The biggest difference between British and New Zealand English is lexical and not grammatical. It is needed to know the historical background to understand the differs between New Zealand English and the other forms of English.

Over the years, people have wanted to know where the New Zealand dialect came from. The formulation of the national language of New Zealand occurred during the nineteenth century and have a complex historical background (Deverson T., 1997: 40).

Objectives of the study

The purpose of this article is to identify and analyse the role of British dialects’ influence on Kiwi English language. The discussion comprises the role of each dialect with the proportion shown in percentages below and presents historical data to a better understanding of modern Kiwi English.

Methodology

The article aims to identify the influence of some dialects of English, in particular, Scottish English and Irish English on the formation of Kiwi English. Indigenous Maori tribes also exerted peculiar influence on this dialect. Also, the impact of Australian English on New Zealand English should be highlighted, however, it was after the migration from England.

The research is focused on data collection including various articles and other studies of the New Zealand English development. The basis of our research: 1) the book of the New Zealand historian Malcolm Arthur McKinnon (McKinnon M., 1997); 2) the book “The Inevitability of Colonial Englishes” of a sociolinguist Peter Trudgill (Trudgill P., 2004); 3) the articles of Elizabeth Gordon and L. Campbell, J. Hay, M. Maclagan from Cambridge University (Gordon E., et al., 2004) (Gordon E., 2009). This survey also examined the historical aspect of certain dialects’ influence. The historical documents relating to the period from the middle of the 18th century to the end of the 19th century were studied to present this analysis.
Results

The research of the origins and development of New Zealand English demands an understanding of history. The connection between language, history and cultural particularities are significant. Additionally, it is necessary to study the background of the earliest New Zealand language.

History

New Zealand is a member of the Commonwealth because it used to belong to the British Empire. English has been used in New Zealand from the first visit of Captain James Cook, who was a British subject, and his crew in 1769. However, it was not until 21 May 1840 when the territory of New Zealand was declared a new British colony and the flow of British people increased.

The origins and development of New Zealand English are inextricably linked with immigration to New Zealand in the nineteen century. When considering the dialect evidence from the 19th century it is needed to look for which variants would have been well represented in early New Zealand English and from which areas were arrived high numbers of settlers — the south of England generally, Ireland, Scotland and Australia.

Most of the earliest immigrants came from Britain but were many who came from other places. The first immigrants, who arrived from Europe, came to New Zealand by the 1790's, and the first fifty years they lived separately from local residents. According to the Treaty of Waitangi (1840), the British Crown acquired a new territory. The flow of immigrants from both the UK and Australia has begun, and by the end of the 50's of the XIX century, by fiftieth years the indigenous Maori were outnumbered by the incoming Pakeha (as people of European ancestry are called) (175 thousand Europeans and 55 thousand Maori).

There were three waves of European settlement after the Treaty of Waitangi in 1840 and the European population of New Zealand grew at a significant pace. At this period the enormous change occurred with European migration to New Zealand, that was a movement that was a part of the greater diaspora from British isles (Islands) and Europe when people found countries with temperate climates and economic opportunities.

Between the years of 1845 and 1846 during the Northern War, the soldiers became the predominant part of migrants. In the period from 1840 to 1852 in New Zealand, the creation of some companies demanded lots of workers. The largest number of immigrants from Britain and Australia arrived in New Zealand in order to get good pay (Gordon E., et al., 2004: 40). The reason for the third wave of immigration was the discovery of gold
in the South Island in 1861 caused a sharp increase in the number of settlers to New Zealand. Most of the immigrants have come from England, Scotland and Wales, while a smaller number came from the United States, Ireland and several countries continental Europe. In the twentieth century Australia became a more attractive itinerary for migrants with the development of diverse social opportunities.

New Zealand English, one of the younger varieties of English, is the product of this region’s particular colonial experience and history as an independent commonwealth nation.

Finally, the language of this country was established based on the European Language (English, because the most immigrants were from Britain) with features of the local language and with the impact of some other cultures (Maori tribes).

**Theories**

There are various theories of the appearance of the language. Now New Zealand English is very similar to English of London and the southeastern part of England, but first immigrants also used Scottish and Irish dialects of English. The theory is called a “single-origin theory”. According to this theory, the origin of New Zealand English came from the working-class London dialect of Cockney English. The southeastern features in New Zealand English could have come in different ways. They could be from direct emergence of these dialects to New Zealand from the South-East of England together with the arrival of greater masses of immigrants. Or they could have appeared through Australia, where many of South-East of England features were defined. But immigration figures about the New Zealand settlement’s origin provide information that there was an insignificant number of settlers from the London region. The first part of immigrants to New Zealand came from all parts of England, with a considerable number from Scotland and Ireland, but a smaller number from Wales. The Documents about immigration from the 1850s to the 1870s showed that small per cent of immigrants came from Australia (Gordon E., et al., 2004: 66).

In the 19th century, the rural Essex was the one area of England which had the difference between the vowels of FOOT and STRUT and front rather than back /a:/ as in START; which had the vowel schwa rather than the KIT vowel in the unstressed syllables of NAKED and DAVID; and which was non-rhotic. All of these features being distinctive of Australian English. Now Australian English is typologically really close to the English of the southeast of England (Trudgill P., 2004: 8).
The second theory is called “the mixing — bowl theory”. Linguists reference the ‘melting pot’ theory when explaining how NZE emerged. Or the term of a “mixing bowl” that was created by Canterbury University researcher Elizabeth Gordon.

It says that when people move from one city to another and speak different varieties of British English, they can mix their accents and dialects therefore and start to create a new accent or dialect. The main idea of this theory is that first settlers had a large influence on the formation of culture and language. During the colonisation, all of these dialects mixed and created the new variant of the English language. This theory includes the impact of Australian, south-eastern English, Scottish and Irish varieties of English (Bayard D., 2000: 8).

According to a New Zealand historian Malcolm Arthur McKinnon, the dialects were represented by the people from England, Scotland, and Ireland. Regarding the proportion 5:2:2 of population number (51% of settlers coming from England, 27.3% from Scotland and 22% from Ireland), can be noted the differences in the number of representatives. “The north of England was underrepresented, and the Welsh contribution was very low” (McKinnon M., 1997). This data is consistent with Bauer's lexical study, which also revealed that there were a few sources from Great Britain for the dialectal origins of New Zealand lexis “in Scotland, in Ireland, and in a band stretching from Lincolnshire … through Nottinghamshire, Warwickshire and Somerset to Devon and Cornwall” (Bauer L., 2000: 52).

But this proportion changed slightly, according to Peter Trudgill — a sociolinguist, academic and a researcher dialects of England. In his book called “The Inevitability of Colonial Englishes” he presented the figures (they were rounded by E. Gordon) (Gordon E., 2009: 37) of the 1881 census and he was given 20% of the settlers coming from Scotland, 17% from Ireland, 7% from Australia, 1% from Wales, around 9% from other countries. The preponderant majority was from England — 45% (Trudgill P., 2004). Relatively this research the English of England became the base for New Zealand English.

Discussion

Different dialects of English during the period of colonization influenced the establishment of the new national variant of the English language in New Zealand. The 19th century proclaimed the beginning of a new era: people coming to work in the territory of New Zealand introduced new words and terms, creating an incredible mixture. The languages of immigrants had an impact, to a large extent, on lexicon and the oral form of New Zealand English.
The obvious conclusion about the development of NZE is that this language occurred from the blend of different dialects of English such as the dialects of the southeastern regions of England, Scottish English and Irish English which were bought in by the first settlers to New Zealand.

References


Abstract. Propaganda as an aggressive semiotic activity employs manipulation as the means. Both manipulation and propaganda involve not only translation of the sign per se but, first and foremost, transformation of the context of the sign.

It can be well explained by a semiotic approach based on Ch. Peirce theory, but Ch. Pierce focuses on the sign but doesn’t question the context the relevance of which to translation is paramount.

To adapt the Piercian conception to a semiotic description of the professional activities of translators we apply his interpretants to the context of the sign as well. Consequently, the immediate context shall be the SL text effecting an impression on the translator as either familiar / precedential or unfamiliar / precedentless or intricate / plain. The dynamic context shall develop in a course of pretranslational analysis. The final context of the SL sign should be reflective of the way in which most of the minds would interpret the SL context. In a translation governed by the Principle of Cooperation the final SL context must get communicated in TL so that there be an equality of the SL and the TL final contexts.

The obvious variability of sign-to-context relations renders the translating techniques open to manipulation.

An extreme example of manipulation techniques herewith is set by political commentaries of the Russian president’s Vladimir Putin public discourse in western media. We have analyzed samplings of Putin’s statements along with their subsequent commentaries by the USA and British media sources to have detected the following three techniques:

1) RR, or reframing of the SL final context as well as reframing of the SL sign.
2) RpR, or reframing of the SL final context and partial reframing of the SL sign.
3) RT, or reframing of the SL final context and translation of the SL sign.
The examples analyzed in the paper are representative of three manipulation techniques used in political translation. All three manifest conflicts of political ideologies, and, therefore, prefer confrontation to cooperation; the TL final contexts are framed by the TL stereotypes that streamline the public opinion as planned by professional propagandists.

Keywords: Manipulation, political translation, manipulative techniques, semiotics

Introduction

The intentionality of political discourse strategies is often shaped by propaganda; the key instrument of propaganda is manipulation; the fruits and ipso facto the domain of propaganda are stereotypes. Translation of political discourse involves the above factors, first and foremost, in the Vandijkian context of the text (Van Dijk, 2008).

Objectives

To interpret the semiotic mechanism to that end, Ch. Pierce’s theory needs modification.

Methodology

As it were, Pierce focuses on the sign but does not question the context (Pierce, 2000). To adapt the Piercian conception to a semiotic description of the professional activities of translators we shall apply his interpretants to the context of the sign as well.

Consequently, the immediate context shall be the SL text effecting an impression on the translator as either familiar / precedential or unfamiliar / precedentless or intricate / plain.

The dynamic context shall develop in a course of pretranslational analysis.

The final context of the SL sign should be reflective of the way in which most of the minds would interpret the SL context. Consider the probable sign-to-context settings and ‘translational routes’ from immediate to final interpretant.

1) Familiar sign — Familiar context

What is, in this case, the quality of the impression the sign effects on the translator? Both in foreign-to-mother and mother-to foreign tongue translation the immediate interpretant gets promptly taken over by the dynamic one and eventually gets verbalized by the final interpretant. In fact, this is the only sign-to-context relation that enables the translator to follow the Peirceian order of interpretants.
2) **Familiar sign — Unfamiliar context**

A familiar sign may appear beyond interpretation in a context of which translator fails to conceive. To solve the problem the translator will have to either look up a dictionary for an appropriate entry or study a broader context of the sentence following which a correct translation may eventually result. What matters for understanding possible variations within the Pierce trinity is the fact that in either case the standard sequence of interpretants is changed. A reliance on the dictionary will mean a leap to the final interpretant over a dynamic one. If the translator opts for induction of an appropriate meaning from the broader context, his dynamic interpretant may fall short of the final interpretant. That is, he may interpret ‘line’ as ‘news’ or ‘message’ or ‘clue’ etc. all of which are synonymous to ‘information’ but at the same time are reflective of the translator’s personal choice.

3) **Unfamiliar sign — Familiar context**

This sign-to-context setting will compel the translator to seek help from a dictionary. For one, it is a time-saving decision. For two, the concept behind the sign may appear novel or technically intricate to an extent where exploration of the broader context will fail to bear fruit. Such is ‘e-coli’ in ‘Local e-coli outbreaks have put the health service authorities to urgent action’. Because a professionally endorsed TL correspondence for ‘e-coli’ is unlikely to evolve as a dynamic interpretant to a translator who does not belong to the medical discourse community, reliance on a special dictionary remains most reasonable option. Thus, the translator makes sort of a ‘shortcut’ from the immediate interpretant to the final one.

4) **Unfamiliar sign — Unfamiliar context**

Though such sign-to-context setting seems paradoxical if absurd, the onset of English loans in the Russian economic discourse has proven of its reality. The abundance of loans has been caused by a belief that with them will come the values of the market economy. In this case the immediate interpretant evolves the final one leaving no ground for the dynamic interpretant.

The obvious variability of sign-to-context relations renders the translating techniques open to manipulation.

**Results/Findings**

An extreme example of manipulation techniques herewith is set by political commentaries of the Russian president’s Vladimir Putin public discourse in western media. We have analyzed samplings of Putin’s statements
along with their subsequent commentaries by the USA and British media sources to have detected the following three techniques:

1) **RR**, or *reframing of the SL final context as well as reframing of the SL sign.*

RR evolves full-fledged in a political commentary of Putin’s response to a question at his election campaign-2018 press-conference:

**Q:** Can you explain why in nearly 18 years of your work as the head of our country no worthy opposition leader has evolved? The best of the incumbents make do with just a few percent of public support. Aren’t you interested in facing a real political challenger?

**A:** A first-to-come answer to your question is this: Am I to be personally responsible for raising political rivals? (The Great Press Conference of Vladimir Putin on 14 December 2017)

Putin retaliates with an ironic remark that appeals to common sense. He then goes into details of a probable reason for the lack of strong political opposition. He builds up his final context by means of prototypic and quantitative evaluation; his arguments for the reality of Russia’s regaining the status of an influential world power have been supported by figures indicative of the country’s economic growth and military strength. At the same time, he states, no oppositional faction has ever managed to move a competitive long-term program to that end; they prefer noisy street demonstrations. Thus, his final context can be reported by the following macroproposition: *A cogent reason why no political contender has risen from the ranks of opposition is their failure to come up with a competitive strategy for the country to get ahead in the world. They would rather air emotions in the street.*

A ‘Telegraph’ political commentator of Putin’s response has concocted his own sign-to-context reference: *“It is not my job to raise competitors”, Mr. Putin said, noting that Russia has seen huge growth in GDP and incomes during his 18 years in power. He said the opposition “shouldn’t make noise in the street”, hinting at the street protests Mr. Navalny called in dozens of cities across Russia this spring (Vladimir Putin says it’s ‘not my job’ to create rivals for his 2018 election bid, 2020).*

Apparently, Putin’s final context has been devoid of its key content. In perfect accord with the RR manipulative technology, the commentator cuts down to a clause the blow-by-blow account of Russia’s progress but impresses a full-sentence comment of the opposition activities instead of the original terse remark on the sidelines. On top of that, he adds hereto the name of the opposition’s leader never mentioned in Putin’s response to the question. Obviously, this manipulative move aims at persuading the TL addressee that there is a competitive political adversary in pre-election Russia.
Crucial for understanding the manipulative technique employed in the Telegraph political commentary is the way Putin’s ironic opening remark has been translated. While the President readily accepts the personal bias of the question, the Telegraph portrays Putin as a downright bureaucrat who appeals to his job’s prerogatives and avoids a cooperative style of communication. The macroproposition of the Telegraph commentary is as follows: *Putin has proven of his reputation as a dictator. On the one hand, he tried to defend his political ambitions with a report of Russia’s huge progress in the last 18 years. On the other hand, he disavowed the significance of the opposition and denied the fact that there is a competitive political leader in Russia.*

2) RpR, or reframing of the SL final context and partial reframing of the SL sign. As it were, this translational manipulative technique rests on reframing the SL final context and tailoring the SL sign. Consider the example below:

Speaking to the participants of the Valdai Discussion Club meeting on 22 October 2015, Putin assessed the USA policy in the Middle East as follows: “The USA possess doubtlessly a greatest military potential; however, it’s very hard to play double game, namely, to declare a fight against terrorists but at the same time try to use some of them to move the pieces on the Middle Eastern chessboard in their favor, or rather they think they move them in their favor”. Putin goes on disclosing facts indicative of the USA’s double-dealing in the Middle East and comments on repeated failures of that policy, primarily in Syria. He effectively argues that the USA double-dealing repeatedly backfires, that the fight against terrorists appears a fake. Eventually his final context has come up to the following macroproposition: “The USA political leaders think that their double game in the Middle East — first and foremost in Syria — has been in their favor. It is wishful thinking” (Vladimir Putin spoke to the Plenary Meeting of the XIIth Conference of the Valdai Discussion Club, 2020)

On the heels of the President’s speech comes a Guardian political commentary: ‘He [Putin] said: ‘It’s always hard to play a double game — to declare a fight against terrorists but at the same time try to move the pieces on the Middle Eastern chessboard in your favor’” (Vladimir Putin accuses US of backing terrorism in Middle East, 2020).

The complementary emphasis of the original is gone; with it goes an ironic reference to the wishful thinking of the USA administration. Now that the incongruent part of the SL sign has been eliminated, a newly framed TL context takes a manipulative action. Its critical core is way beyond the problems to which Putin has alerted his audience. Instead, the Guardian commentator chooses to switch his readership’s observation to ‘special
relations’ between Putin and the President of Syria: “Putin’s talk of ‘playing with words’ and other statements of government officials suggest Moscow believes that all armed opposition to Bashar al-Assad is a legitimate target”. A lengthy commentary of Putin’s reception of Assad at the Kremlin completes the TL context. The final TL context can be summarized in the following macroproposition representative of a tu quoque counterargument: “Rather than blaming the USA double-game policy in the Middle East Putin should look at his record of patronizing one of the most ruthless dictators in the region”. Thus, the final TL context couples the alleged dictators of Russia and Syria which is fully in line with a perpetual western stereotype.

3) RT, or reframing of the SL final context and translation of the SL sign.

This manipulative technique provides the strongest evidence that in a political commentary it is the context that facilitates ‘transmanipulation’. The SL sign having been translated with a seeming adequacy, the TL context needs to be reframed so that, in its finality, it compels the TL sign final interpretant different from that of the SL sign.

In his address to the Federal Assembly on 1 March 2018 Putin made a resounding comment of a state-of-the art Russian military potential. He began with a pretext: “Notwithstanding serious problems we have had to face in economic and fiscal policy as well as in the defense industry and the Army, Russia has secured the status of a major nuclear power. Alas! No one has cared for parle, no one has listened to us. You listen to us now”. The adequate SL context evolves as the President discloses details of an unsurpassable class of hypersonic weaponry successfully tested, manufactured, and eventually found capable of nullifying the USA nuclear potential. Given this jest of the final context, its macroproposition can be formulated as follows: “You have for long ignored us; take our reprimand. Now that we are miles ahead of you, will you remain loyal to your old policy?” (The Address of the President to the Federal Assembly on 1 March 2018).

Consider a reference to Putin’s statement in a USA political commentary: “He said that the USA ignored Russian complaints. “No one has listened to us”, he said. “You listen to us now” (US shrugs at Vladimir Putin's boast of nuclear-powered cruise missile with unlimited range, 2020). The reference is bound in a context of interpretation that rests on political stereotypes imposed to that end on the American collective mind. Remarkable is the commentary’s headline: “Putin boasts of new weapons”. It plays up to a common belief in unsurpassable American military strength; even as shrewd analyst as Noam Chomsky has fallen prey to that belief. The
choice of ‘complain’ as an interpretant of the obvious ‘reprimand’ follows the same line of arguing for the alleged American supremacy: one may complain about but may not rebuke the ‘only superpower’s’ behavior. Also demonstrative is the USA Head-of-Staff’s retort to Putin’s criticism of the American military presence in Europe: “They [Russians] know that our missiles in Europe are against Iran and North Korea”. Way earlier, in his famous Munich speech, Putin had sarcastically debunked this argument by alluding to a person trying to reach his right ear with his left hand. However, the western stereotype has survived the pressure of common sense to continue to feed the obvious geographic mess. And the prepossession that ‘they [Russians] know it’ puts the truth on its head in the light of the SL final context’s contending intention.

The finality of the TL context is secured by downplaying the news as something ‘we have known before’. Thus, the resulting TL macroposition is as follows: “Putin is insincere because he denies his awareness of the real reason for our deployment of nuclear missiles in Europe. And he boasts of the allegedly new weapons we have already been aware of”. If Putin has been portrayed as a braggart, what can the final interpretant of his directive ‘You listen to us now’ be like? ‘Vain threat’ seems to be the answer.

Discussion

Technically, the green light to manipulation is given following a change of the SL genre. A political partisan would do his best to chant the strengths and mitigate if silence the weaknesses; a political adversary would do the other way round. Obviously, as the two contexts of interpretation clash uncompromisingly, the same signs will manifest the meanings compatible with the appropriate final contexts. As a result, the TL sign entails a final interpretant way different from that of the SL sign. The final TL context may appeal to a stereotype / set of stereotypes compatible with the TL ideology; it may get tailored to the TL context by means of transformation of the part / parts of the SL sign incompatible with the TL context. Thus the political commentator may manipulate the SL final context into a set of interpretants which render the final interpretant of the TL sign way different from that of the SL sign’s one. The above examples have been representative of three manipulation techniques used in political translation.

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PROBLEMS OF TEXT INTERPRETATION IN THE ERA OF GLOBALIZATION: THE SOCIO-CULTURAL ASPECT

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Abstract. With the growth of the world economic space in the age of globalization the issue of analysing media texts has become one of the burning questions of modern linguistics. On the one hand, the Internet being an integral part of our lives, e-mail, video-conferencing and other impressive technological breakthroughs allow a splendid opportunity to draw a link between people of different nationalities, cultures, traditions and make it possible to know more about each other. On the other hand, some examples of the translation of the English media texts into Russian prove the fact that there is no adequate perception of the information that is contained in them. One of the reasons for this misunderstanding is the excessive influence of these two languages on each other. The examples of such influence are widely found in contemporary advertising discourse and consist in unjustified borrowings used by translators. On the one hand, the appearance of new words expands the vocabulary of the Russian speakers. On the other hand, unjustified frequent use of foreign terms to denote certain realia erases the authenticity of the translating language. Another factor influencing the correct interpretation of the English media texts is background knowledge as an extralinguistic component of communication. The analysis of practical materials reveals that background knowledge — mutual knowledge of the realia by both an addressee and an addressee — has a significant impact on the process of interpretation of the English-language media texts by the representatives of the Russian-speaking cultural and linguistic community. The examples of the translation of the English media texts into Russian adduced in the present paper show that ignorance of the realia which stand beyond a statement leads to a communicative failure in most cases. It should be noted that there exist many ways of translating phraseological units from one language into another, but it is necessary to bear in mind that the process of interpretation is not just a simple selection of the equivalent linguistic matches, but an arduous work which consists in a thorough insight into a language itself, as well as the life of its speakers, their traditions and cultural peculiarities.
**Keywords:** media text, interpretation, cross-cultural communication, phraseological units, background knowledge

**Introduction**

In modern linguistics, there exist many points of view regarding the issue of text. It is connected with the complexity and versatility of the concept itself, as well as with the various fields of knowledge involved in its research. For instance, from the standpoint of semiotics, text is defined as “a meaningful sequence of any signs” (Nikolaeva T.M., 1990: 507). This means that text in this sense is not only verbal communication, but also works of art (music, painting, architecture, etc.). In terms of semantics text is regarded as an ordered set of sentences, united by various types of lexical, logical and grammatical connections, capable of conveying information organized and directed in a certain way. Text is a complex whole, functioning as a structural and semantic unity (Turaeva Z.Ya., 2009: 11). In addition, text does not only reflect reality, but also communicates about it. The semantics of the text includes nominative and communicative components. Thus, the concept of text contains three main functions, namely communicative, cognitive and emotive.

Any text — scientific, literary, poetic or media text, in any form — oral or written — is a speech product of a representative of a particular culture. This means that each text contains socio-cultural characteristics, since the author creates it in accordance with his mindset, culture, social background, ethical and religious beliefs.

In the modern world, globalization offers many promising opportunities for development of such important niches as learning foreign languages, on the one hand, and maintenance of cultural heritage, on the other hand.

In recent years, Russian economic relations with other countries of the world have been strengthening as well as the large number of international contacts, which is connected with the latest developments in the spheres of science and technology. People communicate around the world honing their skills in learning foreign languages. The new high-techs now offer marvellous opportunities for practicing language in context with real native speakers in all four skills areas (reading, writing, listening and speaking) in ways that would have been impossible before with the Internet that has become an inseparable part of our lives satisfying “a wide variety of social, information and communication needs” (Dennen V.P., Myers J.B., 2012: XVI). However, it sometimes seems difficult to understand new information in an adoptive language on account of numerous differences between the cultures. According to S.G. Ter-Minasova “the better, quicker and easier international communication is becoming technically, the more irritating are the obstacles,
namely, linguistic and cultural barriers, undermining the possibilities of communication among nations” (Ter-Minasova S.G., 2008: 52).

**Objectives/Purpose of the study**

To consider the problems of text interpretation in modern linguistics and the socio-cultural aspects connected with it.

**Materials and methodology**

The materials studied for the purposes of the present paper relate to different types of contemporary media texts (news, features, advertisement). This type of texts is one of the most common forms of modern language use. The corpus of such texts produced and transmitted daily through the media continues to grow steadily. The author aims to bring together factors which interfere with the adequate comprehension of foreign mass media texts.

When defining the term “interpretation”, it is suggested to expand the methodological focus traditional for philosophy of language by applying linguistic analysis, which should convey a complex idea of the concept.

Our first step is to draw a line between the terms “translation” and “interpretation”. According to D. Seleskovich, any translation is an interpretation. Moreover, understanding of the meaning of any text — which is the major purpose of any interpretation — seems to be more important than analyzing the linguistic content (Seleskovitch D., Lederer M., 1984). V.N. Komissarov disagrees with how Seleskovich evaluates the role of language units in creating the meaning of a text vindicating the idea that “the meaning of an utterance in a specific context may not be reduced to its linguistic content, but it is nevertheless interpreted through this content “and on its basis” (Komissarov V.N., 1999: 33). As far as the term translation” is concerned, V.N. Komissarov defines it as “a type of linguistic mediation, in which a text that is created in the translating language is communicatively equivalent to the original, and its communicative equivalence is manifested in its identification by the receptors of the translation with the original in a functional, content and structural sense” (Komissarov V.N., 1990: 45).

Many contemporary researchers combine the notions of translation and interpretation. In this paper, by the term “interpretation” we mean a comprehensive understanding of the original text aimed at the full content disclosure. According to D.V. Psurtsev, to reveal the content means “not just to extract meaningful information about the external world”, but also “to understand the mechanisms of its encoding”, and “to substantiate the relevance and productivity of the techniques and methods of decoding information” (Psurtsev D.V., 2002: 18).
The next step is to determine the level at which the text analysis will be carried out. T.G. Dobrosklonskaya singles out three levels of research: 1) geolinguistic level which involves an analysis of how the media influence the development of the overall linguocultural picture in the world and the regions; 2) interlinguistic level which focuses on interactions and mutual influence of languages, the mechanisms and methods of borrowing, as well as functional styles and spheres of speech use that are the most susceptible to foreign language influence; 3) intralinguistic level which allows to study media processes within the same linguocultural area (Dobrosklonskaya T.G., 2008: 8). Within the present paper, an analysis of the major issues connected with interpreting media texts will be carried out at the interlinguistic level.

**Results and discussion**

When discussing the role of the media in terms of the English-Russian interaction, the deep influence of the English language on Russian should be taken into account. That influence is especially remarkable in the contemporary mediatexts. For instance, such words as *fashion, look, deadline, fake, account, chat,* etc. have entered the modern Russian media discourse. On the one hand, the appearance of such new words expands the vocabulary of native speakers of the Russian language. On the other hand, the use of unjustified borrowings, the Russian language loses its authenticity. There is an example of such use in translation of an advertising text: *Next Generation offers at several stores in Ischgl a ski equipment rental, a fashion store and a cafe below the same roof.* / *Next Generation предлагает во многих своих отделах в Ингле также прокат лыжного снаряжения, фешн-отделы и кафе.*

As far as the sociocultural problems of interpretation of the English-language mediatexts are concerned, it should be noted that many researchers regard the peculiarities of mentality as one of the main obstacles to adequate interpretation: the system of norms and values, standards of behavior, the culture of a particular country are reflected in the language, which significantly complicates comprehension. Phraseological units very often act as carriers of such culturally specific components. According to T.A. Kazakova (Kazakova T.A., 2002) there exist several possibilities of transferring the content of a phraseological unit from one language to another:

1) if the translating language contains a phraseological unit that has the same form and meaning: *Although China has become Japan's largest partner in trade and foreign direct investment, nationalists in the two countries have fueled each other's extremism, while their governments play*
with fire. / Хотя Китай стал главным партнёром Японии в торговле и прямых иностранных инвестициях, националисты в обеих странах подогревали экстремизм друг друга, в то время как их правительства играли с огнём.

2) if in the translating language there are equivalent phraseological units the meaning and stylistic coloring of which are similar to the meaning and coloring of the translated phraseological expressions, while their internal form completely matches in terms of imagery: The conference series resulted in the adoption of the national development strategy, aptly described by the participants themselves as “turning from a mosquito into a busy bee”, a strategy that is being reflected in the national policy. / Результатом этой серии конференций стало принятие национальной стратегии развития, которую сами участники метко охарактеризовали как “превращение комара в пчелу-труденицу”; эта стратегия нашла отражение в национальной политике.

3) if there is a stylistically equivalent phraseological unit with the same meaning, but a completely different form: However, in spite of these efforts on the part of the Cameroonian Government, prison life has not become a bed of roses due to the State's lack of financial resources. / Несмотря на усилия, которые прилагает таким образом правительство Камеруна, не все еще обстоит должным образом в тюрьмах из-за нехватки у государства финансовых средств.

Sometimes a translating language does not contain an identical or similar phraseological unit which becomes a result of gross errors in translation: If compromise is truly not possible, we should be honest with one another, throw in the towel and close down the Working Group. / Если действительно невозможно достичь компромиссного решения, то мы должны проявить честность по отношению друг к другу, выбросить белое полотенце и прекратить деятельность Рабочей группы.

The robbers could have followed the signal, killed John Doe and then gotten their gems back. / Грабители могли выследить сигнал, убить Дэвида Доу и забрать драгоценности.

In this case the phraseological unit 'John Doe' cannot be translated in the absence of background knowledge: 'John Doe' is an obsolete legal term used in a situation where the real plaintiff is unknown or anonymous (the unknown defendant was named Richard Rowe). In the use of the US law enforcement, this refers to an unidentified body.

As the group has differentiated from other idol groups with its vampire or Jekyll and Hyde concepts, we will be presenting a concert reminding one of a fantasy world for 150 minutes. / Поскольку группа отличается от других групп идолов концепциями вампиров или
Джекила и Хайд, мы представим концерт, напоминающий один из фантастических миров за 150 минут.

This example demonstrates that the translator does not have background knowledge of the idiom used by the English speakers. The idiom contains the meaning “anyone who combines good and evil”.

Conclusion

The examples adduced above demonstrate that the problem of interpretation of modern media texts is relevant in the era of globalization. Interconnection of different languages can sometimes blur the boundaries of the translating language. Moreover, a thorough understanding of the meaning of contemporary media texts requires a certain set of background knowledge that forms gradually in the process of socialization. Being an integral part of an interpretive chain, it allows the interpreter to identify culturally marked units correctly helping to provide representatives of the Russian-speaking culture with an adequate perception of a foreign text.

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COMPLICATIONS IN UNDERSTANDING AND TRANSLATING METAPHORS IN ECONOMIC DISCOURSE

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Abstract. Conceptual metaphors in the economic discourse appeal interest as they are a complex combination of linguistic, pragmatic, sociocultural, psychological and other factors of speech production. Since economic texts have to perform a lot of functions (informative, entertaining, educational, ideological, etc.), they have to be comprehensive, interesting, and relevant for readers/listeners. The usage of metaphors can promote this. They help make the economic discourse persuasive, evaluative, expressive and figurative. Moreover, metaphors reflect a situation or phenomenon indirectly and present some assessment of them; due to this, a metaphor makes an emotional impact on the reader/listener.

On the other hand, articles/texts of economic content present to the readership the economic life from the perspective of a certain system of historical, cultural and even linguistic values. Cultural and psychological characters of a metaphor bring to the difficulties in its understanding and translating. Comprehension and translation of a metaphor in the economic discourse is also complicated by its peculiarities and functions, the social aspects of its use, and the cultural and intercultural contexts. In its turn, this complexifies interlingual communication and intercultural activities.

The present article reveals the peculiarities of a metaphor in the economic discourse, and identifies the main translation issues that one may face when translating a metaphor in texts of the type stated. The author also presents the main methods of translation and illustrates their specifics.

Conceptual metaphor is referred to as a productive means of formation of the English-language economic discourse. The functioning of metaphor in the economic discourse is defined by the analysis of its impact-making affect.

The focus of the research is the characteristic features of conceptual metaphors in the economic discourse. As the objective, the author sets the study of issues of comprehension and adequate translation of conceptual metaphors in the economic context.

The methods of formal-logical, system-structural, and discourse analysis present the methodological basis of the study.

The author comes to the conclusion that a conceptual metaphor in the economic discourse is a complex combination of factors and cognitive processes of speech
conveying. This can complicate comprehension and translation of the metaphor, which in turn affects professional cooperation and business communication in the modern economic sphere.

**Keywords:** conceptual metaphor, economic discourse, translation

**Introduction**

Intercultural communication appears in all the variety of forms of interaction between representatives of different cultures and professional fields. It can be put down to the intensive process of economic globalization which has led to the close collaboration between countries. The enhancement of economic cooperation, the engagement of foreign specialists and access to foreign markets have turned the economic sphere into the main arena of intercultural communication which makes peculiarities of translation of texts on economic issues incredibly urgent.

Being a complex dynamic system, the economic discourse covers a large amount of problems (financial, tax, banking, etc.) and is in the constant development. That is why comprehension of economic texts sometimes requires high level of professional language training of specialists and also skills in intercultural communication.

For the effective understanding of the economic discourse, and successful interpersonal interaction as a consequence, one is to have a synergy of language, professional and cultural knowledge, skills and abilities to carry out communication, in other words — the professional competence. However, it is the linguistic component that can be the cornerstone of the translation of economic texts, since grammatical and semantic features and differences of the contacting languages cause the greatest difficulty for the translator.

Translation plays a great role in intercultural communication. This phenomenon has a long-standing tradition in linguistic research but still scholars face a lot of challenges. It can be explained by widening of cultural exchanges, expanding of knowledge, and intensifying of international communication. All this makes skills in translation be fundamental for today’s human relations.

Translation reflects a cultural aspect of the language which turns it into both the linguistically-oriented and interculturally-oriented process. Many linguists focus on the cultural manifestation of translation calling it a cross-cultural or pluricultural event (see, for example, Snell-Hornby M., 2006) and emphasizing the dependence of proper understanding of the meaning of a linguistic item on the cultural context (House J., 2002).
Objectives and methodology of the study

For our study of translation challenges we have chosen such a linguistic phenomenon as metaphor, since it serves as an expressive language tool and also reveals the cognitive process of a person and the national history and culture. Metaphorical concepts direct our way of thinking and structure our perception of the world, relations with people around, and our behaviour. Thus, conceptual metaphors become one of the main means of formation of our everyday realities.

As for the material for the research, we refer to the economic discourse as it is the most complex mechanism of interaction between different corpuses of financial, economic, legal, and communication concepts and terms. Some of these terms are characterized as exclusively professional since they require basic or deep knowledge of a subject what complicates translation greatly. Metaphors used in texts of economic nature serve for both strengthening the functional effect of the text and figurative reflection of cultural concepts and present-day developments. All this can much complicate translation of such texts and metaphors in particular.

As the objective of the research we set revealing of peculiarities of metaphorization of the economic discourse and identifying of the main challenges with the translation of a metaphor that one may face when working on a text.

As the main methods, formal-logical, system-structural, and discourse analysis are used.

Findings

Main characteristics and peculiarities of the economic discourse

Economic discourse, like no other, is aimed at reconceptualizing the world picture of a person shaping their views and perceptions about a particular event or phenomenon. This feature of economic texts causes great interest of researchers of different scientific fields: linguists, sociologists, economists, and others.

Although not a literary text, the economic discourse is still rich in various linguistic means and grammatical constructions, in economic vocabulary and terms. It helps convey the proper meaning and make an influence on the reader/listener, modify intentions, opinions or motivation to action.

Thus, the economic discourse is created with particular vocabulary and grammar in conjunction with pragmatic, national-cultural and psychological characteristics, which define the interaction of people and cognitive process.
Economic issues require thorough reflection and an appropriate way of their logical interpretation. The peculiarity of the economic discourse is of social acuteness. As a rule, such texts provide for a comparison of different (usually opposite) views on the situation described. For this, the author of a text gives arguments for and against the stated problem, and the generalized summary for which personal assessment is typical.

Moreover, alongside with the informing function, the economic discourse fulfills the influencing one. Due to this, the author causes the desired reaction of the reader/listener not so much with a logical reasoning as with emotional tension. For this purpose the most suitable tools are those with much figurativeness and evaluativity. A universal means providing both is metaphor.

Being one of the most effective tools of expressiveness, metaphor creates in-depth images and thereby attracts the reader’s/listener’s attention influencing his/her opinion on the issue. Vivid, extraordinary images made by the metaphor are based on historical, cultural and semantic features of the language, sometimes intelligible only for a native speaker. For example, the origin of the metaphor money laundering refers to the times when members of the Italian mafia in the USA purchased laundromats and used them for hiding the money they were getting from criminal activities. Now it denotes the process of concealing the money obtained illegally.

The emotional impact that metaphor has on the reader plays an incredible role in the economic discourse, since the emotional response from the audience is as important in this case as the message of the statement itself. So, the way of understanding and translating the metaphor is crucially urgent. Thus, a descriptive translation of a metaphor or its omission will keep the main idea of the phrase but the expressiveness will be lost. This deprives the discourse of its stylistic effect, and can totally change its meaning. Due to this, the challenges of translation of metaphor in modern economic discourse are more relevant than ever.

**Metaphor as a tool of economic discursive space formation**

Metaphor is an intrinsic part of our everyday and professional life; it greatly enriches our communication.

Traditionally, metaphor is defined as a cognitive operation in the processes of conceptualization, the formation of the derivative word semantics, the term formation and the generation of the discourse (Lakoff G., Johnson M., 1980). L. Cameron and G. Low state that thanks to metaphors words can have either semantic or cultural meanings and any language accumulates its own set of metaphors over time (Cameron L., Low G., 1999: 149). According to G. Faconier and M. Turner, a conceptual metaphor
is a basic mental operation leading to the emergence of new meanings, to the so-called conceptual compression (Fauconnier G., Turner M., 2002). The metaphor contributes to comprehension of the cogitative process, and to the creation of a nationally specific perception of the world. The metaphor is extensively defined by Z. Kövecses as “an linguistic, conceptual, sociocultural, mental, bodily phenomenon that exists at all these different levels at the same time, and included not only the language, but also the conceptual system, as well as the sociocultural structure, and the activity of the nervous system and the body” (Kövecses Z., 2005: 9).

Being an instrument of cognition, conceptual or cognitive metaphor plays a significant role in the economic discourse drawing attention to the figurative constituent of economic realities. Since the economic discourse is characterized by such parameters as informativity, evaluation, and language economy of expressive means, metaphor can help comprehend the very essence, instantly penetrate into content of the discourse. The proper metaphor is “economical”, for it saves time and words necessary for lengthy explanations.

As the metaphor is a means of secondary nomination, in the most cases the figurative meaning appears on the basis of the association. M. Black believes that metaphorization implies the application of the system of generally accepted associations linked with a given metaphorical word to the subject of the metaphor — considerations about the main subject are usually set on the secondary subject (Black M., 1990). For example, a successful company or businessman is compared with a shark, a hunter or a predator that has a competitive advantage over the rivals. A business organization can be compared with a big family (senior and junior managers, a mother or a sister company); with a living organism (new blood, head of a department); sometimes it has personality traits (a company is responsible, open, and friendly).

Sometimes the economic discourse is considered to be non-metaphorical as most of metaphors in economic texts are often not perceived as metaphors; they turned into economic terms and are some kind of dead metaphors: currency collapse, capital flow, price ceiling, red herring, etc. But still, the economic discourse is full of various metaphors based on different concepts.

So, in professional communications and the economic discourse, conceptual metaphors are of great diversity. At the same time, many economic metaphors widely function as terms. Due to the fact that the figurative nature of dead (or term-like) metaphors is erased, their translation, as a rule, does not cause difficulties and consists in the selection of the appropriate figurative expression in the translated language.
Challenges in translation of metaphors in the economic discourse

Since a metaphor creates images embracing the author’s inherent linguistic picture of the world, the main obstacle when translating it is adequate conveying the content and maintaining its expressive character with the means of the language the economic discourse is translated into. Translation of the metaphor also demands taking into account both the meaning and connotations. Rather often differences in the structures of languages do not allow the expressive character of the original metaphor to be preserved.

Moreover, metaphors often have a distinct national character; this can complicate the process of their translation. One needs to select an equivalent in the translated language which would not differ in terms of semantic content, and also have a similar stylistic, metaphorical and emotionally expressive colouring.

There are three main ways to translate a metaphor:
1. Literal translation. In this case a metaphorical equivalent is selected. The total coincidence of the forms is optional.
2. Demetaphorisation. One searches for a non-metaphorical unit presenting the meaning of the metaphor.
3. Descriptive translation. The translation is given in a form of explanation and the meaning of the metaphor is conveyed by other means.

Let us consider the given translation modes through examples.

(1) For example, as a bull market persists, investors could become more optimistic about the future and hence wish to invest more in the stock market. <…> Similarly, the length of a bear market could be related to the amount of pessimism about future returns by investors (Maheu J.M., McCurdy Th.H., 2000: 11).

In the given statement, the metaphors bull market and bear market can be translated with the total metaphorical equivalent — рынок быков (rynok bykov) and рынок медведей (rynok medvedej). Still, for the right comprehension of the metaphorical terms one needs to understand their sense: bull market — a market with an upward tendency in prices and bear market — a market in which share prices are falling, encouraging selling.

(2) He abandoned a rainy-day fund into which he should have put some of the windfall (The Economist, 2019 b: 40).

Here we see the same situation — one can use the total metaphorical equivalent — сбережения, деньги, отложенные на черный день, резервный фонд (sberenzhenija, den’gi, otlozhennye na chernyj den’, rezervnij fond).
These haircuts can reach **fire sale** levels in times of broader market dislocations, such as during the recent global financial crisis (Bollen N.P.B., Sensoy B.A., 2016: 4).

While translating the metaphorical term in (3), we face some demetaphorisation — prompt sales — **срочная распродажа** (**srochnaja rasprodazha**). One more meaning this metaphor can have is **bargain sale** — **распродажа по сниженным ценам** (**rasprodazha po snizhennym cenam**).

(4) Hotstar is eyeing 100m or more subscribers not just 5m or 10m, he says. Stay tuned for a sequel to Jio’s **price war** (The Economist, 2019 a: 61).

Although the metaphor **price war** can be translated as **война цен** (**vojna cen**), still, a better variant of the translation will be the descriptive one — **ожесточенная ценовая конкуренция** (**ozhestochnaja cenovaja konkurencija**).

As the conducted analysis indicates, the usage of a metaphor in the economic discourse is widespread; this makes the study of this issue be relevant and of high interest. The presented examples prove that a metaphor is a very expressive language means and when comprehended and translated can cause difficulties, since not only linguistic differences but also intercultural ones have to be taken into account.

**Conclusion**

The economic discourse has a number of specific functional features. Regarding the knowledge and background of the recipient, the author of the discourse should strive to select the linguistic means that most realize his/her intentions. Moreover, the cognitive dilemma of the text clarity vs redundancy has to be solved. Thus, informativity of the discourse sets the strategy for using lexical and grammatical means, and the text compositional organization.

For reaching the main goal of the economic discourse informativity and emotional influence on a reader/listener, cognitive metaphors are widely used. They are referred to as persuasive, evaluative, expressive and figurative means of expressing the information and actualizing new meanings.

A metaphor is a tool for conceptualizing the economic space and permeating our thinking with various linguistic transformations. It helps interpret and perceive abstract economic concepts through concrete images. Indirectly reflecting the assessment of the described phenomenon, metaphors give a personal touch on the described situation and emotionally affect the reader/listener.

Conceptual metaphors in the economic discourse are a combination of pragmatic, sociocultural, psychological and other factors of the cognitive
processes of speech conveying. This can complicate comprehension and translation of the metaphor. Adequate understanding and expressing the meaning of a metaphor can greatly affect professional cooperation in the sphere of economic relationships and optimize business communication of participants engaged in the modern economic process.

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THE ROLE OF PREDICATIVE AWARENESS IN LANGUAGE REFLECTION

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Abstract. The notion of reflection is traditionally associated with the transformational aspect of one’s inner being and consequently applies to something deeply intimate and inaccessible. As an implicit constituent of any language learning process reflection has long challenged researchers to explicate and use its hidden mechanisms in knowledge management and education in order to stimulate learners’ continued endeavor of self-cultivation. The scope of reflection being very broad, much entwined with other mental phenomena and still somewhat fuzzy, the main objective of the research presented is to highlight reflection strictly in terms of verbal activity and language learning. Being an intensional mental process reflection is conventionally treated as energetic exercise of mind implemented through initiative-taking and active involvement. Learners’ reflective orientation, though, is not developed as an isolated inner activity. In the current research the ability to reflect is assumed to largely depend on the learner’s evaluation of their own expressive means in comparison with those produced by other participants of naturalistic or instructed communication. Reflection is thereby viewed as the individual’s capacity to estimate the running verbal information and return it to the virtual social environment. Having ramifications across practically all human activities the phenomenon is manifestly shown in second language acquisition, with reflective patterns being described either transcendentally or merely empirically. Models of reflective learning are thus formulated in terms of the opposite extremes, which might be happenstance but usually not a universally upheld framework. In order to make inner mental procedures tractable and thus capable of forming an underlying base for attaining language proficiency, reflective processes of language acquisition could be highlighted in terms of the mechanisms of predication. The major background premise of predication states that language is a materialized substance that makes interpretation of thought as the product of reflective activity possible. In the light of predicative interpretation language, communication and inner thought activity — reflection — are treated as the indissoluble unity whose domain structure allows for the specification of a universal functional unit considered both as a learning segment and assessment measure.

Keywords: reflection, predication, universal predicative unit, predicative unit class
Introduction

Reflection is known to be a person’s comprehension of their actions, during which they acquire an account of their own knowledge, utterances, or decisions. Due to reflective contemplation an individual gets aware of the schemes and rules in accordance with which they learn or act. Reflection is assumed to be a special cognitive activity aimed at the consideration of some subject matter, idea, thoughts, experiences or purpose with a view to understanding or accepting it or seeing it in its right relations to certain circumstances or conditions. In this way the individual validates their knowledge, reasoning and action. Reflection is organically inherent in human nature as well as cognition, memory, predication and other mental functions are. Being traditionally the research subject for psychology, in recent years reflection has become the field of intense interest displayed by the representatives of other sciences such as artificial intelligence or information technologies. With the introduction of the ideas of developmental learning into the educational process reflection is getting increasingly involved in the pedagogical exploration. In the ontogenesis of pedagogy the phenomenon is investigated in terms of its reflective potential methodology and the prospects of the intensive high-hum technological development. Hence reflection is one of the innovative ways of revealing and stimulating the intellectual potential of the individual as well as their spiritual pursuit. This involves deep self-analysis of the entire life activity in all its manifestations including foreign language acquisition. Nevertheless, the terms of reflection or reflective learning (teaching, practice) presented in the literature are most dissimilar and competitive. Ch. Winch & J. Gingell distinguish between the two basic opposed models as they state the following: “At one end of the ‘reflective practice’ continuum are notions of technical rationality derived from Aristotle and Dewey where emphasis is placed upon approaching educational problems in a systematic scientific manner. At the other end, where reflection deals with the implicit and the intuitive there are models … which focus on the type of mastery which is embodied.” (Winch Ch., Gingell J., 2008: 180). Despite the fact of the two trends being conditionally differentiated, their real world objects of investigation — reflective learning technologies and the individual innate verbal — thought activity — develop in the mode of the continuous interchange and transposition in the actual social intercourse, thereby generating a swapping functional manifold. The latter is subordinated to and governed by predicative frameworks, which unifies the domains of reflection and predication into an interactive working realm. Its interface is explicated right on the edge between inner verbal images and virtual
predicative accomplishments in the form of systematized learning patterns created by the researcher. Overcoming the associated challenges will allow to handle “the totality of unorganized experience as it is presented” in the sense of the learner (Webster’s Third New International Dictionary…, 1993). Striking a balance between both the fundamentals is virtually an ultimate goal of any profile research.

**Purpose of Study**

Reflection as a developing new interdisciplinary branch is to be well-grounded on a solid ontological base which presumes, among other things, its evaluation in systematic terms. The question is whether reflection could form and function as an entirely self-organizing system and whether or not its generation could be influenced and managed by specially arranged means of language learning. The purpose of the current study is to introduce a theoretically established reflective language learning technology characterized by a restricted number of parameters, limited dependencies on input and the capability of reaching high speech dimensions. For the objective to be accomplished, the following guiding principles have been specified.

1. The principle of simplicity implies the usage of the fewest independent prerequisites possible, which is compatible with the purpose of parameter limitation.
2. The principle of universality involves reconsidering established language-thought instrumentality in terms of its application to a broader class of objects than that it was originally meant to. The premise is assumed to reduce the input dependence to a minimum set of universal units capable of mapping reflective procedures onto recurrent predicative language patterns learners get conscious of in educational settings. The pattern concatenation generating high dimensional speech outcome develops high order reasoning and complex thinking skills.

**Methodology**

The indissoluble nature of reflection-predication interaction gives rise to the idea that there might exist some sense-making mechanisms common to both the domains. Hence, their functionality can be modeled and reproduced in the same terms, with predication acting as the medium explicating and substantiating the elusive reflective processes.

With R.J. Bogdan, we consider predication as a mental competence “that is exercised intently when one attributes explicitly a property to an object, an action to an agent, a relation to two or more objects, and so on” (Bogdan, R.J., 2009: XI). The researcher argues that a proper developmental
approach enables “to figure out the design of the human mind in general and the predicative design of human thinking in particular” (Bogdan, R.J., 2009: XII). The major background premise of predication states that language is a materialized substance that makes interpretation of thought as the product of intellectual activity possible; thereby language largely determines and develops thinking as it is. L2 acquisition is supposed to strengthen the individual’s ability to initiate, perform, control and perfect the complicated process of transforming thought into speech blazing a winding trail into their deeper comprehension of both the source and target language forms.

For the unified functional reflection-predication domain to provide an efficient and organized angle from which to explicate the constituents’ dependencies, the following dual conceptual procedures inherent in thought-speech intercourse are to be involved:

— compression vs. extension as universal thought — speech complementary procedures;
— an element signified vs. its substitute as a complementary functional tool;
— an element signified vs. its omitted counterpart as a complementary functional tool;
— semantic constants vs. semantic variables and their realization in speech.

Predication is obviously an all-encompassing universal force dominating the functionality of all the procedures mentioned as each of them is based on the same predicative operation: the act of thinking and saying anything about a thing by joining initially independent objects of thought expressed by self-determining words — the nominative element, also argument, and the predicate containing the informative part of the predicative arrangement. The range of predicative acts occurring continually with the specified functional mechanisms involved is assumed to be described and measured by the universal invariant predicative unit which is the minimal binary meaningful segment $f(x)$ epitomizing the oneness of the thought — speech realm and language — thought interaction.

The methodological instrumentality thus outlined might be described as the research means of a new binary entanglement theory of language acquisition supported by complexity and super-complexity conceptions.

**Results**

At an attempt to produce a meaningful utterance second languages acquirers permanently encounter the problem of distinguishing between subjects and predicates in all types of speech of their discursive practices. Invariant binary predicative units have been established as meaningful
building blocks, whose organized input and manageable praxis significantly strengthen the learner self-knowledge and fulfillment. Performing mental operations induced by a communicative demand gets cohesive with producing an “incompressible” binary predicative complex. For the units to form a solid platform of L2 acquisition, they might be patterned into graduated sets in accordance with the functions of thought speech formation and interaction identified above. There can be specified at least five discernable classes whose categorization is functionally determined (Orlova, E., 2020: 118–119).

Class 1 opposes units whose arguments and predicates are fully expressed with units one of whose elements is omitted. For example, ‘Got a problem?’ might be reduced to ‘A problem?’, or ‘The proposal is accepted’ transformed into ‘Accepted’. The reciprocal units of this kind could be also named null element predications.

Class 2 specifies units with one element substituted.

- e.g. (a) How large is the territory of the campus? And that of the park?
  (b) You know? I do.

Class 3 distinguishes between objective and subjective predications, also called semantic constants and semantic (individual, personalized) variables. Predications conveying objective information of real-world things are considered to be constants implying particular arguments combined with correlated predicates. Predications influenced by personal attitudes are viewed as those whose argument is the speaker (writer) or people in society at large.

- e.g. (a) Things happen.
  (b) Things are assumed to happen.

Class 4 arranges predicative units by their power scope which implies the meaningful extension the predicate of the unit holds. Nouns group predicates — pre- and post modifiers — are opposed to propositional predicates tense forms and clauses.

Class 5 counterbalances units with analytic predicates and those with synthetic forms.

Each class is dichotomically organized and conceptually corresponds to the underlying binary thesis laid as the foundation of the entanglement theory. The universal binary predicative methodology is designed to purposefully develop the individual creative reflective activity consistently implemented in idiomatic speech strings.

**Discussion**

As is mentioned earlier in the paper, reflection as a language learning domain is considered within a wide scope ranging from epistemological statements of language to intuitively mastered speech patterns. In addition to
the views of the authors cited above it should be noticed that in the literature there emerge associations with various processes accompanying reflection. In particular, D. Gabryś-Barker is of the opinion that the introspective methods of second language acquisition are based entirely on verbalization “deriving from the cognitive process that underlies it”. D. Gabryś-Barker expounds on the issue specifying that

“verbalization processes of which all introspective methods make use reflect cognitive processes in two ways: either directly, i.e. when the time of the task performance is concurrent with the verbalization or indirectly, i.e. when the information is retrieved from short term memory or long term memory after the completion of the task”. Associating reflection with “thinking aloud” the author designates the levels of the corresponding verbalization on which it takes place: the level of vocalization, the level of description or explication of the content ‘labelling’ information and recoding it in an idiosyncratic way and the level of explanation of thoughts and ideas (Gabryś-Barker D., 2011: 123). A view like that might be considered as an example of most empirical treatment of reflective discourse.

P.Yv. Oudeyer argues that reflection issues are to be studied in an interdisciplinary mode because “it poses a puzzle with immense ramifications which go beyond the competence of each individual discipline”. Ranking language faculty among “global phenomena” the author states that

“1) it is the irreducible result of local interactions between components whose individual study would not allow us to see the global properties of the whole combined system;

2) a growing number of researchers think that many properties of language are not directly encoded by of the components involved, but are the self-organized outcomes of the interactions of the components. Yet these self-organizational phenomena are often complicated to understand or to foresee intuitively, and to formulate in words” (Oudeyer P.Yv., 2006: 9).

Unlike the previous viewpoint, P.Yv. Oudeyer’s judgment can hardly provide any clues to how reflective processes can be identified, managed or assessed. The conventional debate reproduced again confirms anew that deterministic features of reflection directly connected with virtual L2 verbal communication are still the object of intense research.

**Conclusion**

Reflective mechanisms of language acquisition presented in the literature are mostly characterized by either a generalized or particularized approach to the solution of the problem. An alternative approach to the exploration of language learning reflection patterns through predication
reveals the genuine features of language as a whole which are epitomized by the unity of the deepest content of thought and its most superficial expression in outward speech. The binary structure constituted and measured by binary predicative units is the primary notion that provides “the identity of diversity” — the value constantly being sought for by many researchers. The binary predication unit is capable of extending into complicated meaningful chains correlating with reflective patterns of the language acquirer. The approach explicates the ways the domains of reflection and predication overlap and interact with each other, thus providing new prospects of further methodological development of L2 acquisition.

References


FOREIGNIZATION AND DOMESTICATION
IN RUSSIAN-ENGLISH LEGAL TRANSLATION

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Abstract. This paper evaluates foreignizing and domesticating strategies in Russian-English legal translation. The author defines foreignization and domestication and covers the limitations and possibilities of foreignization and domestication in written and oral translations of five major types of legal documents (contracts, memoranda, judgments, case briefs, acts, and other pieces of legislation) at the levels of legal terminology, grammar, and syntax.

The paper also assesses the correlation between the surface structure and the deep structure of legal texts in Russian-English language pair. It concludes that the adequate and equivalent translation of specialized legal texts requires the balanced application of the foreignizing and domesticating strategies at the lexical, grammatical, and syntactic levels. The choice of strategy depends on the type of legal document in the target language’s jurisdiction (England and Wales was chosen for this research).

It is suggested that domestication should be avoided in the translations of Russian federal constitutional laws, federal laws, regulations, and judgments, while in contracts, memoranda, and case briefs, foreignization is a viable strategy, sometimes even mandatory. The reason is that formal and binding legal documents, such as acts and statutes, contain much more specific legal terms, which are unique for the source jurisdiction — the Russian Federation (culture-specific professional concepts, legal terms of art, names of key institutes of law, unique branches of law).

Simultaneously, the translation of the less formal documents like contracts, memoranda, legal opinions, court transcripts, corporate records, or case briefs may require a less formal approach. In these texts, domestication helps to ensure the pragmatic and functional dimensions of translation. Moreover, international business practice requires clear contract terms and plain English definitions of contract terminology. The use of archaisms and legalese in legal English is sometimes inevitable because written documents have constituted the law itself for over five hundred years in England. Yet in Russian-English pair, they should be replaced by the synonymous plain English alternatives to improve the overall quality of translation.

The research results may improve the output quality of machine translation systems and legal tech software development. This study’s novelty is the deep-structure analysis of legal documents and the variety of analyzed types of documents.

Keywords: Legal English, legal translation, English for specific purposes
Introduction

Among multiple difficulties of legal translation, the problems of non-equivalence and translatability are the most challenging. Even the best available machine translation algorithms and computer-aided translation systems cannot convey into English some jurisdiction-specific legal terms of art employed in the legislation and other formal documents of the Russian Federation. In finding the 'correct' translation of a non-equivalent lexical unit (Catford, 1965: 14), a translator should consider both the source text's linguistic and legal aspects. Absolute terminological correlation, such as a pair of matching terms in the source and target language, is rare in the two unrelated legal systems: the system of Russia, which belongs to the continental (Romano-Germanic) legal family, and the Common law jurisdictions, such as the United Kingdom, USA, Canada, Australia, and New Zealand.

The two standard translation strategies for the disambiguation of polysemy in unrelated languages for specific purposes are foreignization and domestication. Both strategies may be used in the translation of the non-equivalent legal terms of art.

Legal translation is undergoing a rapid transformation. Among the most advanced tools are the multilingual legal reference systems, algorithmizing search for optimal translation solutions with big data translation, and translation memory software. However, in machine translation, the foreignization-domestication scale is yet to be implemented.

Objectives/Purpose of the study

The study evaluates how foreignization and domestication may be used in different legal texts, introducing a scale to measure relative domestication of legal terms, set expressions, ‘hard’ collocations, and legal formulae in Russian-English language pair.

Methodology

This research's primary methods are case study method, analysis of translation tools materials, comparative linguistics methods, and qualitative comparative analysis of legal text corpora translated by the author from Russian into legal English.

Results/Findings

The author assesses the correlation between the surface structure and the deep structure of legal texts in Russian-English language pair and concludes that the adequate and equivalent translation of specialized legal texts requires the balanced application of the foreignizing and domesticating
strategies at the lexical, grammatical, and syntactic levels. The choice of strategy depends on the type of legal document.

'Legal language' may be defined as any form of legal discourse which can range from the language of different types of legal documents to the law reports, court speeches, and textbooks (Haigh, 2004: 15). Most legal texts are formal, professionally exclusive, and usually prescriptive or descriptive (Schane, 2006: 14). Legal English is classified as English for specific purposes (Harding, 2007: 82).

First of all, it is essential to define foreignization and domestication in the study's context: Russian-English legal translation. Domestication results from a translator's attempt to create a translation, which is transparent and clear to a) the native speakers of English; b) legal professionals in a Common law jurisdiction (in-house lawyers, solicitors, barristers, justices). It aims to minimize the 'strangeness of the foreign text' in legal Russian by choosing the legal terms of art already known to the legal practitioners who are usually experienced lawyers in the target jurisdiction (Tiersma, 1999: 11). To reach this goal, a translator of a legal term performs comparative legal research to find a relatively equivalent variant of translation (Medrea, 2012: 5475).

Excessive domestication may lead to translatability issues because in English for specific purposes (such as legal English), the capacity of meaning to be transferred from one language to another without undergoing fundamental change is much more limited than in general English (Yang, 2010: 77).

Foreignization implies deliberately breaking the conventions of the target text (Paolucci, 2017: 79). A translator intentionally refrains from choosing the legal terminology of an English-speaking Common law jurisdiction. Instead of legal English, the original Russian legal terms of art are used. Thus, the source language and the source jurisdiction's realities (Russia) dictate the translator's choices at all levels of translation.

Therefore, in the case of ‘full’ foreignization, such translation techniques as transliteration, calquing, the use of translation loan words, and even transcription could be necessary (Harvey, 2002: 177). However difficult it may be in the pair of unrelated languages (Slavic and Germanic), modeling words and constructions after Russian semantic patterns is sometimes the only optimal translation strategy. A translator, who uses the foreignization strategy, should give full definitions to all of the non-equivalent legal terms in Russian in the translator's notes (Cheng, 2010: 90). In other words, legislation and other legal texts should be translated so that native speakers of English can understand them without consulting the textbooks on Russian law or Russian legislation.

In general, it should be noted that domestication is a preferred translation strategy in ESP (English for specific purpose) translation (Biel,
2014: 25) because of the frequent use of specialized terms. For example, in legal English, the legal terms of art are jurisdiction-specific technical words, phrases, and legal jargon with precise and fixed legal meanings. In most cases, they cannot be replaced by other words (Williams, 2005: 76).

This paper presents a conclusion that foreignization and domestication in the choice of a suitable variant of translation is not a binary choice but a multiple-choice with a set of variables. Even though some texts on the unique aspects of Russian law may require a more complex approach, a 3-tier scale is sufficient (see Table 1 below).

Table 1

<table>
<thead>
<tr>
<th>Domestication (Common law of England and Wales)</th>
<th>‘Standard’ legal term in Property law</th>
<th>Foreignization (Russian civil law)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Неограниченное право собственности на недвижимость</td>
<td>freehold (fee simple)</td>
<td>full title to property</td>
</tr>
<tr>
<td></td>
<td></td>
<td>right of ownership of property</td>
</tr>
</tbody>
</table>

Strictly speaking, domestication should be avoided in the translations of Russian federal constitutional laws, federal laws, regulations, and judgments, while in contracts, memoranda, case briefs, and judgments domestication is a viable strategy, sometimes even mandatory. The reason is that formal and binding legal documents, such as acts and statutes, contain much more specific legal terms, which are unique for the source jurisdiction — the Russian Federation (culture-specific professional concepts, legal terms of art, names of key institutes of law, unique branches of law).

Simultaneously, the translation of the less formal documents like contracts, memoranda, legal opinions, court transcripts, textbooks, law reports, corporate records, or case briefs may require a less formal approach. In these texts, domestication helps to ensure the pragmatic and functional dimensions of translation. Moreover, international business practice requires clear contract terms and plain English definitions of contract terminology.

Nowadays, international commercial contracts' language is relatively standardized, thanks to INCOTERMS, the United Nations Convention on Contracts for the International Sale of Goods (CISG), and the documents of the international commercial arbitrations. The rules and regulations of conflict of laws are also universal and the fundamental language of international case law on trade and commerce is relatively harmonized.
In Company and Commercial law (business correspondence, constitutional documents, powers of attorney, shareholder agreements, and partnership agreements), the choice between foreignization and domestication may depend on the following criteria:

1) The availability of the standardized templates of corporate documents in addenda and exhibits of the applicable rules and regulations under Russian law — if such samples are available in Russian, foreignization may be a more handy solution to the problems of non-equivalence and translatability:

2) The frequency of universally accepted boilerplate clauses in such documents.

The following table presents the qualitative comparative analysis of contents of various legal documents:

<table>
<thead>
<tr>
<th>Document</th>
<th>Strategy</th>
<th>Rationale</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act of law</td>
<td>Foreignization</td>
<td>1) The jurisdiction-specific legal terms of art; 2) The need to convey lawmaker’s intention and the equity of statute as close to the text as possible.</td>
<td>The term “автономная некоммерческая организация”; Foreignization — independent non-profit organization. Domestication — registered charity.</td>
</tr>
</tbody>
</table>
### Table 2: Strategy, Rationale, and Examples

<table>
<thead>
<tr>
<th>Document</th>
<th>Strategy</th>
<th>Rationale</th>
<th>Examples</th>
</tr>
</thead>
</table>

The only notable exception to the conclusions presented in Table 2 might be the translation of the plenums of the Supreme Court of Russia. These documents often contain persuasive interpretation and construction of the crucial aspects of Russian law, legal terms, and culture-specific concepts in all branches of Russian law. Plenums are often quoted in court documents and judgments. It would be hard to overestimate the importance of the Supreme Court plenums for Russia's legal practitioners. Plenums are widely used in civil and criminal procedure by advocates, lawyers, judges, and law enforcement officers.

The plenums' terminology relies heavily on the legal terms of art strictly defined in the Russian Federation's current legislation. Therefore, foreignization seems to be the optimal translator’s strategy in the translation of these documents because the degree of terminological variation and inconsistency in the plenums is relatively low.

### Discussion

As previously noted (Bajcic, 2020: 2–3), foreignization and domestication rules are not rigid. Both strategies may be to some extent applied in the same legal text, depending on the structure of the legal document, its scope, intended use, and function within a target jurisdiction.

Although domesticating translations may sometimes be instrumental in commercial and arbitration practice, the overuse of Common law terminology may distort the original text's clarity and legal meaning. This is especially relevant for the Russian-English language pair because, in the translation of unrelated languages, there are many lexical, grammatical, and syntactic difficulties, which arise at all steps of text analysis (the 'false cognates,' ambiguity in meaning, obscure abbreviations, terminological variation, and other regular problems of legalese). Besides, Anglo-American law has always been rich in interpretive conventions (Scalia 2012: 11), while in continental legal systems, the rules of interpretation have been strict and formalized. As a consequence, legal terms and definitions play a significant role in the Russian legislation.
Parallel wordings and full functional equivalence are relatively rare in prescriptive texts but may appear in contracts and corporate documents from time to time. That being said, domestication becomes both an opportunity and a challenge in search for the functional equivalence. The correct use of domestication requires extensive background knowledge of Common law, while foreignization should consider the macro context of the Russian legal system.

The careful attitude to the more formal aspects of legal Russian should not be viewed as linguistic and legal purism but as a reasonable precaution taken by a translator to secure the original text's coherence and semantics and prevent terminological inconsistencies. Here, Nida (Nida, 1964: 66) proposed an important criterion: the target text should yield the same effects on its recipient as the source text did on its recipients. The most valuable element of professional communication is the correct translation of the author's intention and the message itself (the “deep structure” of a legal text); that is why any non-justified extensional interpretations and irregular ad-hoc verbalizations may cause errors and omissions in the text translation. Even if the original text is vague (e.g., due to nominalization or other legalese), a legal translator is expected to convey at least the general message contained in the deep structure.

It is also important to mention that the legal language of statutes and judgments is the language of power, enforcement, and legal sanction. Getting the legal terminology wrong in these documents could be a costly mistake. Even the slightest error in translating the deep structure may result in misinterpretation and have negative legal consequences for a legal practitioner. For example, a wrong choice of a modal auxiliary — shall or may — can potentially change the meaning of a translated document. If a legal text has a purely informative function (a case brief or a legal news article), however, it is more appropriate to use a domesticating approach.

Therefore, as shown in Tables 1 and 2, the general guideline for the proper use of the discussed translation strategies may be as follows: the more binding the legal document, the less domestication should be used. Another recommendation may be, where possible, to opt for plain English equivalents of Russian terms. The use of archaisms and legalese in legal English is sometimes inevitable because written documents have constituted the law itself for over five hundred years in England (Tiersma, 1999: 38). Nevertheless, in Russian-English pair, they should be replaced by the synonymous plain English alternatives to improve the overall quality of translation.
References


LEXICAL AND SEMANTIC PROBLEMS OF TRANSLATION
OF POLITICAL AND MILITARY TEXTS
(ON THE MATERIAL OF NATO PRESS CONFERENCES)

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Abstract. The article is devoted to a range of problems connected with the translation of political and military speeches. Lexical units that can cause difficulties and wrong translation are considered. The main objective of it is to analyze peculiarities of their translation. All the examples are accompanied by special comments.

Military and political spheres are in the centre of attention of specialists who analyze different practical aspects of translation. The proof of this can be found in articles, scientific papers, dissertations devoted to the study of military and political discourse and in the representation in other languages.

By and large, translation can be carried out on the following levels: words, phrases, sentences, superphrase unities. Each level has its own complexities with which translators have to deal with. To cope with them successfully one should know general principles of translation and have good knowledge of both languages as well as take into account the linguistic and extralinguistic factors that can affect the source material and stylistic features.

Having analyzed the translation of some text from the official site of NATO one can definitely say that even official translations may have different mistakes that change the idea of the original. Thus translators should be careful working with texts, take into account the context, the situation in the world, remember that words cannot be translated in isolation as single words do not make sense, identify types of the texts. To translate correctly one should have cossultural knowledge and political awareness.

The findings of the study present a number of recommendations that can be useful for translators.

Presented observations will be useful for translators and students of translation departments.

Keywords: translation, semantic problems, meaning, stylistic features
Introduction

Military and political spheres are in the center of attention of specialists who analyze different practical aspects of translation. The proof of this can be found in articles, scientific papers, dissertations devoted to the study of military and political discourse and in its representation in other languages.

By and large, translation can be carried out on the following levels: words, phrases, sentences, superphrase unities. Each level has its own complexities with which translators have to deal with. To cope with them successfully one should know general principles of translation and have good knowledge of both languages as well as take into account the linguistic and extralinguistic factors that affect the source material and stylistic features.

The article is devoted to a range of problems connected with the translation of political and military speeches taken from the official web-site of NATO (NATO.int. 2020). Having analyzed a list of speeches some lexical units that can cause difficulties and wrong translation were noted and considered.

Objectives of the study

The main objective of the paper is to analyze peculiarities of translation of some military and political speeches and present our version of translation based on the semantic peculiarities. All the examples are accompanied by special comments.

Methodology

A comprehensive survey of the related materials was conducted to provide a concise overview of what had been studied and established in the field of the study. The main research methods are the method of comparative analysis and the method of continuous sampling.

It is important to note that military and political translation is characterized by the presence of special vocabulary and combinations with a minimum amount of expressive words. Thus, translation of such texts should be considered informative and accurate in compliance with stylistic norms.

But very often translators face a problem of choice as it is not easy to find the right equivalent to transfer the closest semantical meaning of the lexical unit. First of all, it is connected with the differences in concepts and phenomena in different languages. Secondly, it can be connected with differences in semantic volumes of lexical units. In this case translators have to choose the most suitable variant, analyzing the context of the sentence or via lexical transformation. Very often the role of the context is underestimated. And it is a big problem especially when translators deal with polysemy. Most scientists admit that polysemy is objective reality, but it still causes
a great interest and discussions. A word can be monosemantic or polysemantic. The main “representatives” of unambiguity are terms, specialties and positions. Accordingly, most of the vocabulary is made up of polysemantic words. Polysemy is also the result of mental activity of a mankind. It expands outlook and worldview of a person.

Polysemy means that a word has two or more meanings. Thereby, in many sentences translator has to choose this or that meaning. While choosing the meaning translators solve the problem of polysemy. He sets the semantic content of a word using the context. It is obvious that the solution of this problem is a necessary condition for a full understanding of natural languages.

Stylistic norms in translation are another serious problem. During translation process some translators forget to preserve them. It is a rude mistake when it is connected with official documents, texts and speeches.

As it was mentioned above, context plays an important role in the process of choosing the best option. “Context is a linguistic environment in which this or that lexical unit is used. So the context of a word is a set of words, grammatical forms and constructions, in which this unit is in” (Barkhudarov L.S., 1975: 189).

With the help of the disclosure of the notion, readers of the text can draw appropriate conclusions on the choice of the desired word. It is as if the translator weighs various lexical possibilities, synonyms and ultimately selects the lexical unit that is the most suitable in a certain context. One should not exclude personal characteristics of both the translator and the author.

Based on a combination of theoretical concepts of V.N. Komissarov and L.S. Barhudarov problems and influence of context in translation of some lexical units will be examined.

After the data had been collected it was analyzed with the aim of making a sort of a comparison of translations and to arrive at a comprehensive understanding of the process of translation of lexical units depending on the context. The data were chosen based on how best to answer the research question which had been mentioned earlier. The data were selected to support the idea.

The method of collecting data in research will be conducted through examining different official speeches.

**Results**

The analyses of different texts and official speeches show that one of the most difficult problems that a translator encounters in the process of working with them is the problem of choosing a suitable lexical unit in the target language to correctly convey the meaning of the original text.
Translation of such kind of texts should not be considered as a mechanical transfer of a text into another language, but “a type of linguistic mediation, in which the content of texts is transmitted into another language by creating a communicatively equal text” (Komissarov V.N., 2000: 41).

Let’s illustrate everything mentioned above (Table 1).

**Table 1**

<table>
<thead>
<tr>
<th>Comparison of translations of NATO texts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English version [3]</strong></td>
</tr>
<tr>
<td>1. NATO Defence Ministers have just <strong>addressed in</strong> an extraordinary meeting about the COVID-19 crisis NATO’s response.</td>
</tr>
<tr>
<td>2. We reviewed our response to the pandemic. And we agreed on the next <strong>steps</strong> we need to take. To continue to <strong>support</strong> each other, and <strong>support</strong> our partners.</td>
</tr>
<tr>
<td>3. And it is imposing <strong>historic</strong> shocks on the international system, which could have long-term consequences.</td>
</tr>
<tr>
<td>4. Our militaries are already playing a <strong>key role in support of civilians</strong>.</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>5. And today he updated us on his efforts to ensure NATO uses its military resources most effectively. Military forces from across the Alliance have flown more than 100 missions to transport medical personnel, supplies, and treatment capabilities.</td>
</tr>
<tr>
<td>6. The bottom line is that security challenges have not diminished because of COVID-19.</td>
</tr>
<tr>
<td>7. And we see a continued pace of Russian military activity.</td>
</tr>
<tr>
<td>8. Finally, we considered the long-term implications of this health crisis. For our societies, and for the world around us.</td>
</tr>
</tbody>
</table>

The phrase “addressed … meeting about the COVID-19 crisis NATO’s response” in the first example is translated as “провели … заседание, посвященное реагированию НАТО на кризис, вызванный COVID-19”, but “address in …meeting” in this sentence can also be translated as “обсудили на заседании”. “Crisis NATO’s response” (official version: реагирование НАТО на кризис) we translated as “антикризисные
меры, принятые НАТО” as it is closer to the idea of the meeting and to the official style.

In the second example of special interest is the phrase “reviewed our response to the pandemic” (official version: рассмотрели наше реагирование на эту пандемию) which we translated as “проанализировали принятые нами антикризисные меры, связанные с пандемией” as it is closer to the official style and more accurate. We have also merged two sentences. Besides, “support” (“поддерживать”) in official translation should not be used twice.

In the third example, grammar tenses also should be taken into account. “It is imposing historic shocks on the international system….” is written in present continuous to show that the process is taking place now (our version: это ведет к историческим потрясениям), but in official translation it is presented as a fact that has already taken place (система подверглась историческим потрясениям). It changes the meaning.

In the next example “updated us on his efforts to ensure NATO uses its military resources most effectively” (official version: проинформировал нас о своих усилиях направленных на обеспечение наиболее эффективного использования военных ресурсов НАТО) should be translated as “сообщил нам о принятых им мерах по обеспечению наибольшей эффективности задействования силы и средств НАТО …” as it is close to the official style. Besides, “efforts” in this context is not “усилия”, but “меры”.

It is interesting that the official translation of the sentence “The bottom line is that security challenges have not diminished because of COVID-19” (official version: Самое главное это то, что проблемы в области безопасности не снижают своей остроты из-за COVID-19) is not accurate and it is very difficult to understand the main idea. Thus it is better to translate it as “Самое главное это то, что решение проблем в области безопасности не снижает своей остроты из-за COVID-19”.

A semantic mistake can be seen in the sentence number seven. “And we see a continued pace of Russian military activity” (official version: наблюдаем сохранение темпов военной деятельности России) should be translated as “И мы видим дальнейшие темпы развития деятельности вооруженных сил России”.

**Conclusion**

The most common mistake of novice translators is the desire to translate word by word. But words cannot be translated in isolation as single words do not make sense. Thus, translators should get the meaning accurately taking into account the context. Besides, types of the texts must
be identified and taken into consideration. The findings of the study present a number of recommendations that can be useful for translators.

1. When translating a single word, translators should always take into account the context and the style of the text. Without the context even simple sentences can be translated not accurately (even wrongly) and change the meaning of the sentence.

2. Grammar and tense understanding is very important as changes in the tense effect the perception of information, thus translators must preserve tense frames.

3. In order for the context to be reflected in translated material, translators must fully understand the original content. For this one should evolve crosscultural knowledge and political awareness.

References


COHERENT TRANSLATION BASED ON ANALYSIS OF VIDEO MATERIALS

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Abstract. This article aims at revealing a new approach to assess the knowledge, skills and practical experience of students, as well as introducing new requirements for competencies that a specialist should possess at the end of the relevant discipline. It is considered that students are able to solve a number of professional issues in accordance with the types of their professional activity. This research shows the main features of scientific communication that are being mastered at high school, at Universities: the critical thinking that includes the ability to compare and contrast phenomena and ideas; to respect for the opposite point of view, the coincidence of some and discrepancy of other positions; to attend the full time and correspondence scientific discussions; the ability to politely express disagreement on controversial issues. The achievement of this level of the communicative competence lies at the heart of the implementation of the principle of academic mobility in the global educational space; it provides the opportunity to master any educational programs and courses in English both in full-time and mixed learning modes and completely in remote mode. The successful mastering of the English language course is to ensure the possibility of obtaining any international certificates confirming readiness and ability to study in international programs of higher professional education. In connection with a new understanding the role of linguistic educational policy, the scientific methodologists more emphasize the need to have knowledge of communication, a sufficient volume of thesaurus in order to establish and maintain contacts in the areas of professional communication and interaction situations, as well as speech skills, which is the basic for professionally speaking foreign languages-communicative competence. It is known that there is the need for the educational programs of the foreign language training at the non-lingual Universities in order to meet the new generation standards, not lower then level B2, according to the pan — European scale of CEFR levels. Therefore, the competency is based on the approach to the foreign language education.

The analysis of theoretical materials has shown that these studies are not enough and, therefore, we have decided to consider this issue in the practice of students’ coherent translation training while using video materials.

Keywords: communicative competence, educational programs and courses, professional competence, the appropriate skills, competence in the field of the coherent translation
Introduction

The active development of foreign affairs between Russia and foreign countries, Russian participation in economic forums makes us take a fresh look at many things, in particular, on the problem of foreign language training such as the coherent translation to students (ESP profile).

Nevertheless, all this indicates the need for the educational programs of the foreign language training at the non-lingual universities in order to meet the new generation standards, not lower than level B2, according to the pan-European scale of CEFR levels. Therefore, the competency is based on the approach to the foreign language education (Solovova E.N., 2002).

This level is necessary for solving socio-communicative issues in various fields of socio-cultural and everyday life areas, as well as at the initial stage of the scientific activity and for further self-education.

The introduction of standards requires a new approach in order to assess the knowledge, skills and practical experience of students, as well as introducing new requirements for competencies that a specialist should possess at the end of the relevant discipline. It is considered that students are able to solve a number of professional issues in accordance with the types of their professional activity in the organization, companies and communicative, information and analytical, scientific and research field.

The achievement of this level of the communicative competence lies at the heart of the implementation of the principle of academic mobility in the global educational space. However, it provides the opportunity to master any educational programs and courses in English both in full-time and mixed learning modes and completely in remote mode. The successful mastering of the English language course is to ensure the possibility of obtaining any international certificates confirming readiness and ability to study in international programs of higher professional education.

Purpose of the study

The purpose of the foreign language training in the coherent translation is to bilingualism (Russian and English) and translation techniques, the students have to gain the competencies that correspond to his professional field.

Methodology

In connection with a new understanding the role of linguistic educational policy, the scientific methodologists more emphasize the need to have knowledge of communication, a sufficient volume of thesaurus in order to establish and maintain contacts in the areas of professional communication and interaction situations, as well as speech skills, which is
the basic for professionally speaking foreign languages-communicative competence.

The analysis of theoretical materials has shown that these studies are not enough and, therefore, we have decided to consider this issue in the practice of students’ coherent translation training while using video materials.

The aim of our research is to find the most effective way of the coherent translation training and its scientific justification.

The aim determines the solution of a number research tasks, specifically:

- to establish competencies for the implementation of the coherent translation;
- to identify the professional coherent translation specifics from Russian into English and from English into Russian, the difficulties that students encounter in implementing;
- to develop the foreign language training of the coherent translation based on analysis of video materials, including a system of tasks that contribute to the formation of students with the necessary competencies.

The methodological basis of the study based on the main theoretical thesis: activity-oriented, personality-oriented approaches in the foreign language training (Milrud R.P., 2004: 30–31); communicative-cognitive approach in the foreign language training (Passov E.I., 2010).

The main cases of the competency-based approach in education (Zimnyaya I.A., 1991), the methodology of the translation training (M. Baker, Y.I. Retsker, A.D. Shweizer, etc), with the help of which the general characteristics of the translation can be established, for example:

- the oral form of reproducing the texts of the source and translated languages;
- sequence of operations on time;
- singleness of perception of the text in the original;
- the impossibility of adjusting the text of the translation;
- the work as a translator in direct contact with the source of the message;
- the significant load on the mental mechanisms of a student acting as a recipient, and the source of information.

These characteristics of the coherent translation and the mental mechanisms that are involved in the process suggest that students have to gain the appropriate skills, abilities and, therefore, competencies that allow them to carry out activities within the framework of their professional activities.
Results

The issue of developing communicative competence on the process of training of English language has been regarded. The development of communicative competence in the context of discipline “Foreign language” supposes the formation speech activities — Reading, Speaking, Writing, Listening.

It should be noted that students are involved in intellectual activity of a foreign language. These activities consist of the following components; constructive, projecting, organizational and communicative.

*Communicative competence (discursive, intercultural)*

This competence is to be considered as the ability to translate the text taking into account the characteristics of the relevant situation, national coloring, and stylistic features in conjunction with linguistic factors.

It should be noted that the concept of this competency is comprehensive, the student’s readiness and ability to communicate in all areas of life: everyday, educational, professional, etc.

Social status, social environment and success of a person depend on his ability to communicate appropriately to the situation, correctly formulate his idea convincingly defend his position given the social status of the communication partner. For this reason, in the education system, this competence is defined to act as the main goal of the language education.

*Linguistic competence*

This competency is considered to refer to the knowledge of students in English at a level of at least B2, the ability to identify vocabulary according to normative word-formation models of the English language; to determine the meaning of words, membership of a language unit in a particular thematic group and final style; to master the technique of determining the meaning of dialect words using contextual, word-formation and component analysis (Solovova E.N., 2002).

*Strategic competence*

This competence is defined the knowledge of the history, culture and traditions of Russia, England and America, their application in the act of intercultural communication, as well as forecasting of a particular situation.

At present, the most developed issues of the interaction of language and culture can be considered the issue of linguistic orientation, the comparison of the communicative behavior of representatives of different nations, the study of the psycholinguistic aspects of culturally determined behavior (Kuzmenkova Yu.B., 2005). In recent years, a line of
the research has been formed linking linguoculturology with intercultural communication.

**Professional competence**

In addition to the competencies that make up the students’ professional competence in the field of the coherent translation, it is important to develop personality characteristics in the learning process:

- the ability to concentrate;
- good memory;
- clear articulation;
- physical stamina;
- light — hand and tolerance in behavior.

These competencies are necessary for students in order to carry out their professional activities, but some of these competencies begin to form in the initial courses, while other competencies remain unformed (Eilstrom P.E., 2009: 34–54).

In this regard, it is considered that it is advisable to divide these competencies into basic ones that are the focus on the training process, and additional ones, the formation that begins in advance and will continue to develop throughout the courses in English.

Teaching is now increasing the student-centred process and has turned into a process, where communication is crucial (Hutchinson T., 1987).

**Discussion**

The analysis of domestic researches shows that views have been developed that recognize the advisability of conscious reliance on comparison and comparison when learning a foreign language. The prominent representatives of this point of view are L.V. Shcherba (1974), I.L. Bim (1988), etc.

According to another widely held view of L.V. Shcherba (Shcherba L.V., 1974) that stated the idea that a foreign language helps self-knowledge, and a foreign language is the subject that we study self-observation, the knowledge of spiritual life. The concentration without relying on consciousness, the general educational value of a foreign language is reduced.

We have already been familiar with the term “the discourse analysis”, but what does it mean in practice, and the formation of the above competencies, taking into account the characteristic features of the discourse analysis, that is the leading category of training methods in order to achieve the discourse we use the authentic video materials that perform their communicative task.
The authentic video materials are informative and provide an environment for native speakers, immersing students in a natural authentic atmosphere, thereby forming the necessary emotional reaction. Therefore, we can say that all this contributes to the formation of one or another relevant competency.

Authentic video materials are based on “Meet the expert video clips”, there are the authentic video interviews with experts in different fields, providing challenging and motivating material for discussion and bringing the coursebook “New language leader” topics to life (Cotton D., et al. 2015). Students watch an interview with the expert, who tells about his/her experience in professional fields then students are divided into several groups in order to discuss the questions in relation to the theme. The teacher checks students understand the meaning of each adjective by asking them to define the word and give them an example of a product that it could be described. The teacher reads the list of objects and materials and then plays the video. The teacher might need to pause the video or play it twice, and then the students discuss the questions with the whole class. Afterwards, the teacher asks one or two students to present their Power-Point presentation to the class. Also students have to write a paragraph in order to describe this event that has been watched in video. In integrated tasks students should review a video clip and read an article of the same topic, representing different aspects or opposing views of the speaker and the writer.

Analysis of the task shows that they simulate a typical situation in a company, where different aspects of the topic are covered, but their opposite points of view are expressed.

These are very effective tasks; however, they test the possession of productive skills in academic English that may be too difficult for students from both a cognitive and language point of view (Gorodetskaya L.A., 2017: 32–40).

Such skills are necessary for students who plan to participate in international exams, educational programs in our country and abroad. The topic of the integrated tasks should be such that they could be discussed in the scientific community or student environment. Performing these tasks or preparing for them should be based on materials from the previous lessons, students are able to develop many useful qualities that are linked with the processing of intellectual information.

Conclusion

It can be summarized that there is the professionally oriented training of a foreign language that forms competencies of a professional, linguistic, strategic nature. This meets the needs of future professional activities that
stimulate students’ professionally linguistic activity and the development of their competencies when we search for new training technologies taking into account dynamically changing conditions of foreign language communication in video and real format.

What can teachers be doing to help our students become successful in their coherent translation and the discourse analysis? To give the next generation the best chance of the effective courses in English, to teach them with confidence, so students need to acquire new skills and knowledge throughout their training, making them adaptable to whatever the future holds.

References


A BRIEF ANALYSIS OF THE WAYS OF THE ENGLISH ABBREVIATION TRANSLATION IN INTERNATIONAL TRADE

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Abstract. Nowadays, international trade takes a large proportion of world economy. Long time ago, there was no international trade. It took so many years to develop and form itself through various difficulties and changes. Gradually, international trade is becoming more and more important. Because it can bring large benefits to people and countries, and an increasing number of countries are developing international trade. Under this condition, a special language will be necessary if a country wants to make a trade with other countries. This language can boost the international trade among countries and save time and cost among parties. It is the English abbreviation. This paper starts from the definition of international trade and features of it, and analyses the development and significance of it. Then it briefly introduces definition, features, and four categories of English abbreviation, which are initialism, acronym, clipping and blending, and some applications of it in international trade. Finally, the paper presents four translation methods of abbreviation. They are free translation, transliteration, zero translation and combination of free translation and transliteration. The free translation method is to restore the English abbreviation to its original statement, and then translate it into its corresponding Chinese full translation. The transliteration method is used to translate directly the abbreviation according to the pronunciation of the words formed after the simplification is completed. In the process of translation, since many translation texts are too long, another new translation method named zero translation is emerged. It can be understood as an abbreviation that should be translated but it cannot be translated for some reasons, so there appears a phenomenon that one language directly enters another language. Combination of free translation and transliteration, about this method, translating should first be based on the readers and then translated as much as possible into a more acceptable translation text for the domestic people, so that better communication can be achieved. The translation of English abbreviations should be as close as possible to the readers, so that readers can easily understand them. We must know that English abbreviations are generally short and brief, but the translation is by no means simple. Translators must pay much attention to the words, phrases and sentences. Meanwhile, it requires translators to skilfully deal with the problems of translating. This paper explains them in an easy and clear style, and it's believed that the international trade will become more prosperous through the translation of English abbreviation.

Keywords: international trade, English abbreviation, translation method
Introduction

Abbreviation, a kind of convenient and concise vocabulary, is often used in some activities for instant modern business text and oral communication, so translation problems of English Abbreviation draws more attention from public. The core concept in translation should be translation equivalence, which abbreviation can easily achieve, because abbreviation has less language change and relatively fixed semantic value.

With China's increasing cooperation with the world, the translation of English abbreviation has become more and more important. When translating abbreviations, it must be concise and accepted by public, and accordingly it is necessary to choose the proper approaches. They are: Free Translation, Transliteration, Zero Translation Method, and Combination of Free Translation and Transliteration (Wang Ailing, 2018: 256). Through studying these ways of translation, the writer takes a lot of examples of translations of English abbreviation in international trade and finally puts forward some strategies on translation of English abbreviation.

China occupies a growing position in international trade, so the effect of English is extremely enormous. Under this circumstance, English abbreviation gradually becomes an important subject.

Methodology

With the development of economy, international trade accounts for large proportion of commercial activities. It brings many benefits to people and the world. The following content will introduce its definition, features, development and significance.

International trade is the exchange of goods and services between countries (Cui Zhihui, 2017: 54). Under the basis of international division of labor, international trade is a manifestation of it. The main purposes of countries engaging in the trade activities are achieving rational allocation of production factors such as merchandise, asset, labor, technology and service through global market, promoting development of domestic economy and acquiring interests.

Firstly, international trade is a type of opening economy. Both the pace of development and proportion of international trade reflect degrees of integration of world economy. The growth of a country's foreign trade and its status and role in the national economy reflect the degree of opening up to the outside world. Compared with that, simple domestic trade is a part of closed economy in economics, as it mirrors unity of domestic market, prosperity of commodity economy and condition of regional trade in a country.
Secondly, international trade is restricted by the interests of different countries. All countries formulate various policies, measures and regulations of foreign trade for their own benefits. Although with common international practice and international treaty, international trade still suffers restraints of not only policies and legal system but also diplomatic policies from different countries. Therefore, conflicts and frictions of international trade in economic interests often occur among different states.

Thirdly, international trade is difficult to carry out under the restriction and influence of many factors. For example, from the aspect of language, although the general business language is English, it’s not yet universal in some regions; from the aspects of law and custom, without knowledge of those in various countries, it’s difficult to operate marketing activities and a series of work about contract such as negotiation, acceptance and fulfillment, even resulting in glossary loss.

Fourthly, international trade is more complicated. For instance, the currency and measurement have huge disparities among countries, the pricing, paying and settling of money are more complex over domestic trade. Obstacles of communication will be resulted from diverse market business habits and explanation of International trade rules and regulations in all countries and regions. The custom system and other trade statutes in every country are also different. The species, quality, specification, pack and trade mark of goods must be in accordance with pertinent regulations of importing country so that they can be permitted into the market. Additionally, since payment of International trade is usually paid by foreign reserves and exchange rate depends on every country’s system, international remittance is becoming quite complicated. In transportation of importing and exporting goods, many factors should be concerned, such as conveyance and carriage contract’s terms, freight and duty of carrier and shipper. It's also complex to conduct insurance and procedure of loading, unloading and picking up goods.

Fifthly, international trade has greater risk. Within international trade, the payment of two parties may change during the whole process about consulting, offer, counter-offer, deal and honoring, it sometimes will do harm to keep the contract and even lead to a credit crisis. Sometimes, owing to incongruent goods and documents and late delivery, importers usually reject the goods so bringing commercial risk to exporters. With frequent undulations in foreign exchange rates and ineffective information, there will be redemption risks. Because of the natural conditions and various man-induced factors, transportation risks will arise from the long journey of international cargo transportation. Furthermore, after signing the contract, prices may rise or fall, which will cause price risk to buyers and sellers. Additionally, as a result of the frequent changes in regimes and unstable
trade policies in some countries, importers and exporters often take more political risks.

In learning features of international trade, it's meaningful to create favorable environment for international business. Both country and enterprise should recognize the development trend of world economy and international trade when engaging in international trade activities (Han Fanshen, 2020: 69).

The germination, formation and development of international trade have experienced a long historical process and various social forms. From the development of the slave society and the feudal society commodity exchanges, a small amount of accidental and simple barter exchanges between the primitive clan tribes of the primitive society and the primitive countries formed a trans-regional trade dominated by several world-class commercial centers. In the capitalism era, this trade eventually developed into a real sense of international trade, including countries around the world. But the great development of international trade is after the Second World War. The formation and development of international trade is inseparable from the development of productive forces, the international division of labor and the formation of the world market. It can be said that the development of productivity and the formation and deepening of international division of labor are the premises and bases for the formation and development of international trade and world markets.

International trade was not born in the early days of human society with the emergence of human beings. The generation of it must have the following conditions: first, the social productive forces had developed a certain extent and there were surplus products available for exchange; second, there existed separate social and economic entities, especially the formation of the state; third, the social division of labor had developed to a certain stage, beyond National boundaries. In the early days of the primitive society, since social productivity was extremely low, there were no surplus products, no private ownership, no class and country (Han Fanshen, 2020: 85). At that time, human beings were in a state of natural division of labor, dividing the work by gender and age, and it was the earliest and simplest form of division of labor. People rely on collecting labor to obtain limited production materials and then distribute them among members of the commune in accordance with the principle of averaging. Therefore, in the early days of the primitive society, there was no external exchange at all, and of course there was no international trade. Due to the continuous development of productivity, production and exchange of commodity have been expanding, and money had been generated (Wang Chunhui, 2010: 53). The exchange of goods among clan tribes had become a currency-mediated commodity exchange. Therefore, with the development of commodity
exchange, there had been a merchant class that did not engage in production and only engaged in exchanges. They acted as intermediaries among producers, exploited producers, and gained leadership of production. The need of exchange development had produced metal currency. Currency lending, interest and usury had also emerged. At that time, apart from the difference among free men and slaves, there was a difference between the rich and the poor, which was resulted from the new division of labor. Due to the class opposition, a country and traders specializing in trade had emerged. Then merchants promoted the further development of commodity circulation among clan tribes. At the end of the primitive society, classes and countries emerged, so commodity circulation exceeded national borders, resulting in foreign trade (Wayne M., Morrison, Wang Yu, 2020: 2).

Development of international trade. From the late 18th century to the middle of the 19th century, it was the period that the capitalist revolution and the capitalist system were established. During this period, the establishment of the industrial revolution and the large machinery industry laid the material foundation to the development and final formation of the international division of labor. The revolution has also caused the first real division of labor in human history — the division of industrial and agricultural countries, which had greatly promoted the development of international trade. In addition, the industrial revolution had promoted changes in transportation tools and modes, greatly shortening the distance among countries in the world, and the emergence of modern communication tools such as telegraphs had solved the difficulties of long-distance communication around the world. Under this circumstance, there had been some major changes in international trade: firstly, the volume of international trade has rapidly increased, and the scope of international trade has expanded rapidly; secondly, the commodity structure of international trade had undergone significant changes; thirdly, the mode of trade had very great progress; fourthly, the role of the government in foreign trade had changed. During the mid-19th century to the Second World War, the second production revolution broke out in the capitalism world, which greatly promoted the development of the world economy and provided the material foundation and conditions for the further development of international trade (Wayne M., Morrison, Wang Yu, 2020: 4). Then the third scientific and technological revolution that took place after the Second World War expanded and deepened the international division of labor and internationalization of production, which offered a direct socio-economic basis and conditions for the development of international trade. Finally, entering the 21st century, the rapid development of the global economy had brought new trends to international trade.
With the gradual development of international trade, its significance cannot be ignored. International trade plays an important role in the development of countries participating in trade and the world, as shown in the following aspects.

Firstly, the international trade can adjust the supply and demand relationship in various countries' markets. Due to the factors of countries in the world such as production level, science and technology and distribution of production materials, there are some differences in production capacity and market supply and demand conditions. There exist the high demand and production surplus in domestic markets of countries. However, through international trade, it not only can increase the market supply of shortage products in domestic markets, meeting the needs of consumers, but also provide a new way to the surplus products of domestic markets, and to some extent alleviate the contradiction between market supply and demand, thus regulating market supply and demand relationship in various countries.

Secondly, it can promote the full use of production elements. Recently, the distribution of labor, capital, land and technology in various countries is often unbalanced. For example, some countries have surplus labor but capital shortages; some countries have abundant capital but insufficient land; some countries have vast land but backward farming technology. Through international trade, these countries can adopt some ways such as international labor trade, capital transfer, land lease and technology trade to exchange domestically surplus production factors with other countries for getting rare production materials, thereby expanding production scale and accelerating economic development.

Thirdly, it can increase fiscal revenue and improve national welfare. The government can obtain a large amount of fiscal revenue from some sides like the tariffs on goods, domestic taxes on imported and exported goods and various services for transit goods. It can also provide domestic consumers with more benefits by importing goods, which has great demand in domestic markets, or importing some inexpensive but worthy goods.

Fourthly, it can strengthen economic ties of countries and promote economic development. Nowadays, international trade activities are widely carried out in countries around the world. Those activities not only links developed countries with higher levels of productivity, but also involves developing countries with lower levels of productivity in international economy. Moreover, the competitive activities in the international market have contributed to the further acceleration of the overall world productivity and the further economic development of developed and developing countries (Shi Xiaoping, 2018: 98).
English abbreviations are generally seen everywhere in daily life. It emerges as an efficient method of conveying information. Moreover, the definition will be introduced in the following content, and through its features, the categories of abbreviations, this thesis will demonstrate the application of English abbreviation in international trade.

With the acceleration of the pace of modern life, various abbreviations emerge. Abbreviations abridged contractions. For example, PC: Personal Computer; ATM: Automatic Teller Machine; CCTV: China Central Television. They appeared very early. Abbreviation can use less letters and space to express the meaning of the original words and reflect the complex social phenomenon of new things, and with a rapid increasing speed of appearing in all areas of society, it has become the fastest growing language phenomenon in modern English (He Sha, 2014: 175).

The characteristics of English abbreviation are as following.

Firstly, English abbreviation has simple structure and expresses mass of information. A few letters can convey the meaning of many words in English or Chinese. For example, “PM2.5”, the abbreviation of particulate matter 2.5, means “大气中直径小于或等于2.5微米的颗粒物”. “MP3”, the abbreviation of Moving Picture Experts Group Audio Layer, means “动态影像专家压缩标准音频层面”. These abbreviations are usually composed of 26 English letters and Arabic numerals, and the length is generally not more than 5 letters. They exactly meet requirements of saving time and facilitating to memory in people's daily communication and information dissemination, thus in real they life have been widely used.

Secondly, English abbreviation has the trait of internationalization. Quoting and using English abbreviations are beneficial to the entry of the world stage. In order to adapt to the trend of the times many domestic enterprises, organizations or institutions have the name of English abbreviation form, which is beneficial for them to open the national door to the world and expand their international influence. For instance, “CCTV”: “China Central Television”, “PICC”: “People's Insurance Company of China”, “ABC”: “Agricultural Bank of China”, “CMCC”: “China Mobile Communications Corporation”.

Thirdly, English abbreviation is novel and fashionable. In the process of using language, many young people not only pursue the clear meaning, but also pursue new and unique words. In many people's minds, English represents fashion, at the same time, flexible use of English and abbreviations are also a performance of having a certain knowledge, therefore, people usually apply abbreviations in communications such as KTV, IT, CEO, BMW, KFC, DJ and PC.
English abbreviations cover a wide range of aspects and have various combination methods. Sometimes, some symbols, marks, codes and even all forms that are shorter than the original form can be classified as abbreviations. But in general, English abbreviations can be divided into four categories: initialism, acronym, clipping and blending (Meng Jun, 2019: 204).

Initialism can be divided into three types: firstly, an initial letter represents the whole word such as COD (Cash On Delivery), ABA (American Bankers Association), PLC (Public Limited Company); secondly, the letter only represents the composition of a compound word or a part of a word such as GHQ (General Headquarters); thirdly, the first word is represented by the first letter, and the following word is expressed in full form such as E-mail (Electronic mail), E-commerce (Electronic commerce).

An acronym is a word or name formed as an abbreviation from the initial components in a phrase or a word, usually individual letter and sometimes syllables. However, there is an exception that some prepositions and conjunctions of abbreviations can neither be omitted nor abbreviated such as S and R: Snow and Rain, W by S: West by South, F to F: Face to Face.

Clipping is known as “truncation” or “shorting”. It creates shortened words from longer words, but does not change the part of speech or the meaning of the word. According to Irina Arnold (1986), clipping mainly consists of four types: Initial clipping, Final clipping, Initial and final clipping and Medial clipping.

Initial (or fore) clipping retains the final part of the prototype. Examples: bot(robot), net (Internet).

Final (or back) clipping is the most common type in which the beginning of the prototype is retained. Initial and final clipping may be combined and result in curtailed words with the middle part of the prototype retained, which is the stressed syllable. Examples: flu (influenza), frig or fridge (refrigerator), jams or jammies (pajamas), polly (apollinaris), shrink (head-shrinker), tec (detective).

The last type is medial clipping. Words with the middle part of the word left out are equally few. They may be further subdivided into two groups: (a) words with a final-clipped stem retaining the functional morpheme: maths (mathematics), specs (spectacles); (b) contractions due to a gradual process of elision under the influence of rhythm and context. Thus, fancy (fantasy), ma’am (madam), and fo’c’sle may be regarded as accelerated forms (Zhang Yichi, Zhang Kui, 2018: 166).

Blending word is a word formed from parts of two or more other words. It can consist of the initial part of the first word and final part of the second word or initial parts of two words (Zhang Yichi, Zhang Kui, 2018: 167). For instance, smog: smoke fog, psywar: psychological war, telex: teleprinter
exchange, modem: modulator demodulator. Some abbreviations can also be composed of three or more words, phrases such as Euromart (European common market), Spander (Space range rader), Dodgem (Dodge them).

**Research methods**

There are many abbreviations in international trade English, which are an important part of business English. Broadly speaking, the application of English abbreviations in international trade is mainly reflected in the following aspects (Qiu Baozhen, 2018: 112).

Firstly, trade term. The Incoterms 2000 divide trade terms into 4 basic categories according to the English letter EFCD. They are EXW, FCA, FAS, FOB, CFR, CIF, CPT, CIP, DAF, DES, DEQ, DDU and DDP. Take one of the examples, FOB (Free on Board … named port of shipment) means that the goods cross the ship's' rail at the designated port of shipment and then the seller completes the delivery obligation. This trade term in abbreviations includes the delivery location, delivery time and many other contents, which not only simplifies the consultation, saves consultation time and costs, but also partly leads the negotiation to standardization.

Secondly, name of institution, organization and company. In international trade, the names of some important and common trade organizations and institutions are usually used in abbreviations instead of full names. For example, IMF (International Monetary Fund), CCPITC (China Council for the Promotion of International Trade).

Thirdly, currency and measurements. In international trade, currency and measurements often appear in the form of abbreviations such as CAD (Canadian dollar), GBP (Great Britain Pound), USD (US dollar), MT (Metric ton), gal (gallon), cm (centimeter), kg (kilogram).

Fourthly, telegram. Due to its advantages of timeliness, convenience and speed, telegram has become one of the most common forms of communication in international trade. Moreover, as abbreviation is simple and concise, it has been widely used in telegraphy such as ABT (about), PLS (please), SHPMT (Shipment), INV (invoice), PCT (percent), ASAP (as soon as possible), DD (date of delivery), PLS CHK N RPL (Please check and reply), YR L/C RCVE BFR GDS SENT (Your Letter of Credit received before goods sent), YR TLX 25th RCVD (Your telex 25th received).

In addition, prices, payments, insurance and common countries also use abbreviations to express themselves. For example, in the aspect of payment modes, T/T (Tele-graphic Transfer), M/T (Mail Transfer), D/D (Demand Draft), D/P (Documents against Payment), D/A (Documents against Acceptance); in the aspect of insurance, FPA (Free Particular
Average), WPA (With Particular Average), AR (All Risks) (Qiu Baozhen, 2018: 125).

**Results/Findings**

Although the abbreviation seems to be relatively simple on the surface, it contains rich connotations. In the process of translation, there will be contradictions in the form of simple form and complex content. As the semantic value of abbreviations is relatively fixed, it is easier to achieve meaning equivalence when translating, but the English abbreviations themselves do not have literal meaning, therefore, it is relatively more difficult to achieve formal equivalence when translating. In the following analysis, attention will be focused on four translation methods of English abbreviation: free translation, transliteration, zero translation method and combination of free translation and transliteration.

The free translation method is to restore the English abbreviation to its original statement, and then translate it into its corresponding Chinese full translation. For instance, CPI (Consumer Price Index) — “消费者物价水平”, CEO (Chief Executive Officer) — “首席执行官”, GNP (Gross National Product) — “国民生产总值”. What’s more, Chinese full translation can also be simplified into Chinese abbreviations by compressed. Although this method is a bit of a hassle, it can translate the meaning of the original words, which can be easier to understand and remember. Free translation method is more common when translating abbreviations of organizations and agencies. For example, UNESCO — 联合国教科文组织, OECD (Organization for Economic Cooperation and Development) — 经合组织, APEC (Asia-Pacific Economic Cooperation) — 亚太经合组织.

The transliteration method is used to translate directly the abbreviation according to the pronunciation of the words formed after the simplification is completed. It is relatively simple and feasible, and easy to be accepted by people. If using free translation is complicated, it is better to adopt transliteration. However, there is a disadvantage in transliteration, that is, the meaning of the original word cannot be imagined from the translation text. For instance, NASDAQ (National Association of Securities Dealers Automated Quotations) — “美国纳斯达克综合指数”, DOW JONES (Dow Jones Industrial Average) — “道琼斯工业指数”, AIDS (Acquired Immune Deficiency Syndrome) — “艾滋病”, INTERNET (Interactive Network) — “因特网”, OPEC (Organization of Petroleum Exporting Countries) — “欧佩克”.

The zero translation method. In the process of translation, since many translation texts are too long, a new translation method named zero translation is emerged. It can be understood as an abbreviation that should
be translated but it cannot be translated for some reasons, so there appears a phenomenon that one language directly enters another language. For example, if “ETF” is translated into “交易所指数基金”, it will be too long, as its target is the index, so people used to call it “指数基金”. There are also some abbreviations that have been introduced for a long time, so they do not have to be translated into Chinese. It will be naturally understood what it means. If it is not translated, it will be more concise when applied directly to the communication than translating it. For instance, DVD, PSP.

The combination of free translation and transliteration. About this method, there has a good example: The Mbone (Multicast Backbone) is software that routes video conferences over the Internet” is translated into “多播主干网是将录像会议传递当因特网中的软件”. Translating this sentence should first be based on the readers and then translated as much as possible into a more acceptable translation text for the domestic people, so that better communication can be achieved.

The translation of English abbreviations should be as close as possible to the readers, so that readers can easily understand them. In short, when translating English abbreviations in international trade, the most important thing is to let the readers truly understand the meaning of the abbreviations.

**Conclusion**

Abbreviation is a kind of simplified linguistic phenomenon to represent information and contribute to international trade. This paper firstly represents the definition, features, development and significance of international trade, and then introduces the definition, features, four categories of English abbreviation and applications in international trade. Finally, the paper discusses some translation methods of English abbreviation in international trade with various examples.

English abbreviation may contain a few words, but the translation is by no means easy. To offer a better understanding for public and make better communication in international trade, we should lay much emphasis on the translation of English abbreviation. Translation of English abbreviation does not simply mean changing English into Chinese, on the contrary, different ways of formation, cultures and better acceptance of people should be taken into account. Therefore, we should spare no effort to improve the capacity of translating English abbreviation in international trade.

On the one hand, this paper tries to arouse public attention to the importance of English abbreviation in international trade. On the other hand, by studying different ways of English abbreviation translation in international trade and through so many examples, there have some useful strategies in abbreviation translation. Firstly, the translation should be
concise. Generally speaking, abbreviation is used to booster international trade, the concise ones can save time and cost for both parties. Secondly, translation should be accepted. The translation of abbreviations can only be vigorous and not be washed out gradually if it is accepted by the public.

To sum up, English abbreviations have an increasing influence on our daily life and international trade, so it is necessary for us to study their translation methods in depth, reducing and avoiding unnecessary errors, and make the translation of English abbreviations more perfect and more reasonable.

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VERBAL AND VISUAL RITUALS IN THE ASIA PACIFIC REGION
AND RELATED IMPACTS ON PROMOTIONAL CAMPAIGNS

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Abstract. In the post-COVID-19 era, some predict that unilateralism is taking the dominating position of globalisation. On the contrary, the world is continuously steered to the direction of further mutual cooperative development, in another term, globalisation. Globalisation are intercultural activities stimulated by individuals and organizations who cross national boundaries chasing new customers, materials, and markets. For example, Nestlé, which is based in Switzerland, sells 85 per cent of its product in other countries. In this era of globalisation, cultural diversity presents both challenges and opportunities to individuals and organisations involved in international business. In the process of cooperative development of countries, intercultural communication continuously presents researchers new issues.

Intercultural communication is a pathway to successful cooperation of business. However, lingual and cultural differences make intercultural communication complex and difficult to handle. In multicultural business communication and international business negotiation, many obstacles, even misunderstandings are caused by such cultural and linguistic differences. Therefore, when doing international business, it is necessary for all participant parties of business to perceive and comprehend cultural and ritual gaps between the guest and the host culture. Efficient knowledge on verbal ritual is the key to effective communication.

This paper argues the relations between verbal and visual rituals and the related impacts to promotional campaign in the Asia Pacific Region. Firstly, the definition of communication and the connection between cultural rituals and communication process are introduced theoretically. Secondly, general difficulties of intercultural verbal communication and differences between individual cultures are illustrated with examples in practical intercultural communication. Thirdly, a description of possible influences from intercultural communication to promotional campaign is offered to concrete the psychological and cognitive features supporting the discussion. Findings of this research is presented that although modern mass culture creates some common characteristics in world culture, each country maintains its unique “cultural geography”. Finally, strategies for successful intercultural communication are recommended in order to facilitate multicultural communication including negotiation for cooperation, product promotion, and advertising campaigns in the Asia Pacific Region. Two gaps in intercultural
communication are highlighted. The significance of nonverbal rituals is clearly presented, provoking further researches in related academic filed.

**Keywords**: verbal rituals, visual metaphor, communication

**Introduction**

In the post-COVID-19 era, some predict that unilateralism is taking the dominating position of globalisation. On the contrary, the world is continuously steered to the direction of further mutual development, in another term, globalisation. Globalisation are intercultural activities stimulate by individuals and organizations who cross national boundaries chasing new customers, materials, and markets (Bovée and Thill, 2017: 23). For example, Nestlé, which is based in Switzerland, sells 85 per cent of its product in other countries (Bovée and Thill, 2017: 26). In this era of globalisation, cultural diversity presents both challenges and opportunities to individuals and organisations involved in international business (Thing-Toomey, 1999: 31).

Intercultural communication is a pathway to successful cooperation of business. However, language difference makes intercultural communication complex and difficult to handle. In business communication and negotiation, many obstacles are caused by cultural and linguistic differences (Weiss, 1992: 1). Therefore, if doing international business, it is necessary for both sides of business to perceive and comprehend ritual gap between the guest and the host culture. Efficient knowledge on verbal ritual is the key to effective communication.

**Objectives/Purpose of the study**

This paper argues the relations between verbal and visual rituals and related impacts to promotional campaign in the Asia Pacific Region. Firstly, the definition of communication and the connection between cultural rituals and communication process are introduced. Secondly, general difference of intercultural verbal communication is illustrated with examples. Thirdly, there is description of possible influences from intercultural communication to promotional campaign. Finally, strategies for successful intercultural communication are recommended.

**Results/Findings**

Although colonialism of early colonial empires and modern mass culture creates some common characteristics in world culture, each country maintains its unique “cultural geography” (Briggs, 1992: 8). It is clear that an understanding of Asian verbal rituals is crucial to the accuracy and efficiency of decoding business information conveyed in intercultural
communication. Sufficient awareness of and proper performance before specific Asian cultural rituals lead both Westerners and their Asian partners to effective and efficient communication.

Verbal and visual rituals significantly influence outcome of business promotion in the Asian Pacific region. Such rituals should be respected and accurately reacted to set up business relations with local agents and to communicate with potential consumers in the target market (Jiang, 2020: 100). Moreover, nonverbal rituals play an important supporting role. Finally, awareness of two gaps in intercultural communication reminds Westerners to apply their knowledge of Asian cultural rituals to their performance.

Discussion

Promotion in the Asia Pacific region, especially in developing countries, involves communication with local agents, potential consumers, and setting up a network of social connection. Barnard claims that unawareness of cultural difference in business practice negatively influences every aspect of business life and every normal business event (Barnard, 1995: 36). For instance, Coca-cola lost its sales in some Asian markets because consumers were confused by the advertisement of “Coke adds life.” The reason was that this message was literally translated by Asians, which turned to mean “Coke brings you back from the dead” (Wood et al., 2001: 97). It is clear that verbal communication has great impact on the promotion of product in the target market.

Negotiation for Cooperation

In countries greatly influenced by Confucianism, such as China, Japan, and South Korea, a network of local connection is essential for the success of commercial promotion. In the marketing promotion to business partner or local agent, some verbal ritual should be bear in mind. It is known that Chinese businesspersons are sensitive to face. The sensitivity to face is derived from Confucian measurement of morality and social status (Cardon and Scott, 2003: 9). Such sensitiveness is reflected by Chinese style of negotiation. In business negotiation, Chinese negotiators tend to set up a circumstance where they have the position of superior and leader (Yan, 2020: 147). Meanwhile, the other party of negotiation is put in the position of subordinate and dependent (Yan, 2020: 148). In other words, Chinese intend to feel being needed in business activities, which fulfils their need of being given face. In verbal communication, while negotiating with Chinese, Westerners need to adopt a style of indirectness, using intermediaries and frequent praising, to giving face (Cardon and Scott, 2003). The indirectness
and intermediaries avoid possible disputes which may break the harmonious relations between the parties in negotiation (Cardon and Scott, 2003).

In Japan, the culture of face influences the verbal communication as well. In Japan, the politeness in verbal communication is crucial for success of promotion. However, such politeness is revealed by discounting one’s actual ability or knowledge (Kato, 1992). Also, Japanese businesspersons like to make the other party be aware of the merit of their company rather than merit of themselves (Kato, 1992). Another ritual is that in business communication, criticising competitors is regarded as a very bad form (Kato, 1992). The aspects above should be considered by Westerners while negotiating with Japanese.

Product Promotion and Advertising

As it is presented by the example of Coco-cola before, language interpretation is very important for the success of business promotion in the Asian Pacific Region. Jokes and jargon are rarely translated from Western language into Asian language, because joke and jargon are rooted from the basic forms of one’s communication in the mother language (Kato, 1992: 35). Without profound internationalised knowledge of custom and linguistic ritual, it is quite difficult for joke and jargon to make sense in the target market. Therefore, consulting with local interpreter before the release of product promotion materials is necessary.

For example, Japanese dislike bargaining (Foster, 2000: 9). If quality and price are reasonably matched, it is sufficient for Japanese to make a deal (Foster, 2000: 10). Hence, local promotion should concentrate on reliability and trustworthiness of the product, not the price.

Similarly, although South Koreans bargain, they accept product with good quality, without considering too much about price (Foster, 2000: 15). Instead, Chinese are good bargainers. Although they cherish their position of leader and superior in negotiation, Chinese tend to bargain for advantages as much as they can before making a deal (Yan, 2020: 148). As a result, promoting both good quality and low price is an effective method in China.

Two Gaps in Intercultural Communication

According to Weiss, there are two perceived gaps in intercultural communication (1992: 1). One is “an information and knowledge gap”, and the other is “a performance gap” (Weiss, 1992: 2). To surpass the former gap, it is suggested that before penetrating a new market in the Asia Pacific region, awareness of cultural difference is essential. The latter gap refers to the gap between awareness of cultural difference and proper reaction to
specific cultural rituals. Hereby, to learn how to react when confronted with Asian culture is also significant.

One example is that if one encounters some Chinese businesspersons who are sensitive to face, it is not enough to merely be aware of their need of being given face. Westerners may take advantage of such cultural sensitivity. The reason is face is mutual in Asian culture (Cardon and Scott, 2003: 10). When being given face, Chinese will offer Westerners benefits in return. Therefore, showing respect to Chinese face is a more effective way of negotiation rather than seeking out a win-lose consequence.

**Facilitating Nonverbal Rituals**

As it is stated before in this paper, Asian people perform high context communication. The more people commit high context communication, the more they depend on nonverbal signals (Weiss, 1992: 40). Japanese relies more on nonverbal communication than verbal (De Mente, 1993: 57). For such nonverbal communication, even Japanese-speaking Westerners are culturally barred (De Mente, 1993: 69).

Nonverbal rituals include distances, eye contact, silence and pauses during conversation, communication through gift-giving, and eating and drinking rituals (Kato, 1992: 35). The existence of nonverbal rituals reminds Westerners that merely paying attention to verbal ritual is not efficient to avoid undesirable outcome. To communicate smoothly and promote successfully in Asian markets requires basic understanding of Asian culture.

Communication is a process of transferring and understanding a meaning (Dwyer, 2000: 145; Robbins et al., 2001: 38; Dong, 2017: 165). Such a transfer is realised through the channel illustrated in the model below:

![Communication Process Model](image)

**Figure 1.** The Communication Process Model

As it is shown in this figure, information is derived from the source (the sender) and encoded. The receiver decodes the message to receive the information and send feedback to the source. International commercial promotion aims at familiarise potential business partner and consumer with
specific product. This process involves a lot of intercultural communication. Lack of awareness of verbal rituals in the Asian Pacific countries confronts Western businesspersons with obstacles in encoding and decoding massages to and from Asian business world.

Inevitably, people encounter cultural barriers in intercultural communication. There are four perceived cultural barriers related to verbal communication (Robbins et al., 2001: 364). They are barriers caused by semantics, word connotations, tone differences, and different perceptions (Robbins et al., 2001: 366).

Hall states that interactions of human, to a broad extent, can be divided into low context and high context communication (Ting-Toomey and Dorjee, 2018: 23; Robbins et al., 2001: 368; Bovée et al., 2018: 46). In case of low context communication, the emphasis is on how the meaning of a verbal massage can be received explicitly and effectively. In contrast, in a scene of high context communication, the real intention or meaning is conveyed through the context (e.g. social position, or social role) and some nonverbal elements (e.g. tone of voice, pause, silence), which is supposed to be identified by the receiver (Ting-Toomey and Dorjee, 2018: 25).

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ON THE NECESSITY OF DEVELOPING
THE INTERCULTURAL NON-VERBAL COMMUNICATIVE
COMPETENCE OF TCSL TEACHERS

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Abstract. In the process of cross-cultural communication, more and more attention is paid to nonverbal communication. In face-to-face communication, only 35% of the social content of information is verbal behavior, while the rest is conveyed through non-verbal behavior. The meaning of the same non-verbal behavior in different cultures may be different. This situation virtually increases the frequency of misunderstanding and conflict in cross-cultural communication. In the process of cross-cultural communication, the understanding and grasp of non-verbal communication behavior is the key to determine whether the communicative effect is ideal or not. At the same time, non-verbal communication is rooted in the deep soil of culture, which may cause misunderstanding and contradiction. Sometimes a small action may make the communication fail. The accumulation of negative emotions leads to greater psychological and behavioral problems.

In order to relieve the pressure of overseas students and reduce the negative impact of cultural conflicts, it is necessary for TCSL teachers to develop cross-cultural non-verbal communication skills in the cross-cultural context. Teachers with cross-cultural non-verbal communication skills build a silent bridge, so that foreign students can gradually adapt to Chinese culture without strong anxiety, and minimize the impact of cultural shock on him.

In order to improve the management ability of pressure from different cultures, overcome culture shock and promote the growth of individuals in new environments, four principles should be followed, namely emotional regulation, openness, flexibility and critical thinking. In order to cultivate the intercultural non-verbal communication ability, TCSL teachers should also start with the following four principles. According to the principle of emotion regulation, TCSL teachers should be cordial, enthusiastic and energetic. When facing students, TCFL teachers should always use appropriate non-verbal behaviors to express appreciation and encouragement, infect students with emotions. According to the principle of openness, TCSL teachers should treat non-verbal behaviors in other cultures peacefully. According to the principle of flexibility, TCSL teachers should avoid the tendency of stereotyping. It also requires TCSL teachers to pay attention to each student and master their personality characteristics. According to the
principle of critical thinking, TCSL teachers should also understand the non-verbal behaviors of Chinese culture.

**Keywords:** cross-cultural non-verbal communication, Chinese as a Foreign Language teacher

**Introduction**

International educational exchange is the inevitable result of educational development under the background of economic globalization, and also the inevitable choice for China to transform from a great power to a powerful one. With the increasing internationalization of China's higher education, the number of foreign students in China is also increasing year by year, from about 50,000 at the beginning of this century to nearly 500,000 now, and achieving the goal of becoming the largest destination country for overseas students in Asia ahead of schedule. As a multicultural group with different backgrounds, overseas students will inevitably face cultural shocks that are different from the time-space outlook and behavior patterns formed in their home countries. They are prone to a series of psychological fluctuations such as anxiety and panic, which will lead to many teaching and management problems. In order to assist the school to properly deal with these problems, TCSL teachers should not only teach Chinese knowledge in the limited teaching time, but also subtly calm the negative emotions caused by cultural shock and improve the affinity of foreign students to Chinese culture. This is a test of the intercultural competence of TCSL teachers, especially the cross-cultural non-verbal communicative competence.

**Objectives of the Study**

Compared with ordinary sojourners, the cross-cultural adaptation of foreign students in China has its own characteristics: first, time limit; the second is accompanied by the period of physical and psychological development from late adolescence to adulthood; third, the transition from middle school to higher education brings about a variety of problems. The complexity lies in the fact that under the multicultural background, young people not only have to face the common task of psychological development, but also have to face the tasks of environmental adaptation, cultural adaptation, and psychological adaptation. Under the background of multiculture, factors such as lifestyle, religious belief and personality differences in the same field exert their influence on the overseas students in both explicit and implicit ways. Each individual in the field should not only maintain his uniqueness and independence, but also accept and respect the legitimate demands and dignity of his contacts. This requires individuals to have a certain degree of psychological resilience and flexible coping styles.
Therefore, the psychological pressure of overseas students is significantly higher than that of domestic students.

However, as a TCSL teacher it is too late for international students to pay attention to their own behavior when they are caught up in cultural and psychological conflicts. International students spend most of their time in class. Teachers' words and deeds provide them with an individual model of Chinese culture. They will outline the shape of Chinese culture roughly according to the information conveyed by teachers in various aspects whether intentional or not. Especially in the early stages of learning, it is impossible for teachers and students to communicate in Chinese, and teachers are not necessarily proficient in their student’s mother tongue, so using nonverbal means properly is more important at that time. The effect of nonverbal communication directly affects student’s learning motivation and their recognition of Chinese culture.

Non-verbal communication is rooted in the deep soil of culture, which may cause misunderstanding and contradiction. Sometimes a small action may make the communication fail. The accumulation of negative emotions leads to greater psychological and behavioral problems. Therefore, TCSL teachers must improve their awareness of cross-cultural non-verbal communication and master certain skills of cross-cultural non-verbal communication.

**Methodology**

When it comes to communication methods, it is traditionally believed that the main medium is language, and all communication behaviors other than language, namely non-verbal communication, are regarded as a supplement to verbal communication. ‘All these movements, all these non-verbal symbols, serve a purpose to reinforce the impression of speech’ (Chen Yuan, 2009: 181–182). In fact, the history of verbal communication is no longer than that of non-verbal communication, and may even be much shorter. Long before the emergence of the language system, non-language has become the main body of information carrying. Our ancestors laughed to express excitement, screamed to express fear, and wept to express sorrow. After language comes into being, the role of non-verbal communication is still very important. Samovar pointed out that ‘in face-to-face communication, only 35% of the social content of information is verbal behavior, while the rest is conveyed through non-verbal behavior.’ (Samovar L., 1998: 155) Birdwhistell goes on to show that in communication, verbal and non-verbal communications not only go hand in hand, but complement each other. ‘Neither the linguistic system nor the non-linguistic system can constitute a communication system alone. Only by combining the
two and cooperating with the corresponding systems of other sensory channels
can a complete communication system be formed’. (Knapp M., 1978: 20)

So, what does non-verbal communication include? How do these
things fit together? Due to the differences in personal research perspectives,
the answers to these two questions are also different. Here, we adopt the
classification made by Bi Jiwan, because he starts from the perspective of
foreign language teaching.

Bi Jiwan roughly divides non-verbal communication into four
categories, including body language, paralanguage, object language and
environment language, which involve body posture, speech adjustment and
pause, individual modification, spatial information and time information,
etc. These non-verbal behaviors are the result of cultural acquisition, and the
information contained in them is determined by certain cultural environment,
and is often subliminal.

In this way, the meaning of the same non-verbal behavior in different
cultures may be different. This situation virtually increases the frequency of
misunderstanding and conflict in cross-cultural communication. In the
process of cross-cultural communication, the understanding and grasp of
non-verbal communication behavior is the key to determine whether the
communicative effect is ideal or not.

Studies have shown that non-verbal communication in communicative
groups is often more powerful than mere verbal behavior. Because of this,
different interpretations of the same non-verbal behavior by different
cultural groups will lead to greater communication barriers. Take body
language, for example. Failure to understand the meaning of a posture in
a culture can lead to many misunderstandings, some of which can be very
serious. For example, when people are called to come over, Chinese people
usually extend their right hand forward, with the palm facing outwards and
waving to the person being called; The British and Americans wave, palm-
inward or with their index finger (but this is used in casual situations). In
Japan, curling the index finger is used to greet a dog, and if you use it to
greet a person, it is considered insulting. Chinese people often like to stand
and watch what is happening in the street, which is highly frowned upon by
English-speaking people. Brosnahan once speculated, ‘Do the Chinese see
the whole world as a big stage, where people they don't know are like public
actors who can be stared at and watched?’ (Bi Jiwan, 1991: 158) Obviously,
this misunderstanding intensifies the individual's sense of alienation from
different cultures. Non-verbal communication provides a basic atmosphere
for cross-cultural communication and determines, to some extent, the initial
impression of intercultural communicators on different cultures. Especially,
for overseas students who are sensitive in interpersonal communication and
have great interpersonal pressure, such initial impression sets the difficulty value of their integration into Chinese culture in advance. At this time, the behavior of TCSL teachers is crucial to the students' ability to survive and adapt to the Chinese way of life.

**Results**

According to Matsumoto's research, in order to improve the management ability of pressure from different cultures, overcome culture shock and promote the growth of individuals in new environments, four principles should be followed, namely emotional regulation, openness, flexibility and critical thinking. In order to cultivate the intercultural non-verbal communication ability, TCSL teachers should also start with the following four principles:

(a) According to the principle of emotion regulation, TCSL teachers should be cordial, enthusiastic and energetic. Body language expressing happiness and excitement has certain commonality. A smile is a popular way of showing friendliness in most cultures. When facing students, TCFL teachers should always smile to create a warm and close classroom atmosphere. At the same time, they should always use appropriate non-verbal behaviors to express appreciation and encouragement, infect students with emotions, reduce their anxiety and fear caused by entering the new culture, and make students fall in love with the classroom.

(b) According to the principle of openness, TCSL teachers should treat non-verbal behaviors in other cultures peacefully. It is undoubtedly only the first step to understand the non-verbal behaviors of the culture. TCSL teachers should have a broad vision of comparison and values of cultural relativism. He should learn to respect the unique value system of each culture, and make it clear that no matter how ridiculous this value system is in the eyes of the Chinese, it has its meaning of existence. Don't deny a certain culture easily, certainly also don't elevate a certain culture easily.

(c) According to the principle of flexibility, TCSL teachers should avoid the tendency of stereotyping. Stereotyping refers to identifying a culture as a pattern, and then using this pattern to treat any individual belonging to this culture as a way to identify information. Although this method can bring some convenience to cross-cultural non-verbal communication, its disadvantages are also obvious. Mr. Bi Jiwan said well, ‘In practical communication, people will inevitably find that the non-verbal communication behaviors of people from the same country or nationality are not exactly the same, and even there are many differences among people of different professions, ages and educational levels in the same region.’ (Bi Jiwan, 2009: 9) If TCSL teachers apply cultural patterns to every individual, non-
verbal communication will inevitably fail. Therefore, it also requires TCSL teachers to pay attention to each student and master their personality characteristics, so as to make accurate responses in cross-cultural non-verbal communication.

(d) According to the principle of critical thinking, TCSL teachers should also understand the non-verbal behaviors of Chinese culture. Only by understanding the non-verbal behaviors of Chinese culture and comparing them with the non-verbal behaviors of the culture in which students live can we understand the appropriateness of using these nonverbal behaviors in front of students. That is to say, TCSL teachers should always pay attention to some of their own subconscious behavior. It is only by noticing that it is possible to bring it up for analysis and comparison. At the same time, only by paying attention to it, can we make this problem clear to international students, let them gradually understand Chinese culture, and thus lay a communication foundation for mutual understanding and then understanding, timely find new problems in communication and effectively solve them.

**Conclusion**

TCSL teachers can easily play two opposite roles when foreign students are just exposed to Chinese culture. Teachers with cross-cultural non-verbal communication skills build a silent bridge, so that foreign students can gradually adapt to Chinese culture without strong anxiety, and minimize the impact of cultural shock on him. Teachers without the ability of cross-cultural non-verbal communication erect a wall of silence, which separates the hearts of overseas students from Chinese culture and even accelerates the arrival of ‘culture shock’. It is the duty of every TCSL teacher to build the bridge of silence and avoid becoming the wall of silence.

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ANALYZE CHINESE TEACHING LISTENING, SPEAKING, READING, WRITING AND TRANSLATING AND THE HSK TEST

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Abstract. Language educators have conducted millions of research in order to find the best strategy to help language learners, especially second language learners, to systematically learn another language. In order to test one’s language abilities, proper testing programs are a must. This essay will discuss the five different aspects when teaching Chinese, which are listening, speaking, reading, writing, and translation, and the Chinese Proficiency Test (HSK). The HSK test is an international standardized test of Chinese language proficiency, and it is established to test the Chinese learnings for non-native Chinese speakers. It can accurately measure the Chinese level of all the candidates. The HSK is only a test, and it does not serve for improving the Chinese skills of Chinese learners. The HSK should not be served as an official learning material to the students, however, this essay will explain how to appropriately combine HSK tests with learning materials to help Chinese learners master each five aspects. The HSK testing guidelines and grading scales can be used as a benchmark to teach Chinese. Learning is always a two-way interaction. In order to accomplish fluent Chinese speaking, Chinese learners should always keep in mind their purposes of studying Chinese and focus their studies in the aspects that they value the most. No matter what the purpose is, a decent volume of vocabulary and largely practicing oral Chinese is essential. This essay will also discuss different approaches that Chinese educators can take to encourage Chinese learners to practice and learn. The main intention of this essay is to help Chinese educators to better improve their teaching methodology and to illustrate these examples into their day to day teaching. There are examples from various Chinese Learning textbooks and different scenarios of oral Chinese practices, includes Official Examination Papers of HSK, published by Sinolingua from Beijing. There are detailed discussions about the five aspects, listening, speaking, reading, writing, and translation, and combined with HSK testing grading scales to illustrate the teaching method. In conclusion, the teacher's teaching methods, the systematic and scientific nature of the selected textbooks are also the key to the study Chinese.

Keywords: Chinese Proficiency Test HSK; Five different aspects; Teaching quality and effects

Introduction

In recent years, China has grown its comprehensive national strength rapidly. More and more international students have begun to learn Chinese.
Some of them are interested in learning Chinese cultures, and some of them want to expand their career in China. There are grown adults that are willing to learn Chinese to tightened up their relationships with their Chinese business partners. No matter what is the reason that attracts more people to study Chinese, it is definitely an adding point on their resume. Many teachers are constantly summarizing teaching methods, hoping to achieve the best teaching effect. Students can test their learning by taking the Chinese Proficiency Test (HSK). The important aspects of language learning are listening, speaking, reading, writing, and translation. The same is true for Chinese learning. The most important basis for these aspects must be the accumulation of vocabulary. Of course, there are different focuses for different aspects. In the process of learning, it is also important for language learners to speak out and not to be afraid of the obstacles. Of course, the teacher's teaching methods, the systematic and scientific nature of the selected textbooks are also the key to the study Chinese.

Objectives

As a language educator, looking for the best teaching method to bring out the best learning result is the main purpose. This essay is intent to bring more value to different methodology of teaching Chinese. How to use HSK as the guideline to lead the teaching method, is the objective of this essay.

Methodology

Using HSK test as the guideline for teaching.

Different levels of HSK has different requirements for Chinese vocabulary, grammar and the other aspects. There are six levels in the HSK test. Question types include objective questions and subjective questions. Objective questions include listening and reading, where subjective questions are divided into five types: completing sentences, writing Chinese characters, creating dialogs in Chinese by looking at pictures, writing short essays, and abbreviations. Below are the different requirements for different levels of the HSK exam (Tab. 1).

As you can see from the chart below, there is not a section for writing in level 1 or level 2. There are some different testing points in each level. For example, in Level 3, there are “Complete the sentences” and “Writing Chinese Characters” under writing. However, compared to Level 4, it covers “Complete the Sentences” and “Creating Dialogs by Looking at Pictures”. There are more questions in the higher level of the test. The volume of vocabulary also increases as the level goes up. Next, we will use Developing Chinese as the main Chinese textbook to go deeper into the five aspects.
<table>
<thead>
<tr>
<th>Level</th>
<th>Vocabulary</th>
<th>Written test</th>
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<td>Words[¹] (cumulative / new)</td>
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<td>Listening</td>
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<td>1</td>
<td>150 150</td>
<td>174 174</td>
<td>20 questions, 15 min</td>
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<tr>
<td>2</td>
<td>300 150</td>
<td>347 173</td>
<td>35 questions, 25 min</td>
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<td>3</td>
<td>600 300</td>
<td>617 270</td>
<td>40 questions</td>
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<td>Level</td>
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<td>4</td>
<td>1200</td>
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<td>1064</td>
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<td></td>
<td>Designed for learners who can discuss a relatively wide range of topics in Chinese and are capable of communicating with Chinese speakers at a high standard.</td>
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<td>5</td>
<td>2500</td>
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<td>1685</td>
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<td></td>
<td>Designed for learners who can read Chinese newspapers and magazines, watch Chinese films and are capable of writing and delivering a lengthy speech in Chinese.</td>
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<tr>
<td></td>
<td>Designed for learners who can easily understand any information communicated in Chinese and are capable of smoothly expressing themselves in written or oral form.</td>
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</tr>
</tbody>
</table>
The Five Aspects: Listening, Speaking, Reading, Writing, and Translation

Listening: In general, when it comes to listening, the students have to listen and practice more and more repeatedly. Even if they don't understand the meaning, they can try to imitate when practicing listening and speaking. If the students practice listening often and speak boldly, speaking authentic Chinese will be achievable. At first, students can listen to some simple conversations. Upon getting used to the simple conversations, they can start listen to some short essays, News, Chinese songs and Chinese films. These can help students improve their listening. Another good method is to communicate with the Chinese. This is the best way to learn a foreign language. When practicing listening, do not try to avoid by listen to the materials once. Repeat the listening multiple times and slowly learn to capture the key words. This can be exercised by doing test questions, and then listen to dialogues and short essays. When listening is a habit, the student will learn to capture information and transit slowly to fluent listening and fully understand. Take HSK Level 4 as an example, listening is divided into True or False questions, and multiple-choice questions from listening to short conversations and essays. Students will find that daily learning is very important, and the vocabulary of each level must be mastered. Pay attention to the key words, such as: when, where, who and what happened. The trainings in the classroom are very important. Good textbooks will be compiled according to the syllabus, stipulating the level of all aspects at different stages. That makes it important to study a set of books completely and systematically. It goes the same way when learning other aspects of the language. Listen carefully to the lectures in class, use the teaching materials well, and fully understand all kinds of grammar, so that you can learn Chinese well.

Speaking: For zero-start international students, the first step is to learn Pinyin (official system to transcribe Mandarin Chinese sounds). This is the first step to speak Chinese correctly. At this stage, it is very important that students’ pronunciation and pitch are correct, especially the four tones of Chinese. Students often make mistakes at pronouncing the pitches, which is essential for the speaking and listening of oral Chinese. Without differentiating the four tones, it will be really hard to understand the content. At the beginning of learning, teachers should use various teaching methods to stimulate students' interest in learning Chinese and make students speak boldly and conquer their fear. Then gradually they will want to say and even love to say. Of course, this has a lot to do with the amount of vocabulary the students have mastered. At the beginning, we can guide students to repeat
simple dialogue exercises. For example: “Which country are you from?” What is your name? “What are your hobbies?” etc. Teachers can train the students using these exercises repeatedly in class to improve their listening and speaking skills. In the initial stage, vocabulary does not play a big role in practicing reading and writing. The students are only expected to be able to translate their learned sentences and text.

Reading: Reading is the most important part of Chinese learning. Vocabulary accumulation is very important. When studying, try to understand the part of speech of Chinese word. Verbs, nouns, adjectives, adverbs, etc. For example, nouns are generally used as subjects or objects. Verbs are used as predicates. Adjectives are generally used as attributives. The fill-in-the-blanks questions in the first part of HSK Level 4 reading requires students to memorize new words by heart and memorizing their part of speech will help students quickly finish this question. Develop the habit of reading complete sentences and short essays while reading. Students can use dictionaries and other tools, but don’t look up the dictionary when they encounter unrecognized words, which will interrupt the continuity of reading. Students need to know that sometimes they can guess the meaning of words based on the context. Reading can be divided into “intensive reading” and “extensive reading”. “Intensive reading” means to read carefully and understand each sentence correctly. Extensive reading is fast reading, mainly to understand the basic meaning of short passages. There are many methods and techniques for reading. Keep in mind the fixed collocation of words and conjunctions. For example, “not only... but also...” “Although...but...” etc. These are very helpful to the second part of HSK level 4 reading “Order”. Students will know which of the two sentences comes before and which comes after. And some adverbs can help students understand that sentences with these adverbs cannot be placed in the first sentence, such as “actually” and “but” and so on. Reading requires students to read and develop a good habit of reading every day.

Writing: students find writing the most difficult part of Chinese learning. Teachers should strengthen students' training in writing during everyday learning. From letting students write phrases, to writing sentences, to writing essays. In this regard, we must gradually get rid of the dependence on the mother tongue. For example, in Russian and English, it is customary to put the place adverbial at the end of the sentence, but Chinese is not like this, so we must try to correct it. For example: “I am eating in the canteen” English will write “at the canteen” at the end of the sentence, but Chinese writes “at the canteen” before the verb “to eat”. Therefore, students should gradually use Chinese to think, overcome language barriers, and write authentic sentences. If you want to write a good article, you must
practice it repeatedly, find and correct mistakes. Of course, vocabulary is also important for writing.

Translation: When Chinese people are studying a foreign language systematically, they practice translation and translation is a part of a foreign language test. For example, “translate the following sentences into English”. However, there are no such questions in the HSK test. It seems that Chinese learning does not require “translation”. In fact, it is not. The writing aspect mentioned above actually contains translation elements. However, international students will encounter the problem of translation in their future studies and work. The basis of translation is the proficiency of vocabulary and a large amount of accumulation, as well as the proficiency of grammar.

Discussion

All aspects of learning for beginners are mentioned above. With the increase of Chinese vocabulary, the students will be more interested in learning. Good relationships between the students and the teacher and adapting the environment will help the students improve the level of Chinese learning. No matter what teaching method is adopted, no matter whether students take the HSK test or not. The role of language learning is to apply the knowledge learned in life and study. In order to achieve this goal, students must practice repeatedly, memorize vocabulary, improve vocabulary, and boldly apply what they have learned to life and study. In this way, the students' Chinese will definitely become better and better.

References

APPLICATION AND RESEARCH OF MICRO-VIDEO TEACHING RESOURCES BASED ON COGNITIVE LOAD THEORY IN COLLEGE ENGLISH CLASSROOM

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Abstract. The construction of teaching resources has always been the focus of attention. In the construction of all teaching resources, video teaching resources play an important role with its outstanding advantages. It is pointed out in the goals of education normalization in 2016 that the combination of The Internet and education should be further promoted, and the training and typical demonstration of education normalization should be intensified. With the arrival of the age of information “miniaturization”, micro-video as the main knowledge carrier and presentation learning platform exerts a vital influence on the teaching of knowledge, demonstration skills, demonstration training and other aspects. Micro-video is gradually promoted and applied in the field of education. Micro-video as a teaching research has become a hot topic. Based on some advantages of micro-video, it can be seen that it has a good fit with the field of education and teaching. How to design more complete, richer and higher quality teaching resources is expected by both students and teachers. Cognitive load theory explores the relationship between working memory and long-term memory and its impact on complex learning and problem solving, providing a new theoretical framework for teaching research. Its research results mainly focus on promoting learners’ learning from learning materials, learning content presentation and other aspects. Therefore, by using cognitive load theory to investigate English classroom teaching and integrating teaching resources, problems in classroom teaching can be found and the causes of problems can be explored, so as to improve classroom teaching. Cognitive load is an important factor affecting complex learning. It can be divided into three types: internal cognitive load, external cognitive load and associated cognitive load. These three types of loads can be accumulated, and total overload will bring difficulties to learning and problem solving. Under the background of the vigorous development of micro-video teaching resources and the guidance of cognitive load theory, this paper will carry out research on how to scientifically use micro-video resources, effectively regulate students' cognitive load in learning, and scientifically design college English classes. Besides, the importance of micro-video application and principles of application will also be explored in the paper.

Keywords: Micro-video, Cognitive load theory, Class design
Introduction

Benefiting from the development and integration of science and technology, China’s higher education is gradually developing towards the direction of science and technology, intelligence and comprehensiveness. As a new form of teaching and learning, micro-video teaching has become a common teaching mode in the teaching of various disciplines in universities. During the teaching period, micro-video teaching can provide students with independent and convenient learning space and approaches. While achieving remarkable teaching effects, micro-video teaching has become a popular teaching means for teachers and students.

Cognitive load theory was put forward by Australian psychologists and has been continuously improved by many psychologists and educators, which has a very far-reaching impact on modern pedagogical theory. Cognitive load refers to the total amount of cognitive resources that people need to process information in the process of completing a given task. (Zong Haijun, 2017: 92). Cognitive load theory is generally divided into the following three categories: internal cognitive load, unrelated cognitive load and related cognitive load. The sum of these three is the total amount of cognitive load, namely Total cognitive load. Cognitive load theory divides the factors that affect cognitive load into three aspects: the complexity of learning materials, the way of organization and presentation of learning materials, and individual professional level. (Li Yan, Liu Yiqing, Xu Zhangtao, 2017: 35) According to the theory of cognitive load, the total amount of cognitive resources of any learner is limited, and any activity in the process of completing the learning task will consume cognitive resources. When the total amount of cognitive resources consumed exceeds the total amount of cognitive resources of the learner, cognitive overload will be caused, thus affecting learning, the learning efficiency and learning effect of learners. Therefore, learners should reasonably and effectively manage the three cognitive loads in the learning process to ensure that the sum of the three cognitive loads does not exceed the total load of the task.

1. Analysis on the importance of micro-video application

1.1. It is conducive to an in-depth understanding of British and American culture

Traditional College English teaching involves relatively few contents of British and American culture. Although students can master English knowledge comprehensively, they still cannot master English knowledge thoroughly due to the lack of support from British and American culture, let alone how to cultivate students comprehensive
English literacy. (Shao Xiaoping, 2015: 102) The integration of micro-video teaching can provide students with British and American culture video resources centering on the teaching theme. With the help of micro-video resources, students can deepen their understanding of British and American culture, further improve their learning effect, and lay a good foundation for the cultivation of students’ English literacy.

1.2. Contribute to the enrichment of teaching content

The fixed content can’t satisfy students’ demand, and the use of micro-video for English teaching to further enrich the teaching content, on the basis of students’ cognitive load theory, provide students with abundant contents, such as news, entertainment, television, movies, etc. Through the enrichment of teaching content, on the one hand, the horizontal and vertical extension of classroom teaching can be realized; on the other hand, video resources can be used as a moderator to activate the classroom atmosphere and help students relieve pressure. The effective integration of micro-videos and college English listening and speaking teaching makes English classroom teaching become more diversified and efficient.

1.3. It is helpful to strengthen the cultivation of students’ oral expression compared with traditional English teaching. Micro-video application can create a good classroom atmosphere, and the sensory impact of pictures, sounds, scenes and other aspects can attract students’ attention and enhance their enthusiasm and enthusiasm for learning. As a language subject, English learning cannot be a perfect interpretation of English subject if it is taught only by traditional classroom knowledge. However, micro-video teaching can build a good language environment for students, promote students to experience and practice English connotation in real scenes, and strengthen their own learning by imitating English accent, so as to help students strengthen their oral expression ability by using micro-video.

2. Analysis of application principles of micro-video

Although the development of micro-video teaching can effectively improve the teaching effect of English listening and speaking, it is vital to apply suitable principles when micro-video is used in the classroom teaching. If the application of micro-video is not reasonable, or micro-video does not fit with the teaching theme, then there is no way to give full play to the role and value of micro-video teaching, or even have the opposite effect. (Wang Qiong, Li Yuwei, 2018: 81) In view of this, the application of micro-videos in college English listening and speaking teaching should follow the following principles:
2.1. Fit the teaching content

In essence, micro-video teaching is an auxiliary teaching tool. In order to maximize its auxiliary role, it is necessary to ensure that micro-video content is closely related to the teaching content, so that students can use micro-video resources to strengthen the mastery of teaching content.

2.2. Both educational and recreational.

In order to give full play to the greatest role and value of micro-videos, it is necessary to ensure that the application of micro-videos is entertaining and educational. In this way, micro-videos can not only teach English knowledge, but also play an entertaining role to entertain students physically and mentally, and help students participate in listening and speaking teaching with a more positive and enthusiastic attitude.

2.3. Master characteristics and requirements of students

In specific teaching, the selection of micro-videos must be based on the students characteristics and learning needs, so as to better match the micro-videos with students learning, and in the learning process, students can better adapt to the rhythm and content of micro-videos.

2.4. Guide students to maintain critical thinking while using micro-video learning

In addition to the non-standard micro-video teaching resources, micro-videos related to the content of college English learning may also have knowledge mistakes. College students should maintain critical thinking when using self-media micro-videos to learn independently. The unclear source of learning resources requires students to use critical thinking to think more about the knowledge points and make verification. College English teachers can encourage college students to exchange and share micro-videos of small scale learning, encourage college students to create micro-videos by themselves and improve each other, which can not only help college students develop critical thinking, but also improve their understanding of knowledge points while correcting and correcting each others mistakes.

2.5. Increase the teacher-student interaction after watching micro-videos

The brevity of the learning content and the fragmentation of the learning time will inevitably affect college students. Thinking makes a difference. A flash of images in a video often fails to impress college students and is not conducive to their deep thinking. Therefore, college English teachers should actively increase interactive activities in classroom teaching. First of all, after watching the micro-videos, I timely fed back my thoughts to the students and asked them about their thoughts to cultivate
their habitual thinking. Secondly, college English teachers can issue teaching tasks and ask college students to complete some homework after micro-video learning, so as to improve their awareness of after-class learning.

3. Suggestions application of different types of micro-videos

In classroom teaching, choosing appropriate short videos and playing them for students may contribute to achieve the purpose of promoting the teaching effect. At present, the short video types applied to listening and speaking teaching include movies, speeches, music videos, TV dramas, etc. Teachers should select the appropriate short video types to carry out high-quality listening and speaking teaching based on the analysis of students’ characteristics and teaching content. (Chen Mo, 2018: 828)

3.1. Movie micro-video

As one of the main carriers of English language and culture, English movies have become a common video resource for teachers in English listening and speaking teaching. However, if English movies are played completely during class, it will not only fail to play the role of video teaching, but also come into conflict with the implementation of classroom teaching plan. Therefore, it is necessary to carry out high-quality short film video teaching in the form of short video by refining and extracting English movies. According to the different types of short films and videos, teachers need to adopt different ways to import short films reasonably. During the teaching period, the brief introduction, background and leading actor of short films and videos are first introduced to the students, and the teaching questions are reasonably set for the students according to the content of the short videos, leading the students to watch the short videos with questions, so as to help the students to strengthen their mastery of the content of knowledge.

3.2. Speech Micro-video

Through the application of short speech videos, students can learn English prophecy and listen to the speeches and reflections of top leaders in different industries. Take TED talk for example, most of its videos are English speeches given by leaders of different industries in TED forums on various topics. This kind of video can be directly used in English listening and speaking teaching with high content value. There is a need to pay attention to students different professional, choosing suitable resources for students to the professional development of English speech short video, such as the student for the pharmaceutical industry, the teacher may play video “on the outlook for the future medical” speech video. Of course, in
addition to TED talks, teachers can extract the speech videos of famous people such as Steve Jobs and Jack Ma, which can not only help students strengthen Their English training, but also achieve the purpose of sublimating students thoughts and inspiring students spirit.

3.3. News micro-video

The English textbooks are more or less different from students real life, which makes students knowledge disjointed from the real society. News micro-videos can be effectively solve the disjointed problem of the teaching material content, which let students understand world affairs and the current social development of the state without going out, and the teacher can guide the student to newsreader as the object of imitation, accent, the expression of the simulation, and enhance students English language sense, to improve students English expression ability.

Conclusion

Knowledge learning is fragmented, and thinking mode is superficial. The “short” of micro-video caters to the information reading habits of people in the era of fragmentation. College students can organize fragmentary time, conduct micro-video learning anytime and anywhere, and master initiative in learning and the combination of the two is to realize the effective use of the fragmentation time, which is also in a fast-paced and demanding society, college students can use practical tools to improve their English ability. (Cui Cui, 2019: 100) College students can make use of the trivial time such as waiting in the cafeteria, taking a break during class and waiting for the bus when going out, and watch some short English learning videos, which can not only kill time, but also make effective use of the time to absorb the knowledge that is easy to digest, or consolidate what they have learned. It not only improves students time management ability, but also creates a rich and fulfilling college life for them. However, the content learned with fragmented time also reflects the characteristics of fragmentation. The brevity of the content and the way the images are presented also suggest a lack of deep thinking. The content of learning displayed by visual frequency images is more vivid than that of characters, which weakens the imagination of college students, thus weakening their ability of abstract thinking and making their thinking mode more and more obvious. But the deep meaning behind words can only be understood through abstract rational thinking. The brevity of the video leads to the fact that it cannot provide difficult knowledge points. (Cheng Jie, 2017: 37) Even if it requires deep thinking, the picture only flashes past in limited time, without providing enough time and opportunity for students to think deeply.
Although college students feel the fun of learning through videos, their learning of knowledge points is still on the surface.

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RESEARCH ON CHINESE CHARACTER TEACHING IN TEACHING CHINESE AS A FOREIGN LANGUAGE

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Abstract. Chinese character teaching plays an important role in teaching Chinese as a foreign language. Many foreign students learning Chinese are very good in listening and speaking, but their ability to read and write Chinese characters is relatively poor. Therefore, in the early stage of Chinese teaching, many experts and scholars advocate listening and speaking first. The teaching of Chinese characters has always been the concern of Chinese teachers, experts and scholars. This paper discusses the teaching of Chinese characters from two aspects. First of all, from the cognitive point of view, Chinese characters and learners’ mother tongue can be corresponding teaching. This paper takes foreign students whose mother tongue is English as an example, based on the construction of Chinese characters, the teaching of correspondence between the strokes of Chinese characters and the letters of English characters, the correspondence between the parts of Chinese characters and the roots of English characters, and the teaching of correspondence between the whole characters of Chinese characters and the words of English characters. Chinese character construction method can help foreign students who are just learning Chinese to quickly eliminate strangeness, accept Chinese characters easily, and establish confidence in learning Chinese characters. The structure of Chinese characters is not good, but the teaching effect is good.

In addition, from the perspective of culture, foreign students learning Chinese can learn more about the history and culture of Chinese characters, perceive the development process of Chinese characters, and experience the fun of learning Chinese characters. Chinese characters and culture are closely related. Chinese characters are an important carrier of recording culture. Culture mainly depends on Chinese characters to progress and develop. Therefore, it is very important to learn the culture of Chinese characters. In the process of Chinese teaching, we should choose some simple and popular Chinese characters so that foreign students can learn well, remember and understand well, so as to achieve the purpose of interpreting Chinese culture through Chinese characters.

Through the integration of Chinese character culture into literacy teaching, we can deepen students’ understanding and mastery of Chinese characters. At the same time, we can use the Chinese character construction method to teach Chinese
characters, which runs through all stages of foreign students' learning and improves the teaching effect.

**Keywords:** Chinese character teaching, the construction of Chinese characters, culture

**Introduction**

Teaching Chinese characters has always been the key and difficult point in teaching Chinese as a foreign language. This is because foreign students learning Chinese come from different countries, regions and nationalities, and have different cultures, historical backgrounds and customs. These differences lead to the differences in ideas, ways of thinking, and even learning attitude and learning style of foreign students. For some foreign students, writing Chinese characters is like drawing, so it is a very difficult task for beginners. The beauty of Chinese characters should be reduced in the teaching of Chinese characters.

**Purpose of the study**

In order to enable students to learn Chinese faster and better, after reading a large number of books and materials on Chinese teaching, as well as a lot of research on the teaching of Chinese characters, this paper proposes to improve the teaching of Chinese characters for foreign students from two aspects. On the one hand, it starts from the construction of Chinese characters, on the other hand, it integrates culture into the teaching of Chinese characters. Teaching Chinese characters from both internal and external aspects, at the same time, to improve learners' interest in learning.

**Methodology**

*The importance of Chinese character teaching*

Chinese characters are not only an important part of Chinese culture, but also the carrier of Chinese history and culture. Through Chinese characters, we can trace back some phenomena of the historical development of Chinese culture from a micro perspective; through Chinese characters, we can reflect the thinking habits and practice mode of the Chinese nation; through Chinese characters, we can find rich Chinese cultural connotation. Therefore, starting from the teaching of Chinese characters, foreign students can learn Chinese better and improve the learning effect.

*Chinese character construction and Chinese character teaching*

There are not many researches on Chinese character construction and teaching in Chinese. Ren Wen put forward the importance of configuration
method in the initial teaching of Chinese characters as a foreign language. We should use “146 character forming components” (Ren Wen, 2017) to carry out systematic Chinese character teaching. Although in practice teaching, it has not achieved the ideal effect, it is a new enlightenment for Chinese character teaching. Li Yunfu puts forward in “Characteristics of Chinese Characters and Chinese Character Teaching” (Li Yunfu, 2014) that taking corresponding measures according to the characteristics of Chinese characters ensure international students can overcome the difficulties in Chinese character learning.

Foreign students in Chinese are unfamiliar with Chinese characters in the beginning, and they often can't master the learning methods. Then, in the early stage of learning Chinese, we can make foreign students have a preliminary understanding of Chinese characters. The main research of modern Chinese character formation method is “the external structure of characters” (Su Peicheng, 2002) in the current situation analysis. “The external structure refers to the pure appearance structure of characters, which generally does not involve the pronunciation and meaning of characters, and does not involve the word theory of word formation” (Su Peicheng, 2002).

Gestalt psychology is one of the reasons why modern Chinese character construction method is applied to teaching Chinese as a foreign language. Gestalt psychology emerged in Germany in the early 20th century. Gestalt is a transliteration of the German word “Gestalt”, which means “whole” in German. Gestalt psychology believes that people's perception is not determined by the specific sensory elements, but by the overall composition of sensory elements. The whole is not equal to the sum of all the components, but must be greater than the sum of the parts. Gestalt psychology emphasizes that the perceptual process will produce a kind of perceptual trace in the brain, which will produce Gestalt phenomenon if the trace is retained in our brain memory. Therefore, Gestalt psychology has become an important guiding theory of second language teaching. Its research results are conducive to the theoretical explanation of the generation of forgetting and the factors influencing forgetting and how to strengthen memory. The second reason why modern Chinese character construction is applied to teaching Chinese as a foreign language is cognitive psychology. Cognitive psychology was developed in the 1950s and 1960s in some European and American countries. It studies the advanced psychological process of an individual and emphasizes that the existing knowledge and knowledge structure play a decisive role in his behavior and current cognitive activities. His major achievement is the breakthrough research in the field of memory and thinking. Language cognition is an
important research field in cognitive psychology. The process of literacy is that people's main sense organs accept the objective stimulation of the form, sound and meaning of words, and in the brain cortex. A series of conditioned reflexes that establish a temporary neural connection system. Cognitive psychology has brought new development trend to language teaching. Cognitive psychology studies the way of language learning, so that learners can deepen the understanding of the cognitive process and law of language learning, and use the research of language cognitive law to improve students' cognitive awareness and common sense, and promote teaching to achieve good results.

In the modern Chinese character formation method, the composition of Chinese characters can be divided into three levels: stroke, component and whole character. Taking English as an example, the word formation elements of English characters can also be divided into three levels: letters, roots and words. In the teaching process, the strokes of Chinese characters are compared with English letters, the parts of Chinese characters are compared with English root words, and the whole Chinese characters are compared with English words. Starting from the common features of English root and Chinese character parts, it is helpful to improve learners’ learning efficiency, improve learners’ memory effect, and make their Chinese character learning achieve twice the result with half the effort. In this way, we can stimulate the learners’ interest and enthusiasm and make them overcome the fear of Chinese characters, so as to quickly and effectively grasp Chinese characters, improve the effectiveness of teaching Chinese characters as a foreign language.

**Culture and Chinese character teaching**

Language and culture are inseparable. On the one hand, language is a part of culture. Human beings have created a long culture, which naturally includes human language. Language and culture are part and whole relationship. On the other hand, language is the carrier of culture, and the formation and expression of culture cannot be separated from language. Culture has been inherited and developed from generation to generation through various forms. The most important means is to use language, and writing is an important tool to record language. So if you want to learn a language well, you need to understand its words and culture.

Chinese characters have experienced a long process of development. Before the emergence of Chinese characters, people went through several stages, such as rope tying, carving, picture recording and so on. With the progress of the times, Chinese characters were created.
In the primitive stage, the characters did not come from the same source, and the characters in various tribal alliances were different. Therefore, there was the “correct name” of the Yellow Emperor, and Cang Jie, a historian sent by the Yellow Emperor, began to “write books” and reorganize and unify the characters. “writing with the same text” by Qin Shihuang, the “Xiping Shijing” at the end of Han Dynasty, the Chinese characters have been reformed. Every historical activity is related to Chinese characters. Chinese characters record the culture, history and development of China, therefore, learning Chinese characters is very important.

In teaching, we will all notice that what is most attractive and interesting to learners is the language itself, but the discourse them carried by the language, the story carried by the language, that is culture. That is, in the language they learn, Find different ways of thinking with their own mother tongue, capture the cultural perspective that is not completely the same as their own mother tongue culture, so as to feel. To the limitations of their own mother tongue culture, appreciate the diversity of world culture. What's more, it is not only aware of the culture between different nationalities. We also recognize some commonalities of human culture. In the process of learning, we will gradually feel that the target language culture is not original. To imagine so different, habits become natural, adhere to learning, sooner or later you will feel the new language and the culture it carries. It's a natural thing that has become a part of your life unconsciously. The teaching of Chinese characters as a foreign language is influenced by many factors, such as students' origin, language, cultural background, educational law, psychological law, teaching conditions, etc. Because of its strong practicality and flexible method, it is difficult to have a magic drug with sudden effect. But as a teacher, we should reserve a certain amount of Chinese characters, consciously guided by the theory of Chinese characters, may achieve good effort. Through the comparison with foreign languages, the characteristics of Chinese characters are highlighted. According to the characteristics of Chinese characters, taking corresponding measures to break through the key and difficult points of Chinese character teaching is a strategy worth trying.

When teaching Chinese, at the beginning, we should choose some simple and popular Chinese characters so that foreign students in leaning Chinese can learn to remember and understand Chinese culture. In this way, we can achieve the purpose of interpreting Chinese culture through Chinese characters. For example, the word “winter” (as shown in Picture 1) originally means that the two ends of a rope are tied to indicate the end, and then extended to the end of the four seasons of the year. The word “rest” (as shown in Picture 2) is to sit under a tree when you are tired of walking.
It can be seen from the original meaning of the word “rest” is to rest, and later it means to stop, such as “to suspend business”, not to work.

![Picture 1](image1.png) ![Picture 2](image2.png)

**Results**

After the teaching of Chinese characters by the above teaching methods, the students' Chinese character scores have been significantly improved. At the same time, the questionnaire survey on students' learning Chinese characters showed that 80% of the students felt that Chinese characters were not boring, 69% of the students felt that Chinese characters were not too difficult, and 70% of the students were full of confidence in learning Chinese characters. This teaching method has changed the students' learning attitude and improved the teaching effect of Chinese characters.

**Conclusion**

The teaching of Chinese characters as a foreign language is influenced by many factors, such as students' origin, language, cultural background, educational law, psychological law, teaching conditions, etc. Because of its strong practicality and flexible method, it is difficult to have a magic drug with sudden effect. But as a teacher, we should reserve a certain amount of Han Knowledge of Chinese characters, consciously guided by the theory of Chinese characters, may achieve twice the result with half the effort. Through the comparison with foreign languages, the characteristics of Chinese characters are highlighted. According to the characteristics of Chinese characters, taking corresponding measures to break through the key and difficult points of Chinese character teaching is a strategy worth trying.

Chinese characters play a very important role in the development of Chinese history and culture, and they also have deep historical and cultural connotations. Foreign students in learning Chinese will be exposed to a lot of Chinese characters in the process of learning. By integrating Chinese character culture into literacy teaching, we can deepen the understanding and mastery of Chinese characters for foreign students. At the same time,
we can use Chinese character construction method to teach Chinese characters, which runs through the study of foreign students, to improve the teaching effect.

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References


ARCHETYPE OF THE DEVIL FROM NORSE MYTHS
IN HARRY POTTER SERIES

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Abstract. Harry Potter series of novels have been translated into 60 languages and sold more than 325 million globally. With this sale the series have become one of the highest-selling books in history. This paper attempts to apply Frye’s theories to analyze the archetypes of devil from Norse myths in this series and find the connections between Lord Voldemort and the devil in Norse myths. The intrinsic links between the most important antagonist of the series, Voldemort and the devil god Loki in Norse myths are analyzed in this paper. The growth of the devil and his experience show Loki influenced the creation of Voldemort. The first chapter is about devil’s growth, the image of Voldemort can be said to represent the personality of the risk of occult darkness; he is the personification of human greed. The second chapter is about devil’s experiences, with Angrboda, an ogress who lived in Giant Land, Loki had three children. One was the Fenris wolf; the other two were the Midgard Serpent and Hel. The serpent, wolf, and death are also connected with Voldemort. The attitude of Rowling toward evil is clear: Evil can’t be avoided by ignorance. The third chapter is about similarities and differences between Lord Voldemort and the devil, from the preceding comparison, we can conclude that Voldemort and Loki both have good looks and a clever mind. They were also accepted by society in the beginning, and the prevailing orthodoxy was in the spotlight. However, they also have evil inner worlds. After undergoing some changes, evil was released from within their hearts, creating a later Voldemort and a later Loki. The biggest difference between Voldermort and Loki was their original intention. In many stories of the Norse Myths, Loki was known as the trickster or troublemaker. That means the intention he has done many bad things just out of a mental mischief. Voldemort has all done for a target — the pursuit of immortality. From the analysis of Voldemort and on the Norse mythical comparing Loki, a conclusion that can be drawn is that Rowling’s “Harry Potter” series was significantly influenced by the Norse myths during the creative process.

Keywords: Voldemort; Devil; Norse myths; Archetypal criticism

Introduction

Harry Potter series of novels have been translated into 60 languages and sold more than 325 million globally. With this sale the series have become one of the highest-selling books in history. The astonishing sales
record of “Harry Potter” series has induced the development of related
industries that are said to be worth more than two trillion dollars.

As more of the books were sold, the more people became curious why
the series is extremely popular. Not only children but also adults were
interested, and this interest prompted scholars from around the world to
investigate the factors surrounding the phenomenon. The researches of “Harry
Potter” series have been done by scholars from different perspectives. Several
scholars examined it in the context of the European culture or in relation to
British folk stories. Others analyzed the pagan background, assumed the
psychological viewpoint, or explored the literary orientation in relation to
naturalism and romanticism. Although some academic researchers have a lot
of negative comments to the series, the novels are still on the top of the
bestseller’s list, even at some universities, students are learning them.
Professional journals began publishing papers about Harry Potter. Studies
have been investigating and mining the “Harry Potter” series, including the
performance techniques and language features. Moreover, scholars began
employing serious academic thinking from diverse academic perspectives.

“Harry Potter” research in China is not extensive but has begun taking
shape. The greatest influence comes from the cultural roots series of papers
by Ye Shuxian, a researcher in the Academy of Social Sciences. Ye explained
the cultural phenomenon of “Harry Potter” from the perspectives of literature
and anthropology and pointed out that the series reflected the global revival
of the Celtic culture arising from the pent-up wave promoted by the cultural
roots of the world. According to references used by Ye, “new era” refers to
a completely different post-Christian era that is contrary to the pursuit of
material prosperity of capitalist modernity; it is an era that rebels against
Christian values and official ideology, and its important sign is the
comprehensive rehabilitation of the non-Christian culture, Eastern religions,
original religion, and folk traditions. Thus, the popularity of “Harry Potter”
is not only a literary and artistic success, but is also an important signal that
marks the cultural conflict in the new century. This unique, private, and
non-academic perspective challenges the modernity of the Muggles and
their lifestyle in which rebellion dominates in a technical sense.

Purpose of the study

Very few literate people these days do not know “Harry Potter”. This
famous fantasy series has deeply influenced numerous children, teenagers, and
adults. However, different from the large number of people who like Harry
Potter, only a few people know the content of Norse mythology. The ancient
Greek myths are well known by people in modern society, whereas the myths
from northern Europe remain mysterious. However, this observation does not
mean that the influence of Norse myths on the development of modern literature is weaker than that of any other myths in the world.

The success of “Harry Potter” is the result of the combined magic of time and the real world. If all of the magical elements in the book are removed, the books become youth literature; however, without the element of magic, the novel cannot be liked by so many people. All the good novels have the appropriate national cultural background. J.K. Rowling comes from England and has been influenced by Celtic myths since her childhood. “Harry Potter” is rooted in the Celtic myths, but it also absorbed elements of other myths, such as Greek and Norse myths. “Harry Potter” series combine the magical elements of the Celtic, Norse, and Greek myths. Compared with the influence of the Celtic and ancient Greek myths, the influence of the Norse myths on “Harry Potter” is often ignored. The literary influences of Norse myths have always been overlooked in the Anglo-Saxon England-dominated world. Originating from the Northern European culture, the powerful supernatural tales and heroic lore in the Edda have influenced modern culture and inspired most notably the Ring cycle of Richard Wagner and The Lord of the Rings by J.R.R. Tolkien. The Edda also influenced J.K. Rowling when she wrote “Harry Potter” series. But in a number of research articles about Harry Potter series and Norse myths, insufficient attention has been given to the analysis of Norse mythical archetypes. Such negligence is unfair to Norse myths. Therefore, this paper attempts to use the literary theory of archetypal criticism from Canadian literary theorist Northrop Frye to analyze the Norse mythological archetype in Harry Potter series.

The story in all seven books in “Harry Potter” series is all about Harry Potter and the conflict with his enemy, Voldemort. Lord Voldemort is respectfully addressed by his followers, the Death Eaters, as the Dark Lord. He is the most important negative character in the books. The places where he appears become dark, cold, dangerous, and full of terror, similar to the devil’s world. Voldemort is the despot-leader of his world; he is inscrutable, ruthless, merciless, and has voracious desires. Because of his lack of confidence in leadership, he ordered his followers must give the absolute loyalty to him. This Character can be connected with the evil god of Norse myths, Loki.

**Methodology**

The theory of archetypal criticism of Northrop Frye was applied in the thesis, and the main reference is the Anatomy of Criticism: Four Essays (ACFE), with focus on “Third Essay: Archetypal Criticism.” Archetypal criticism seeks recurring patterns, images, and symbols in literature. These archetypes can come in the form of recurring characters, plots, settings, or
themes throughout centuries of literature. Frye suggested that the archetypes can be found in literature and only upon the exposure of people to the literature do such archetypes become part of their lives; archetypes are not matters we people simply know instinctively. According to Frye, there are close relationship between archetypes and myths, and archetypes should be studied in the world of myths.

In Harry Potter series, the archetypes are easily recognizable when judged following certain criteria stated in the ACFE by Frye. “We have, then, three organizations of myths and archetypal symbols in literature. First, there is undisplaced myth, generally concerned with gods or demons, and which takes the form of two contrasting worlds of total metaphorical identification, one desirable and the other undesirable. These worlds are often identified with the existential heavens and hells of the religions contemporary with such literature. These two forms of metaphorical organization we call the apocalyptic and the demonic respectively. Second, we have the general tendency called romantic, the tendency to suggest implicit mythical patterns in a world more closely associated with human experience. Third, we have the tendency of ‘realism’ (my distaste for this inept term is reflected in the quotation marks) to throw the emphasis on content and representation rather than on the shape of the story. Ironic literature begins with realism and tends toward myth, its mythical patterns being as a rule more suggestive of the demonic than of the apocalyptic, though sometimes it simply continues the romantic tradition of stylization.”

The second form of myth corresponds best with Harry Potter in that it is romantic and usually places “implicit mythical patterns” in a world ruled by human experience; this myth idealizes content to contrast realism. Frye also divided myths into the following genres: the romantic, the tragic, the comic, and the ironic or satiric.

Findings

*The Devil’s Growth*

According to the archetypal criticism of Frye, “a quest involving conflict assumes two main characters, namely, a protagonist or hero and an antagonist or enemy. The enemy may be an ordinary human being, but when romance is closer to myth, more attributes of divinity will cling to the hero, and the more likely that the enemy will assume demonic mythical qualities. The central form of romance is dialectical: everything is focused on a conflict between the hero and his enemy, and all of the values of the reader are bound up with the hero.” (Frye N., 2009: 187).
Loki is a main character who plays an important part in most of the well-known myths. Indeed, to a reader of Snorri, Loki is perhaps the most conspicuous character among the gods, the main character in the most amusing stories, and the motivating force in many plots. He brings comedy to the realm of the gods and to the story of Balder. Conversely, to a reader of the poems, Loki is a vaguer, more powerful, and more sinister figure. He is evidently a paradoxical character who is neither wholly good nor wholly bad, although in Snorri’s tales, the bad side predominates.

In the beginning, Loki had been the brother of Odin and one of the foremost gods, but his lawlessness and passion had won the mastery, and he was quickly bringing ruin and sorrow in earth and heaven. Loki did what the hard-hearted frost-giants had always attempted to do and failed; in the end, the evil in him destroyed Asgard and induced the long winter of storm and darkness. He stole the hair of Sif and the necklace of Freyja; he also persuaded Idunn to go into the woods so that the giant Thjasse might carry off her apples; he stung the dwarf so that the handle of Thor’s hammer was shortened; he persuaded Thor to go on his dangerous journey to Geirrod, and the worst of his crimes, killed Balder and refused to weep for him when the entire world was in tears (Davidson, H.R.E., 1990: 176).

The “Dark Lord” image appears in many fantasy works. Critics John Clute and John Grant list several characteristics that constitute the classic image of Dark Lord:

1. The Dark Lord has often been defeated, but the battles took a very long time, and he was not completely destroyed.
2. He is determined to become the world’s dominant force.
3. He is an abstract force, similar to a supernatural force, similar to the idea of “no blood, no meat.”
4. He represents the Depression, which refers to the bleak period before the story begins.
5. He is fallen and a symbol of moral turpitude, which is often the result of a questionable contract.
6. He is jealous and harms others (Mabie H.W., 2002: 184).

Tom Marvolo Riddle was born on 31 December, 1926 at Wool’s Orphanage in London. His mother’s name was Merope Gaunt, and she was a pure-blood witch, a direct descendant of Salazar Slytherin. Unfortunately she died shortly after her son’s birth. The place where Tom Riddle grew up was a dingy orphanage. He completely had no idea of his wizarding heritage. Although Tom chose to ignore his mother’s true background, he did have some sense about his abilities. Beyond that of normal magical children of the same age he unusually could get high degree of control over
them. Objects were moved and caused to travel floating by Tom with just thinking that. He liked to manipulate animals and creatures, speak Parseltongue, and use his power to hurt other orphans. From 1938 to 1945, Tom went to Hogwarts School of Witchcraft and Wizardry and was sorted into Slytherin House. He described the way he was seen as “poor, but brilliant, parent-less, but so brave, a school prefect, a model student.” Dumbledore kept suspicious about Tom’s true nature, Tom, in turn, despised and feared Dumbledore. When he did the research about his heritage, Tom Riddle focused only on who his father was, regarding him as a wizard. Because he thought his mother never is a witch with her early ended life. He searched for his father’s name in the in the records of both the school room of Hogwarts prefects and the wizard history, but found no evidence shown that his father had anything to do with the magic world. It’s quite difficult for the young Tom Riddle to accept the fact that it was his mother who gave him the magic blood but not his Muggle father. Tom Marvolo Riddle named himself “Lord Voldemort” around this time, to remind himself of his “filthy Muggle father”.

Voldemort’s family history, as pieced together from Dumbledore and Harry’s trips down memory lane in *Harry Potter and the Half-Blood Prince*, showed that a miserable and sad childhood would lead to very bad influence to the growth of the boy (Rowling, J.K., 2005).

As created by Rowling, Voldemort’s situation is the more complicated and extreme. Having killed his father and lacking any memory of his deceased mother, he has no empathy to others. When Harry asked Dumbledore about Voldemort’s ability to feel the loss of his parts when under the Horcrux spell, Dumbledore summarized the situation of Voldemort. He told Harry that “these crucial parts of him have been detached for so long, he does not feel as we do.” (Rowling, J.K., 2005: 441).

In his effort to evade death as well as to gain immortality, Voldemort splits his soul into seven parts, hiding six pieces in cleverly selected objects that became the quests for Dumbledore and Harry. The magical spell of disrupting one’s soul into a Horcrux is a carefully guarded and dangerous process. Each time Voldemort split off a part of himself into a Horcrux, the greatest act of evil, murder, is required. Rowling clarifies that killing claims the life of the victim as well as the soul of the murderer. Six people died to complete his spells, but in the process, Voldemort fractured his spirit. These detached parts represent his emotionally fractured psyche and soul.

In the prose *Edda*, Loki is called by some as the Slanderer of the Gods, the Source of Deceit, and the Disgrace of All Gods and Men. Loki is pleasing and even beautiful to look at, but his nature is evil, and he is undependable. More than others, he has the type of wisdom known as
cunning, and he is treacherous in all matters. Loki also changed his appearance through transformation. He is capable of changing his shape into a giantess; Freya’s serving maid, or a wide range of different animals, such as a salmon, a fly, a mare, and a hawk.

When Voldemort was a student in Hogwarts, he was just a handsome and tall boy with dark eyes and jet-black hair. He was also as very clever as Loki and had received many awards, including Prefect; Medal for Magical Merit; gold shield-shaped award for “Special Services to Hogwarts,” kept in the trophy room; and Head Boy. He studied excellently. According to Dumbledore, “he was one of the most brilliant students Hogwarts has ever seen.” However, when Voldemort came back to the school to visit Dumbledore about 10 years after, he was no longer handsome at all. His deathly pale face looked “waxy and oddly distorted, and the whites of the eyes now had a permanently bloody look.” The image of Voldemort can be said to represent the personality of the risk of occult darkness; he is the personification of human greed. There always reason to explain why the devil appears. Satan was once an angel before the fall; before Loki turned bad, he was the brother of Odin and helped him build Asgard; Voldemort was a good and handsome student in the eyes of teachers and students when he learned magic in Hogwarts. Therefore, how was evil created out of Voldemort? By reading the books in detail, we can get the answer. First, Voldemort’s Muggle father abandoned his witch mother, causing him to hate Muggles. Second, the death of his witch mother shocked him; before that, he believed that death is a shameful human weakness and confirmed this thought with what happened to his witch mother, which induced his extraordinary fear of death. He then embarked on the road in pursuit of eternal life. Third, growing up in a miserable Muggle orphanage lonely, and disassociated from people of character, Voldemort is cold, selfish, ruthless, greedy, friendless, and he only knows how to use the threat of others. Finally, the strong desire to attempt beyond the ordinary, to be unique, and to create brilliance swayed Voldemort to seek power at all costs. His worldview and values totally distorted. The standard he judged a thing whether it is worth doing was not right or wrong, but see if it could make him become more powerful. In order to achieve his goal of eternal life, he could use various means, even murder. In his opinion there is no good or evil, only power (Rowling, J.K., 1997: 201) This declaration was his life credo.

The various dark temptations faced by Voldemort are encountered in the growth of human temptation, both of which chase the same desire to bring good results and can also result in irreversible degeneration, desire, and struggle for the realization of the history of every heart. Desires exist, but those desires may induce the destruction of most of the repressed; the
desires of Loki and Voldemort were released. Northrop Frye states in *Anatomy of Criticism* that, “The enemy is associated with winter, darkness, confusion, sterility moribund life, and old age, and the hero with spring, drawn, order, fertility, vigor, and youth.” (Frye N., 2009: 188). Harry, with a pure heart and a strong will to resist the temptation of immortality, saw his parents again and stood against Voldemort to fight him.

**Devil’s Experiences**

Sociability is a characteristic of Loki that is shared by no other gods except Odin and Thor. He has had adventures with nearly all of the important inhabitants of Asgard except Freyr. He was the sworn brothers of Odin and the comrade-in-arms of Thor; he fought Heimdal and killed Balder; he played a part in both the creation and the destruction of the world; he gave a hand when the gods created Asgard; and he was at home among the giants, the monsters, as well as the gods (Davidson, H.R.E., 1990: 179). He is undoubtedly important in the myths of northern Europe.

Loki has certain magic powers, and the most outstanding is the ability to change his shape. When the giant was working on building Asgard’s walls, Loki turned himself into a mare and lured away the giant’s horse which served him so faithfully. It was while he was in mare’s form, according to Snorri, that Loki gave birth to Sleipnir, Odin’s eight-legged steed. When he was concerned in the theft of the apples, Loki was in bird form. According to Snorri, Loki took on the form of an old woman to prevent Balder coming back to Asgard. Finally, as well as giving birth to Sleipnir, he was also the father of the famous terrible three monsters, and thus to have been responsible for the creation of the wolf Fenrir and the World Serpent, as well as the horrific goddess Hel, the guardian of the realm of death. In this way, Loki is connected with the darker elements in the Norse mythical world, and this time is at least as early as the skaldic poets of the ninth century. In northern England there are carved stones from the Viking age showing monstrous bound figures, which could be identified with either Satan or Loki.

Loki is the most complicated character in Norse myths. He is a mysterious figure who was capable of trickery and deceit. He sometimes sided with the gods and at other times with the giants. Loki did not have his own fixed residence like other gods in Norse myths. In most stories, he continuously traveled between Asgard and Jötunheim, the land of the giants. He was a hybrid of giants and gods. Like Loki, Voldemort’s mother was a witch and father was a Muggle. His father broke up with his mother when she was pregnant; as soon he was born; his mother died and as an orphan there was no other place for him to settle down except an orphanage.
Because of the magic blood in his body, Voldemort’s growing experience in the Muggle’s orphanage gave him a cruel and incorrigible personality. He did not belong to the Muggle’s world, but he could not also find a satisfying position in the magic world.

With Angrboda, an ogress who lived in Giant Land, Loki had three children. One was the Fenris wolf; the other two were the Midgard Serpent and Hel. When the gods found that the three monsters were growing up in Giant Land, they learned through prophecies that misfortune and evil were to be expected from these children (Sturluson S., 2005: 39). All of the gods realized that danger was coming, first because of their mother’s nature, but even more so because of the father’s. Then All-Father sent the gods to seize the children and bring them to him. When they were brought in front of him, he sent the serpent into the deep sea. But the serpent grew too fast and it came out in the middle of the ocean, it lies coiled around all lands, biting its tail. Hel was thrown down into Niflheim and made her the ruler over nine worlds. She has the power to dole out lodgings and provisions to those who are sent to her, and they are the people who have died of disease or old age. She is half black and half a lighter flesh color and is easily recognized. In most stories she was horrific. The gods raised the wolf at home and saw the world grow every day and knew that all the prophecies foretold that it was doomed coming true. So they devised a plan to bend the wolf and after a lot of struggle he was trapped in the river formed by his saliva and remains there until Ragnarok.

The serpent, wolf, and death are also connected with Voldemort. First, because of his relationship with Salazar Slytherin, he can speak Parseltongue. He never trusted anyone but his pet, a large snake named Nagini. After his rebirth, he was described as “a man, tall, and skeletally thin.” His face was whiter, and his eyes were scarlet and his nose was as flat as a snake’s with slits for nostrils.” (Rowling, J.K., 2000: 558). At the War took place in the Department of Mysteries, he was described as follows: “Tall, thin, and black-hooded, his terrible snake-like face white and gaunt, and his scarlet eyes staring.” (Rowling, J.K., 2003: 716). One of Voldemort’s followers was a werewolf named Fenrir Greyback. Fenrir comes from “Fenriswolf,” ”Fenrisulv,” and “Fenrisulf,” the gigantic wolf of Loki in Norse myths. Bill Weasley, Ron’s eldest brother, was bitten and slashed by Fenrir Greyback in the Battle of the Tower. His face was badly damaged with magical wounds, which may not heal properly. In addition, Voldemort was so brutal and bloody that he was always connected with death. To live an immortal life, he had killed numerous people, including his father and grandparents, Heqibah Smith, Frank Bryce, and Harry’s parents and so on. He split his soul by murder and made six Horcruxes to hide the fragments of his soul.
Voldemort’s true name, his human name when he was human (he is now something both more and less) was Tom Riddle. Apparently he is the main content of the riddle Harry must solve on his heroic journey. As noted earlier, Voldemort and Harry share a number of bonds: their similar wands and their shared blood are the strongest. Voldemort’s failed attempt to kill the boy also binds them. Especially fascinating is the symbolic connection between their wands in *HPGF*. Voldemort planned to kill Harry, but wanted to play with him first, so he commanded him to duel. Reminding Harry of the death of his father, he says, “And now you face me, like a man.” (Rowling, J.K., 2000: 550). Then Voldemort used a spell to attack Harry. When Voldemort halted the curse long enough to taunt Harry, the boy crouched behind Voldemort’s father’s gravestone, then matched Voldemort curse for curse. As the two foes pointed their wands at each other, jets of light emerged from each wand and connect, forming one light. The power of this magic threw both Voldemort and Harry into the air. Harry and Voldemort struggled and Harry heard the song of a phoenix, noteworthy because his and Voldemort’s wands both contained feathers from Albus Dumbledore’s phoenix, Fawkes. After a time, ghostly figures are emitted from Voldemort's wand: Harry’s friend Cedric Diggory, whom Voldemort had just killed; a man; a woman; and, as noted above, Harry’s father and mother. The three Potters, with the help of Voldemort’s other victims, were able to overcome Voldemort, and Harry escaped back to Hogwarts.

Voldemort had lost significant parts of his soul both before and during his stay at this place, he also lost his ability to trust someone or maintain a close relationship with someone. He remains the ultimate self-absorbed, isolated loner. As seen in his exchanges with Dumbledore, he cannot even intellectually understand the concept of love or imagine its power. Perhaps this inability is the ultimate cause of his downfall.

Rowling strongly criticized the nature of Voldemort’s crime and greed for eternal life, and she indicated the correct attitude with death. She also stated that remaining pure and healthy is more important than having an eternal soul, as she formed serious thoughts about life and death in the children’s book. Voldemort declared that he had done more than anyone else in pursuing immortality. His final goal was to conquer death (Rowling, J.K., 2000: 653). His pursuit for eternal life is natural because his ideas are not worse matters than death. The attitude of Rowling toward evil is clear: Voldemort, who is Slytherin on behalf of her worldview’s opposite concepts, appears in the wizard world and in Hogwarts school, which in a certain sense is unavoidable and inevitable, as she clarifies the concept between good and evil and between right and wrong and realizes that the existence of evil cannot be denied. Evil can’t be avoided by ignorance. Evil and good things coexist,
just as light and darkness, which are common. Evil will not be completely expelled or eliminated because confrontation is always worth the advocated courage, wisdom, loyalty, solidarity, tolerance, and compassionate heart.

**Conclusion**

Loki looked like a god and had many of the wonderful gifts that the gods possessed; however, at heart, Loki was one of those giants who constantly attempted to cross Bifrost, the shining rainbow-bridge that was guarded day and night by Heimdall at its heavenly end. Loki possessed the mind of the gods, who always worked to bring order and beauty to the world; nevertheless, Loki had the heart of the giants, who were striving to undo the good and cover the Earth with howling storms to be an icy desolation. After he had been in Asgard for a time, he wanted to return to Jotunheim, where his true home was. There, he married a terrible giantess, and they bore three children who were more repulsive than their mother — Hel, the Midgard-serpent, and the Fenris-wolf (Mabie H.W., 2002: 57).

As a student, Voldemort’s pleasing appearance and years of hard study made him a model in the eyes of the teachers and students. In Hogwarts, he has been unprecedentedly loved and pursued, and this aspect provided a great sense of accomplishment. He regarded Hogwarts as his home. However, for the pursuit of power, he concealed the teachers of Black Magic. This act was easy for him because he had no friends and did not need care; no one would notice him planning or doing his deed. Students and teachers like him and praise him because of his handsome appearance and excellent performance.

From the preceding comparison, we can conclude that Voldemort and Loki both have good looks and a clever mind. They were also accepted by society in the beginning, and the prevailing orthodoxy was in the spotlight. However, they also have evil inner worlds. After undergoing some changes, evil was released from within their hearts, creating a later Voldemort and a later Loki.

A characteristic of Loki, shared by no other gods except Odin and Thor, is his sociability. He has adventures in company with nearly all the important inhabitants of Asgard, Freyr being the exception. He is the companion of both Odin and Thor; he fights Heimdall and kills Balder; he plays a part in both the creation and destruction of the world; he offers help for building Asgard; he is at home among the giants and the monsters as well as the gods. There is no doubt as to his importance in the mythology of northern Europe.

Voldemort’s belief that he can “conquer death” and his willingness to sacrifice all others, friends as well as enemies, to the end, links him to one of the classic archetypal figures of the myths: the devil. However, unlike the
devil, Voldemort has created his own identity. In *HBHP*, the reader learns that Tom Riddle has not only recreated himself as Lord Voldemort but also saved his soul in several Horcruxes because of his fear to death. In his opinion, through this dark magic he can escape death. But what he didn’t know was that making six Horcruxes leaded to the instability of his soul. So when he failed to kill Harry his fragment of the soul was rebounded into the infant Harry’s body. Voldemort indiscreetly refused to admit his decreasing, and in *HPGF* he said haughtily to the unfortunate caretaker, Frank Bryce, “But I am not…more than a man”. This boast is very ironic coming from a man who had earlier asked his own servant, “How am I to survive without you, when I need feeding every few hours?” (Rowling, J.K., 2000: 13–14). In addition, Voldemort’s claim to be “much, much more than a man” also links him to the archetypal literary figure, the devil.

The biggest difference between Voldermort and Loki was their original intention. In many stories of the Norse Myths, Loki was known as the trickster or troublemaker. That means the intention he has done many bad things just out of a mental mischief. Voldemort has all done for a target — the pursuit of immortality. Looking for eternal life of him is the most important goal, because in his concept of “no worse things than death.” For immortality he massacred the pure unicorn, to maintain his half-dead life with its blood; He also attempted to steal the Philosopher’s Stone; killing lots of innocent people; with his evil dark magic he manufactured Horcruxes, by killing to split his soul into the possession of a number of individual Horcruxes storage, when the body is under attack in order to retain the soul fragments still without death. So his soul has already been severely damaged and dilapidated, corresponding in appearance more and more lost that he had been to the cost of precious souls in exchange for eternal life, as Dumbledore sharply pointed out, “Indeed, your misunderstanding that there are really many things worse than death has been your failing.” (Rowling, J.K., 2003: 718).

The force throughout Voldemort’s life that seems to struggle to compete, are in fact the conflict between love and evil. Love is able to go beyond the power of death. Voldemort thought death was the terrible failure; in fact, he did not know how to love and did not believe that the existence of love is his real weakness.

Voldemort and Harry Potter are both orphans who grew up in the Muggle world. Before they went to Hogwats they all knew nothing about the knowledge of magic. They all took the ancient magic school as their real home. But just the experience of their childhood made them become the hero and the devil. Except their similar childhoods, they are very different. Before his beloved parents died, Harry actually spent a year with them, while Voldemort never experienced love in any way. It is also noteworthy that
Harry’s mother died when protecting him and it was her love that saved him from Voldemort’s killing curse. Voldemort’s father never loved his mother, and Voldemort was conceived at the time that his father was influenced by a love potion, indicating that they didn’t love each other truly. Albus Dumbledore said in the first novel, “Voldemort can understand anything except love”. However, love is very important for Harry in the novels. Rowling emphasizes that love matters the most in the end. Harry also had a connection to his real parents through his aunt, but Voldemort didn’t.

Voldemort is more like the devil than Loki. That because he shows no guilt, regret or goodness. He is typical evil. It’s possible that someone would told Voldemort that he was very special, but not for Harry. At the time Voldemort know he was a wizard, he said ‘‘I knew I was different,’ he whispered to his own quivering fingers. ‘I knew I was special. Always, I knew there was something’’. (Rowling, J.K., 2005: 244) Voldemort has always felt as though he was better than others, and learning that he was a wizard only enhanced those beliefs. It is this thought that later leads him to become the later Dark Lord.

From the analysis of Voldemort and on the Norse mythical comparing Loki, a conclusion that can be drawn is that Rowling’s “Harry Potter” series was significantly influenced by the Norse myths during the creative process. However, at the same time, because the author also incorporates many elements of contemporary English literature, Greek myths, and Biblical stories, the main characters of the novels are not exactly the same as the Norse mythical characters; similarities exist, but differences are greater and more obvious.

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Abstract. The article is devoted to the study of special aspects of the Slovak Republic educational policy, in particular the attitude of the Slovak authorities to some controversial pages of history. Appeared on the world map relatively recently, the new leaders of Slovakia were interested in understanding of the country’s past. The greatest difficulties in the educational sphere were associated with the 20th century, during which Slovakia experienced nine socio-political transformations. The most controversial period was the Second World War (WWII) — when Slovakia tried on the fascist ideology, and then replaced it with the communist one. Until nowadays there are debates in the scientific community about the nature of these phenomena. Some researchers sympathize with the so-called Slovak wartime state (1939–1945), saying that it became the forerunner of the contemporary Slovak state; others condemn it, calling it inhuman and calling for an official accusation of those events.

Recently, a comparison of the wartime Slovak state and independent Czechoslovakia restored after the end of WWII became usual. Such a comparison of the two regimes, which were antagonistic, became possible after the concept of “two totalitarisms” prevailed in the public discourse of Slovakia. The concept inherent in the current Western mainstream, however, met significant resistance from Slovak politicians. They speak about the inadmissibility of comparing the fascist state, associated with the extermination of Jews and Roma, and the socialist state, which was based on the idea of establishing a world of general prosperity.

While officials talk about the importance of fighting fascism in the educational environment, a clear understanding of the defectiveness of the Slovak fascist state has not been formed due to the absence of a unified position. It also happened under the influence of various organizations (such as the Institute of Memory and similar structures). The consequence of this was the growing popularity of quasi-fascist parties and movements that call for the justification of the fascist regime. The article analyzes the main educational trends from the moment of the establishing of the modern Slovak state up to the present day, which provides an understanding of the current perception of history by the generation formed after the “Velvet revolution”.

Keywords: Slovak Republic, Holocaust, history, primary school
Introduction

In 1993, after the “Velvet divorce” between Czechs and Slovaks, a new state appeared on the political map of the world — the Slovak Republic — which until that moment had never possessed its own statehood.

Previously, the Slovak lands were part of other political entities, namely the Kingdom of Hungary, the Austro-Hungarian Empire and Czechoslovakia. However, the process of gaining independence took about 150 years for the Slovaks, during which the national movement was traced in varying degrees of activity. It was most intensive during WWI, when the Slovak question, together with the Czech question, became an international issue. As a result, an independent Czechoslovakia was established. However, according to the initial agreement, it was supposed to create a state where both peoples had the same political and cultural rights. Slovaks feared that the Czechs, as a more culturally and economically developed people, would assimilate them in the future. This posed a threat to the existence of the Slovaks as a nation. At the same time, a discussion arose about granting autonomy to the Slovaks, which, however, had no consequences. The Czechs, as a state-forming nation, adopted the concept of “Czechoslovakism”. It assumed the existence of a single Czechoslovak nation, where the Slovaks were a branch of the Czech people (Hopta I., Hoptová L., 2019: 135).

The Slovaks, stuck in a stalemate, agreed with the position of fraternal people. However, it didn’t mean the fading of the movement aimed at gaining independence. The struggle for independence reached its climax during WWII. After the Munich Agreement, according to which the regions inhabited by the Germans have torn away from Czechoslovakia, the Third Reich, pursuing its interests in Central Europe, decided to create a puppet Slovak state (Vederníkov M., 2019: 149). Undoubtedly, the dream of many Slovak politicians about independent Slovakia was realized. However, the formation of the state was accompanied by various war crimes, primarily related to the persecution of Jews and Roma. Many of them were deported to concentration camps outside the country. Having existed from 1939 to 1945, the military Slovak state was defeated under the onslaught of Soviet troops and Slovak insurgent detachments, who did not agree with the regime of its president Josef Tiso. Of particular importance was the 1944 Slovak National Uprising (Slovenské národné povstanie, SNP). Although SNP didn’t lead to the complete liberation of Slovakia, it demonstrated the disagreement of a part of the Slovak population with the quasi-fascist political regime.

Defection of the Slovak population to the side of the USSR, which success on the battlefields by 1944–1945 was airtight, bring Slovaks, together with the Czechs, to the camp of the victors and anti-Hitler coalition. However, after the end of the war, it was difficult to imagine the
preservation of the status of an independent state for Slovakia. This, in turn, did not solve fundamental problems related to Slovakian separatist sentiments. They were reanimated after the “Velvet Revolution”, during which the communist ideology and the omnipotence of the Communist Party of Czechoslovakia collapsed. After lengthy negotiations between Czech and Slovak politicians the country was divided.

**Purpose of the study**

The purpose of the study is to identify the key themes and tools that the Slovak authorities have used in education to justify the change occurred after 1993. The emphasis is placed on the special aspects of teaching history at school as a system-forming element of the historical policy of the contemporary Slovakia.

**Methodology**

Base of the research methodology are scientific objectivity and consistency. It assumes that all processes are explored in the context of a specific situation, and facts and events are analyzed as a whole, and not separately from each other. In the framework of a comprehensive study of history teaching in Slovak schools an interdisciplinary comparative method is used, as well as methods for analyzing empirical data, quantitative and qualitative research. It makes possible to verify the author’s theoretical constructions and conclusions.

In part, we can talk about the influence of the methods of teaching history at secondary and high schools. The Slovak sociologist S. Otčenášová rightly notes: “The facts collected in history textbooks are not neutral information about the past, but are a sample of data collected on the basis of political and cultural trends of a particular society, and therefore they are a social construct” (Otčenášová S., 2010: 8). In turn, the authors of the Slovak educational programs on history pinpoint the purpose of this discipline: “Cultivating the historical consciousness of the student as an integral personality and preserving the continuity of historical memory for the transfer of historical experience from the point of view of a local, regional, All-Slovak, European or world perspective” (Hoptová L., 2017: 161). Thus, the facts, selected in a specific way, serve to form a certain attitude of young Slovaks towards historical events.

**Discussion**

On January 1, 1993, Slovakia began its independent development. The authorities of the youngest state in the world, in addition to issues related to stabilization of the economic situation and the settlement of the political
system, interpreted the changes that had occurred to the population. People accustomed to living in a single state of Czechs and Slovaks wanted an accessible explanation of what had happened. Historical reminiscences were an effective toolbox for this task. They referred to the past of political entities that were previously located in the territory of modern Slovakia. At the same time, a national pantheon of Slovakian heroes, fighters for its independence, was created. Prominent Slovak politicians and public figures — M.R. Štefanik, L. Štúr, A. Hlinka — who fought for the rights of the Slovak people stood in one line with other historical figures who were not so unambiguous. Last was associated with the wartime Slovak state, which, despite its inconsistency, justified global changes in the life of Slovak society.

Such parallels were not widely supported, but, undoubtedly, they formed a discourse both at the expert level and among the regular people. At the official level, the approval of Tiso regime was forbidden, although some political subjects who entered the parliament, actively used references to this historical stage. Authorities did not recognize the achievements of the wartime state, because in communist Czechoslovakia the celebration of SNP became one of the central holidays. Hundreds of streets, squares and parks were named after its honor or in honor of its participants; in the public mind, the participants of the uprising were heroes and liberators of the fatherland; many of them were still alive and actively participated in social and political life.

However, the contradiction that existed undoubtedly led to the emergence of public figures who wanted to convey their truth about the Tiso regime. It is not surprising that in the 1990s, J. Tiso supporters united in the “Society of Friends of President Tiso in Slovakia and Abroad” and made an active statement. They conducted an active educational activity, with the help of which they sought to refute, in their opinion, the false theories and slanders concerning the first Slovak Republic. They demanded to recognize its “historical significance”, to drop charges against its president and rehabilitate him. They emphasized that he was able to save thousands of people from the danger of falling into German concentration camps and gas chambers. In this regard, they considered it necessary to perpetuate his memory at the official level, placing him in one line with the heroes of WWII, SNP, and the victims of the Holocaust. Thus, they emphasized: “The First Slovak Republic was not a fascist state, J. Tiso is not a war criminal, neither a fascist, nor a Nazi, nor an ally of A. Hitler. He is not responsible for the deportation of Jews to the Third Reich” (Zamlčaná pravda o Slovensku, 1996: 4–5).

Opinion polls show a positive perception of J. Tiso. For example, in 1993 the respondents equally well perceived as a representative of democratic Czechoslovakia M.R. Štefanik and J. Tiso. Meanwhile, as Slovakia
approached to EU accession and during the transformation of the state under the influence of supranational structure of EU, the country also adopted a certain set of values.

We can definitely say that Slovakia, being involved in the Western world after accession in EU and NATO, has adopted in many respects the attitude to the historical events of the 20th century. After analyzing the Slovak history textbooks, we can say that the concept of “two totalitarianisms”, which has recently become widespread, has leaked onto their pages, for which it is common to equalize fascism and communism.

Due to the fact that Slovakia's acquaintance with German totalitarianism took place within the framework of the puppet wartime state, we can learn about the perception of this political regime in the corresponding sections of the textbooks. In the textbook for the 9th grade, the emergence of an independent state is especially noted. Authors emphasized that the Slovaks for the first time in their history faced the dictatorship of one party. However, its reign is characterized as “faulty totalitarianism”, because there were no harsh measures against its opponents. Until 1944, death sentences was not carried out on the territory of Slovakia. The saddest pages of wartime history include the mass deportation of the Jewish population (about 71 thousand people).

In much the same way, the authors of the textbook approached the communist period of state development. In the sections devoted to the history on the eve of WWII, the USSR is shown as the aggressor who negotiated with the Third Reich. The position of the Soviet Union changed after 1941 when German army attacked Soviet Union. However, the section devoted to USSR in the WWII is, for example, smaller in comparison with the information about military operations in Asia and Africa. As for the SNP, the authors minimize the mention of the USSR role in its organization and support. The significance of the uprising was that the Slovak representatives afterwards could clearly raise the issue of establishing an independent state as a country that demonstrated its anti-fascist character. Further, as mentioned in textbook in 1948 in Czechoslovakia, after the communists came to power, a “totalitarian system” was established, the “iron curtain” was lowered; the society was in fear and demoralized. Information about breakthrough in socio-economic development during the years of communist rule are lost under the barrage of criticism of the regime.

Undoubtedly two events — SNP and the Slovak wartime state — being inherently antagonistic phenomena, were, paradoxically, evidence that proved the validity of the claims for independence realized in 1993. Therefore, in the educational environment, there is a desire to highlight those features that most clearly correspond to the political realities of the
contemporary country’s development. Thus, SNP is a movement that broke down the undemocratic quasi-fascist regime, and made an attempt to build an independent democratic state. At the same time, the role of the communist underground and its support from the local population is overlooked. In turn, the regime of J. Tiso concerned as the first edition of the Slovak statehood — its relative humanity is emphasized. At the same time, much more attention is paid to the most shameful page in the history of this regime, namely the Holocaust.

Recently, we can talk about significant progress in this issue and substantial measures taken by educational authorities to familiarize the younger generation with this historical phenomenon. For example, in 2019, the third extra-hour of history was introduced at school, which, according to the methodological recommendations of the Slovak Ministry of Education, should have been used to familiarize students with the topic of the persecution of Jews during WWII. It was necessary to raise the awareness of the students about the mass atrocities committed against defenseless people. It was supposed to use various teaching methods: visiting museums (Museum of SNP in Banská Bystrica, Holocaust Museum in Sereda); organization of historical excursions to concentration camps both on the territory of Slovakia itself (Sered) and in neighboring states (Auschwitz); appeal to the history of everyday life through the memoirs of the victims of the Holocaust (this made possible to abstract from quantitative indicators and perceive the people’s experience); watching documentary films about the Holocaust (Hoptová L., 2020: 439–440).

However, if consensus in relation to the atrocities of war in Slovak society exists, the measures introduced in education still do not give a clear answer regarding the perception of the wartime Slovak state. We can agree with the statement of O. Gyárfašová that the key issue in attitude to the regime of J. Tiso is the awareness of responsibility of political figures for the deportation and extermination of Jews. In a study conducted in 2013, only 2/3 of the respondents were ready to admit the guilt of politicians; about 30% believed that J. Tiso managed to save the lives of many Jews (Blašcák, F., Gyárfašová, O., Hlavinka, J., Vrzgulová, M., 2013: 21).

There is no doubt that now the majority of Slovaks negatively assess the regime that existed from 1939 to 1945. However, the voice of those who justify it sounds loud and sometimes takes over the generally accepted opinion. This is clearly shown at the political level during the elections due to the fact that there are forces in the Slovak politicum that openly support wartime Slovakia and see it as an example to follow. Starting from 2015, these forces have support from 10–12% of the voters (about 200 thousand
people.). Unfortunately majority of their electorate is the younger generation, molded after 1989.

This fact demonstrates the shortcomings of the educational system of Slovakia, the presence of trauma suffered by the Slovak society during the years of the existence of wartime state, which has not been healed until now and continues to influence the state ideological doctrine. In turn, this prevents Slovakia from developing according to the plan that it announced at the beginning of its independent path in 1993.

**Conclusion**

Despite the attempts of the authorities, the Slovak society still does not have a consensus regarding the events of the 20th century. Educational policies aimed at softening rhetoric against the military Slovak state and equating communism with fascism led to conflicting social consequences. These include the growing popularity of extreme right-wing nationalist parties and the refusal of the majority of the Slovak population to associate themselves with “the collective West”. According to GLOBSEC’s report, within Slovakia, 50% of respondents feel that the “West” threatens their values and identity and 53% identify the US specifically as a threat. The rejection of the perception of Western orientation by half of the population as the only possible direction of the country's development shows disagreement with the imposed position to the past.

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SOME ASPECTS OF TUNISIAN AND RUSSIAN COMMUNICATIVE BEHAVIOUR IN AN INTERCULTURAL CONTEXT

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Abstract. The recent decades have witnessed the globalization of various aspects of human life. This context has lead to the removal of physical and intangible borders between peoples. As a result, there emerged a big and rapid growth and expansion of economic exchanges and mobility of human beings, and in particular that of people who flew their homeland for the purpose of working, studying, doing business, or just travelling. It’s important to point out that this human mobility took place, although in a different degree, in both directions, and it might often end up with people settling in new lands, living with people that they didn’t know before and according to new social rules. In this case, it’s clear that the matter goes beyond physical contact between persons to an encounter of heterogeneous cultures. To meet the scientific requirements of this research we stick to the definition of culture given by Ladmiral and Lepiansky. The cultural label such as behaviour, dress, codes, production, norms, values and beliefs make it possible to determine belonging to a certain cultural community, to a certain social group (Ladmiral J., Lipiansky E., 1995: 8) and Clanet (Clanet C., 1993: 14–15).

In this context the encounter of cultures stimulates intercultural contact and generates intercultural communication, which is understood as a process of relations between cultures, including verbal and non verbal direct interaction between individuals; and also encompassing all the processes of communication linking different cultures (Lusebrink H., 1998: 2).

Today, encounter of Russian and Tunisian cultures is particularly developed in educational, economic and touristic fields. Hundreds of young Tunisians study in Russian universities; thousands of Russian women, married with Tunisians, have settled in Tunisia; hundreds of thousands of Russian tourists regularly visit Tunisia. Often these cultural groups face difficulties during daily contact with the community in which they decided to live. These difficulties are linked primarily to communicative behaviour, either at the level of production or receptivity, and in the majority of cases at both levels. The description of communicative behaviour
on the basis of intercultural communication is intended to facilitate the understanding of what is meant by what is said in another culture.

In this article we attempt to draw a comparative and contrastive portrait of some aspects of Tunisian and Russian verbal and non verbal communicative behaviour, a task that can shorten the distance between the two countries and facilitate intercultural communication between their peoples. This work can be perceived as a preliminary step towards a comprehensive description of arab and russian communicative behaviours.

**Keywords:** Culture, Communication, Behaviour, Russian, Tunisia

**Introduction**

The recent decades have witnessed the globalization of various aspects of human life. This context has lead to the removal of physical and intangible borders between peoples. As a result, there emerged a big and rapid growth and expansion of economic exchanges and mobility of human beings, and in particular that of people who flew their homeland for the purpose of working, studying, doing business, or just travelling. It’s important to point out that this human mobility took place, although in a different degree, in both directions, and it might often end up with people settling in new lands, living with people that they didn’t know before and according to new social rules. In this case, it’s clear that the matter goes beyond physical contact between persons to an encounter of heterogeneous cultures. To meet the scientific requirements of this research we stick to the definition of culture given by Ladmiral and Lepiansky. The cultural label such as behaviour, dress, codes, production, norms, values and beliefs make it possible to determine belonging to a certain cultural community, to a certain social group (Ladmiral J., Lipiansky E., 1995: 8) and Clanet (Clanet C., 1993: 14, 15).

**Objectives/Purpose of the study**

In this context the encounter of cultures stimulates intercultural contact and generates intercultural communication, which is understood as a process of relations between cultures, including verbal and non verbal direct interaction between individuals; and also encompassing all the processes of communication linking different cultures (Lusebrink H., 1998: 2).

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either at the level of production or receptivity, and in the majority of cases at both levels. Communicative behaviour is determined by the mentality and the national character of a particular society. This study intends to highlight some similarities and differences in Tunisian and Russian communicative behaviours and to unfold the reasons behind that.

Methodology

In order to achieve the above mentioned purpose, we will focus on some aspects of Tunisian and Russian communicative behaviour (verbal and non verbal) in a comparative and contrastive approach, taking into consideration the already existing appropriate researchs and the peculiarities of Tunisian and Russian cultures.

To comply with the principles of the methodology of scientific research, it is necessary to focus on these three terms — communicative behaviour, mentality and national character.

Results/Findings

Communicative behaviour is defined as a set of communicational norms and traditions of a certain group of people. For the first time, the term “communicative behaviour” was suggested by Sternin in 1989 in his work “On communicative behaviour concept” (Sternin I., 1989: 279). Later this term became the object of comprehensive researches in the fields of cultural studies, cultural linguistics, intercultural communication, pragmatics and methods of teaching foreign languages.

It seems to us, that communicative behaviour reached the status of systemized scientific field of research with the publication in 2006 of a work by Prokhorov and Sternin entitled: Russians — communicative behaviour. In this book, the authors summarized their previous researches and publications in the field of national charcteristics of communication, as well as numerous dissertations in the mainstream of the communicative behaviour of different peoples.

Among the numerous questions that the authors studied in this work, we believe that it is precisely the formation of a scientific understanding of communicative behaviour as a component of the culture of people, a component of the national way of life at a linguocultural community; the description of the main methods and techniques for the study of communicative behaviour and the definition of the didactic value of its description for teaching foreign languages are the scientific basis for the further development of a new field in which researches in cultural studies, linguistics and psychology are combined (Prokhorov, Y., Sternin, I., 2006: 28).
The term “mentality” is widely used today, but it doesn’t have a strict definition. Mentality is understood as a special way of thinking and perceiving the world having an emotional and behavioral embodiment. It’s a historically formed set of ideas, stereotypes and archetypes manifested on the conscious and unconscious levels. In other words it’s a set of cultural attitudes and behaviours, apparent or hidden within the collective unconscious context, which collectively express moral aspects and group experience within their social environments. The most relevant definition that best serves the aim of this research is that given by Sternin: “Mentality is understood as a way of thinking, a psychological mindset, peculiarities of thinking and behaviour” (Sternin I., 1989: 281).

National character is difficult to define, since the concept itself is very broad in nature. National character does not describe an individual, but an ethnic group with common language, symbols, traditions, customs.

Fatalism or passive-contemplative attitude to the world is a characteristic of the psychological feature of the Russian archetype. Before taking a decision, Russians reflect on it deeply. They proceed from the premise of their national character, which is that one shouldn’t take a decision in a hurry, because no one knows how circumstances will turn out. They are guided by the saying “morning is wiser than evening” (утро ве́черу мудрее) (Sergeeva A., 2004: 150), which means that if one has to take a serious decision it’s better to think on it deeply all the evening and wait till morning to decide. It’s necessary to emphasize here the fact that this passivity in decision making can be interpreted also as caution and assessed as a positive characteristic of russian national character. This can be explained as russian belief in destiny inherited over years and the result of bitter experiences lived by ancestors and passes from generation to generation. These historical experiences were fixed in the russian collective memory and determine their communicative behaviour. This is evident in many Russian sayings and proverbs that underline one’s inability to change the course of events such as “That’s my destiny” (Что ж такова моя судьба) and others.

This national characteristic made Russians develop a great capacity for endurance, self-confidence and hope of getting out of this situation.

Arab communicative behaviour in general and Tunisian one in particular “is characterized by a recognition of fate and the belief that a person is unable to make a decision except with the will of God”.

If natural and geographical conditions and history are what influenced the collective Russian character, then religious belief and Islamic cultural heritage have a specific role in forming the Arab (Tunisian) mentality. The sociologist Durkheim pointed out that the categories of mentality reflect
the social statements, especially the religious ones in particular, considering that religion was the basis of the initial human experiences (Geertz, Clifford, 1973: 327), so Tunisian usually avoid the categorical assertion of their intention to do something, but rather leave the possibility of doing so to the will of God.

This is exemplified in the use of the phrase “God willing,” (إن شاء الله) and this does not mean that he evades the obligation to do something, but through that an Islamic cultural element emerges from the noble verse, “While you desire not a thing except that, the Lord of the worlds, desires it” (وَمَا تَشَاءُونَ إلَّا أن يَشَاءَ الْلَّهُ رَبُّ الْعَالَمِينَ) (The Holy Quran, 2015: 722).

Usually this raises astonishment of people of other cultures, and the matter reaches to the point of considering that this means that the person does not want to do this. This represents a problem of trust, especially in business communication, as this type of communication requires accuracy, clarity and responsibility.

Tunisians have a peculiar way of greeting, which does not correspond to Russian etiquette. From the point of view of Tunisian etiquette, when two acquaintances meet, each of them tries to be the first to greet the other. Therefore, it seems to a foreigner that Tunisians greet the other two times: at a distance of two or three meters, the first says to the second “salama alaykum”, the second answers “alaykum salam”, then they get closer to each other, they shake hands, kiss twice on the cheek (if they are close friends). It is interesting to note that there is a relatively short exchange of replicas about family matters, about work or business ...

The partner replies that everything is in order, even in cases where this is not entirely true. This is explained by the fact that in Tunisian communicative behavior it is not accepted to complain about fate, which is understood as if a person is not happy with his fate, that is, not happy with the will of God. This type of mixed — verbal and non-verbal — communicative behavior refers to communication stereotypes that contribute to the establishment of a successful communicative act and show mutual benevolence. The fact that each of those who meet is trying to be the first to greet the other follows from the Arab culture in which it sounds: “the best of people is the one who greets first” (خيركم من بدأ صاحبه بالسلام).

In Russian communicative behavior, greeting is also a necessary condition for a successful communicative act. However, in the communicative behavior of Russians, the ceremony of greeting manifests itself differently than among Tunisians. This shows the national and cultural specificity of
both peoples. Russian speech etiquette of greetings has its own distinctive features. The main thing is to choose the most appropriate forms for a particular situation. This specificity can be shown in a big number of parameters that tell us whether a person is ready to communicate with someone else, that is to say his sociability. The sociability ranges from getting close to another person, to hand shaking, to looking into his eyes and smiling to him. In different communicative behaviours it is considered that the smile carries the most information about the person himself, and his attitude to others. Indeed, by smiling a person indicates his willingness and his desire to communicate with others. Consequently he removes the barriers that may exist between people and prevent communication.

However, smile is not conceived in the same way in the communicative behaviour of Russians and Tunisians.

Tunisians perceive smiling to others, apart from the degree of acquaintance, as a sign of kindness, friendliness, politeness and respect for them. They smile to others even when they don’t really like to smile because of some problems that they may have at home, or at work or other life difficulties because they believe that one should separate between his private life and social one. This confirms what was said above when speaking about greetings and complaining about fate. In tunisian communicative behaviour it is not appropriate to complain about life and fate to others.

On the contrary, according to many western and eastern peoples, Russian communicative behaviour is characterized by gloom, coldness and lack of smile. In fact, russian consciousness does not see any communicative meaning in smiling, therefore, it is not a signal of politeness. It’s mainly addressed to close friends and family members and only when there is a respectable reason for that. The good reason may be well being, prosperity and good mood. Because Russian communicative culture is characterized by sincerity and openness, the collectivity of a Russian person suggests, that everyone should know everything about each other; there should be no special secrets from others.

What is considered by Tunisian a good manner (not to show others private life) is perceived by Russians as insincerity, hypocrisy or foolishness according to the russian saying “Laugh for no reason is a sign of foolishness” (Смех без причины — знак дурачины).

In this article we attempted to draw a comparative and contrastive portrait of some aspects of Tunisian and Russian verbal and non verbal communicative behaviour, a task that can shorten the distance between the
two countries and facilitate intercultural communication between their peoples. The description of communicative behaviour on the basis of intercultural communication is intended to facilitate the understanding of what is meant by what is said in another culture.

This work can be perceived as a preliminary step towards a comprehensive description of Arab and Russian communicative behaviours.

We can conclude, that despite the differences in history, geography, past experiences, lifestyles, political and economic structures that characterize Tunisians and Russians, there are some similarities and some differences in their communicative behaviours. Some aspects are related to distinct mentalities and national characters of both peoples, others reflect the global values of Tunisian and Russian cultures and emphasize their universality.

References


COMMUNICATION AND NON-COMMUNICATION IN THE ARAB-MUSLIM CULTURE IN TIME OF CORONA VIRUS: THE EXAMPLE OF TUNISIA

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Abstract. The Covid 19 or Coronavirus appears suddenly and causes fear and imbalance at the social, psychological, political, and economic levels. It forced societies to disrupt their communicative habits, which were generally based on customs and rites, and helped consolidate relationships between individuals. This is visible in a country such as Tunisia, where this cultural mode was perceived as a sign of Arab-Muslim identity.

This paper discusses the process of communication in three phases: first, indicate how these behaviours were based in a relatively secular environment, on the principles of more or less traditional communication in its family, social and religious dimensions. Then, show how this pandemic lead to a limitation of communication even with our closest ones and how in order to maintain health, public authorities encouraged isolation, providing scientific justifications and theological interpretations. Finally, I will explain how modern means of communication intervene to recreate new links, through new communication practices.

Our approach consists of a semantic and semiotic analysis of these three forms of ‘communication’, ‘non-communication’ and ‘re-communication’. This is based on a collection of messages broadcasted on television, shared on social networks or posted in the streets.

The application of a cultural methodology which combines some elements of anthropology and sociology will help us examine values through the injunctions that this discourse conveys. I will try to bring out some results concerning the updating of affective relationships through the use of modern means of communication which take into account cultural variations. The challenge is to find solutions to serious situations without clashing too much with identity references.

The debate focuses on this isolation which is perceived apparently as a risk of derogating from specific values by replacing them with more individualistic feelings; and also as a post-modernist reconstruction of values: there was a pre-Corona, there is a present cohabitation with the virus, but what about the after Corona?

Keywords: Communication, Non-communication, Coronavirus, Tunisia Arab-Muslim cultural values
**Introduction**

The Corona virus is still unknown, spreading panic among people, yet politicians are exchanging suspicions while acknowledging their limits. Efforts are being made to study the impact of the pandemic on various fields: society, politics, economic and science (Jaballah S., 2020, 7–21, Kssoumi M., 2020, 11–33).

This article focuses on the Corona virus’ impact on the cultural context. Indeed, Tunisian community is compelled to limit its already established communicative habits because of fear of contagion. The idea of the proximity of death has disoriented its social values, factors of its equilibrium. Nevertheless, another alternative is offered to it and a modern form of communication is replacing the usual one, yet cultural values, as in any other communities, are still fundamental references for all human behaviours, namely in times of crisis. The Corona crisis has unveiled the importance of this relationship.

In this context, this work will address the impact of the Corona virus on cultural behaviours in a specific Tunisian environment, which should be defined before analysing the three phases of communication: a well-established habitual communication, a state of questioning, and then a renewed communication. To study such changes, the shared ads posted on the street in the capital will be taken as an example. A cultural approach will be applied to the data collected, and some results are drawn at the end and submitted for consideration.

**Objective**

The essential goal of this study is to demonstrate that the pandemic has strongly affected the life of communities which is based on communication principles reinforcing the bonds of affective expression between different members of society in daily or occasional situations.

The problem will be set in a Tunisian cultural environment where the inhabitants officially adhere to a political and social secularism, and are able to remember identity landmarks and attach to inherited values and beliefs or ideals that usually influence behaviours, specifically variable, and shape identity.

The work will focus on the Corona virus’s impact on cultural behaviours in a specific Tunisian environment, North African, South Mediterranean and Arab-Muslim environment on the one hand, and open to modernity and universalism on the other (Ghrab S., 1990: 11–30; Ghalioun B., 1997; Jaiet H., 1974: 195–216; Charnay J.P., 1974: 44–64).
Methodology and application

It has been noted that many awareness-raising slogans are disseminated through Tunisian television, social networks or wall posters. These slogans are in the form of orders, advice and prohibitions, or belonging to a religious field: prayers, Koranic verses, precepts and prophetic words. Here are a few examples taken from a sign displayed on a road in the capital city that we have chosen to analyse.

Our approach will be linked to the cultural study and enhanced by a transversal trans-disciplinary view that helps to identify the meaning of words and analyse semiotically and semiologically the verbal and non-verbal signs (Guiraud P., 1973; Boutaud J., 1998: 67–70; Prieto L.J., 1975: 105–107; Durand J., 1981) and forms of communication according to cultural references that value behaviors and control them at the same time (Durkheim E., 2013; During S., 2007; Lewis J., 2008; Longhurst B., et al., 2008).

This will guide the interpretation towards a socio-anthropological analysis of health and disease (Augé M., 1986; Abdmouleh R., 1990; D'Houtaud A., 2003) which takes into account the analysis of human health in relation to his environment and his cultural representation of the disease, and orients behaviour in its temporal and spatial context, as well as the changes that occur and the means used to continue to exist.

Starting with the pre-pandemic daily communication, we will try to demonstrate that life in this Tunisian environment is governed by relatively traditional communication principles involving several dimensions: family, society, and religion; and it is based generally on customs and rites strengthening trustful emotional relationships in different situations, daily or occasional (Maigret E., 2015).

This communicative relationship between members of the community will be analysed through sensitive, even tactile manifestations: warm hugs, embracing, continuous visits, sharing of drinks and food, and other emotional signs of intimacy, generosity and hospitality, values that are revered by the Arab culture.

The Tunisian is a warm and outgoing Mediterranean citizen who enjoys expressing his feelings towards others and meeting with friends in public areas. Moreover, it is important to remember that Tunisia is a touristic country that welcomes people of all nationalities as well as Tunisian diaspora who come back to their native homeland.

Then, there are the occasional associative acts where communication between all the members is based on human associativity and supported by mores and customs (Van Gennep G.H. A., 1981: 3–4, 14, 168; Chebel M., 2004: 146; Chalhod J., 1955, 1965; Bousquet, 1949: 99). These acts are
supported by theological justifications, such as Koranic verses and maxims. However, these customs and mores are becoming forbidden in the era of the pandemic.

**Non-Communication or Impeded Communication**

It will be explained how this way of life and this habitual form of communication, which was perceived as an element of psychological and social balance, as well as a sign of identity, has changed. The context of Corona makes communication more difficult, even with those closest to us. Isolation is officially encouraged in order to maintain health. But this is evaluated as a risk to deviate from the specific values that are substituted by individualistic feelings.

To describe this upheaval, we will bring together a terminology that relates to a semantic field of the war between society and Coronavirus. Weapons of defence are: bib, distancing, containment, soap, gel, and official shutdown of public areas, airports and borders, along with the risk of fines and imprisonment.

Furthermore, we will add the prohibition of occasional acts and meetings of any kind: such as the final farewell to a deceased person, the rites of marriage, pilgrimage and prayer at the mosque. A prohibition that is interpreted as a violation to Arab-Muslim values. This attitude, however, is legitimized by scientific and theological arguments: be content with prayer at home. Several instructions are based on this discourse. These measures constrain communication in space, time, activities, and relationships, in order to save life.

To support these observations a sign posted in the streets of the capital will be analysed:
This sign has ten slogans distributed in a different way according to their importance. These slogans:

<table>
<thead>
<tr>
<th>Stay home</th>
<th>شد دارك</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you love your mother stay away of her</td>
<td>كان تحتّ أمك ما تقربهاش</td>
</tr>
<tr>
<td>Use aseptic</td>
<td>استعمل المعقم</td>
</tr>
<tr>
<td>Do not drink from somebody else’s cup</td>
<td>ما تشربخ من كاس غيرك</td>
</tr>
<tr>
<td>Do not cough in the face of others</td>
<td>ما تكحش في وجه العباد</td>
</tr>
<tr>
<td>Do not eat other people’s food</td>
<td>ما تأكلش من ماكلة غيرك</td>
</tr>
<tr>
<td>Wash your hands</td>
<td>اغسل يديك</td>
</tr>
<tr>
<td>If you are afraid for your children, do not kiss them</td>
<td>تخاف على صغارك ما تبوعش</td>
</tr>
<tr>
<td>If you love your father, don’t hug him</td>
<td>تحب بوك ما تعنقوش</td>
</tr>
<tr>
<td>Put a handkerchief when you sneeze</td>
<td>حط موشوار كي تعطس</td>
</tr>
</tbody>
</table>

I will analyse the semantic fields invoked by these instructions and the symbolism of colours: the green background, the contrast between the black of the background of the sign, and the white and red of the writings on it, as well as the meaning of the size of the rectangles in which these instructions are written. The imperative mode of verbs associated with a severe tone calls for isolation. In addition, we may notice how the authoritative tone of the minimal and concise sentences as well as the instructions to express individualism has been lowered to give way to advice: These instructions will be classified in a semantic field of individual and interpersonal body hygiene rules (3) (4) (5) (7) (10).

The instructions (2) (8) (9) present the same syntactic structure which carries out the following illocutionary acts: interrogation, injunction and condition. Love and fear for the others we cherish is now a condition for moving away from them.

The association of these instructions goes in an essential direction: the strategy of the fight against Corona by corporal and/or social distancing. We will notice that these two types of distancing are used in the discourse of the Tunisian media in a substitutionary manner. This proves the intrinsic relationship between the corporal and the social although decision-makers claim a corporal and not a social distancing (previous Minister of Health).

Some consider that these recommendations are, even in this phase, positive values: such The CESP and the CEST make a joint declaration on the “core values” that must be adopted in the current context of Corona, in order to “contribute to the clarification of the strictly ethical arguments invoked in support of public health decisions and as part of citizens reflection on the consequences of the pandemic” (CESP, CEST, 2020: 2). These core
values necessary to guide ethical reflection are: beneficence, prudence, justice, responsibility, non-maleficence, solidarity, trust, confidentiality, proportionality, and freedom (CESP, CEST, 2020: 3–6). And although it is maintained and consecrated by religious teachings and social norms that consider life and health to be worth more than anything else, this attitude of non-communication is confusing and leading to feelings of loneliness and situations of depression and aggression.

Looking for a Re-Communication

A reorganization of everyday life dictates other human ties. We will see that, though virtual, modern means of dialogue mitigate this distancing from the social environment.

I will therefore examine the amplification of these means of communication: television, telephone, social networks, the Internet, giving rise to social activities in the home: gastronomy, sports, games, dancing and singing ... These bring people together virtually, recreating emotional ties that make this transformation more legitimate: We will also refer to aid associations, donations of solidarity, and distance learning.

Generally speaking, giving priority to the human versus the capitalist spirit is emphasized: this is the time of post-modernism that supports specific cultures and their heritage and relativizes globalization without preventing openness to universality. The way in which orders change in style will be studied compared to those indicated in the sign. The orders are becoming more moderate and combine personal salvation with that of loved ones. Patriotic commitment, personal conscience and a sense of responsibility are also included.

Religious arguments are always used: “the Tunisian is a grace for the Tunisian”.

However, special attention is given to the moment when people refuse to obey these orders and consider it, in the definitions of culture, a form of collective resistance (Herskovits M., 1967: 49–51). Despite the large number of contaminated and dead people, a revolting and out-of-control reaction seems to be returning to traditional emotional habits: the public is beginning to put pressure on governments and scientists. Some officials see this response as recklessness.

The communication here is broken between the people and the leaders, they do not believe them anymore or do not want to believe them anymore because they refuse these new means of communication which are not theirs and do not suit their lifestyle and culture.
Results

This crisis reminds us that due to his humanity, Man remains everywhere and, in all situations, a communicative being. In this crisis, fear and submission to official recommendations for containment and social distancing remain temporary and relative.

Values and identity remain anchored in memory, but are opening up to modernity. This pandemic has contributed to renewing emotional relationships using modern means, while taking into account cultural variations. The goal is to cherish others and serve them. The challenge is to keep values and modernize behaviour. The use of artificial intelligence and other new digital technologies will enable new practices for new communication and ways of interaction. Culture, being dynamic and ever changing, can adapt (Herskovits M., 1967: 49–51).

The Tunisian society is on the threshold of a new era and makes constant efforts to evolve even more and to open itself to globalisation, while taking into account its values. This allows for interpretation efforts to find solutions to health issues without colliding with identity references.

The Corona virus crisis is an opportunity to quickly use modern virtual means, to accelerate their application and compensate for delays. For example, education has taken advantage of the situation despite the modest means: research is progressing towards distance learning.

There was a pre-Corona, there is a present cohabitation, but what will it be like post-Corona?

Discussion

Several questions can be raised about the importance of values in social life: can cohabitation of different justifications always be beneficial? Would the relationship between scientific advice and political decisions be sufficient to meet social needs? Shall we let the individual decide his/her own destiny, or shall we dictate the behaviours he/she should follow? Death is here more than ever: are we still experiencing the dilemma between fighting for life and bowing to fate?

Nothing is less certain: the future is uncertain. It is difficult to decide. It is so essential to advocate vigilance unceasingly and live with it.

As a side note, the debate would then focus on the forms that communication could lose in a world weakened by all kinds of wars. How could we live together and communicate with confidence in these circumstances by using modern means? Will future generations who are the main participants in social restructuring, continue to energize the culture,
(Herskovits M., 1967: 21–37), or will their advance towards digital means cut sooner or later with this coherence?

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COMMUNICATION AND CHANGE IN FOREIGN LANGUAGE CLASS: THE TEACHER THINKING

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**Abstract.** This research aims at observing and analyzing how the change in the ways of communication is interpreted by the teacher in the language classroom. Indeed, communication in a foreign language class, whether verbal, paraverbal or non-verbal, is mainly oriented towards the appropriation of knowledge (the language). It is not detached from the expert person (the teacher / transmitter) which exerts actions on learners in order to modify their behavior and their knowledge (Cicurel, 2011).

Changing the way he communicates knowledge with learners is not straightforward but involves the teacher who must position himself for or against this change.

From this perspective, attributing an interest in the way of communicating based on what the teacher thinks is significant to us since the teacher’s representations determine his/her actions in class (Seca, 2001). Collecting and interpreting the teacher’s representations allows us to better understand his/her actions and motives for action (Schütz, 1998). The corpus consists of transcribed extracts of semi-directives interviews and self-confrontation interviews conducted with Tunisian teachers.

The change discussed in this research concerns the use of ICT, the use of the mother tongue in foreign language classes and distance education.

The analysis is done according to a double interpretation: that of the teacher with regard to his/her own ways of communicating in class and our analysis of the interpretation given by the teacher. This ethnographic-type approach is in line with research concerned with the study of teacher thinking (Tochon, 1993, 2000; and more recently the researchers of the group (IDAP) in Paris III including Cicurel, Aguilar Rio, and Moustapha-Sabeur. The theories relate to language didactics, sociology and psychosociology.

The results of the analysis of the interpretation given by the teachers show an ambivalence in their remarks. On the one hand, change is a risky action affecting their status and their professional identity; and, on the other hand, it is necessary, insofar as it makes it possible to establish an interactional dynamic reflecting a certain level of professionalization and know-how, in short, a gradual integration of a teaching strategy.

**Keywords:** Communication, Teacher thinking, Change, Didactics, Interpretation
Introduction

This study investigates the teacher’s interpretation of the change in the ways of communicating knowledge in French as a Foreign Language in the classroom (FFL). While the main objective of communication in the foreign language class is the appropriation of knowledge (language and culture), the didactic types of interaction generally take place between an expert person (the teacher) and a less expert audience (the learners) (Cicurel, 2011). This means that the relationship between the participants is a joint relationship but asymmetric. Given that the teacher exerts actions on the learners, he/she aims at modifying their behavior and their knowledge (Cicurel, 2011). By taking into account the fact that representations determine his actions in class (Seca, 2001), the study intends to analyze the teacher thinking. This occurs while interpreting the change in the modes of communication with the learners. Indeed, the paradigm of the teacher thinking concerns the study of their actual practices from the perspective of their representations and interpretations. It focuses on taking into account the observed gap between theory and practice referred to as the theory-practice gap (Korthagen, 2001). The theory of how to act in the classroom is therefore interpreted by the teacher and does not appear objectively in his head. In this regard, Woods & Knoerr (2014), show that an evolution in didactic research has taken place from the analysis of what the teacher does to the analysis of what he thinks. From this perspective, we consider that the interpretation that teachers make of the change in the ways of communicating is significant, as what they think plays a major role in their attitudes and actions in the classroom. If “change means” action, change modifies something; [that is], passage from one state to another, transformation” (Dictionnary)\(^1\), the problem arises when the modes of communication to which the teacher is accustomed and which are typical for him, change. This is due to the fact that the professional practices of teachers are sensitive to the change that may be established by the educational environment or by the prescription drawn up by decision-makers (Lantheaume, Simonian, 2012). Whether the teacher is for or against the change prescribed or that has occurred relates to beliefs, pedagogical principles; ie, to implicit theories that emerge during the interview. The aim of the article is therefore to observe how the teacher interprets the change in his ways of communicating in the language class.

Methodology

The present research consists of a qualitative study based on an ethnographic approach. This involves questioning, in semi-structured

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\(^1\) Larousse.fr
interviews, experienced Tunisian teachers about their relationship to change. According to Moustapha-Sabeur and Aguilar Rio (2014), the semi-structured interview (ESD henceforth) makes it possible to collect educational and other principles. The semi-structured interview also allows to collect speech, linguistic material that is more autonomous and more spontaneous than closed responses. The representations of the actor remain a track allowing the researcher access to actions, choice of action and ways of acting. In this respect, Bigot and Cadet state that: “However mysterious human action may be, we cannot give up taking into account the interpretation that individuals themselves give of their behavi” (Bigot, 2011: 28). The investigation consists of a case study in which three experienced Tunisian teachers who teach French as a foreign language are asked to talk about their ways of communicating in class. The teachers interviewed interpreted their representations of the change, achieved or occurred, whether in their own teaching practices or in that achieved in the learners. The analysis approach applied to the corpus tries to identify, in the words of the teachers, the traces relating to the interpretation of the change in the ways of communicating in class. The change studied concerns the use of new communication tools such as the digital tablet, mother tongue in foreign language class and distance learning. The corpus consists of excerpts transcribed from the semi-structured interviews carried out with the three teachers. The analytical approach applied to the corpus is discourse analysis. It is therefore the teacher's point of view that we favor, from an emic and comprehensive perspective, characteristic of ethnography (Cambra Giné, 2003).

Results and Discussion

The analysis of the corpus showed that the change interpreted by teachers is often not the product of a teacher's initiative. This is a change prescribed by decision-makers such as the use of ICT (the case of the teacher E1) and distance learning (the case of the teacher E3), or imposed by the context of the class as the use of the mother tongue in French as a foreign language class (for the teacher E2). The representation of change generally varies among teachers as it depends on the individual subject and the experience they have acquired. However, we were able to observe, despite the individuality of each experience and despite the diversity of the changes in question (use of ICT, use of the mother tongue and distance learning), a common point in the words of teachers which is the ambivalence in their attitudes and representations of change. While change is a risky action affecting their professional identity, it is a necessary tool when reflecting an instance of professionalization to energize interaction and motivate learner.
The analysis starts with negative representations of change. When change is prescribed or imposed, it becomes problematic for teachers to the extent that everyone is required to modify their habits and ways of doing things. It is in this sense that the teachers interviewed first saw change as a risk that has a negative impact on both the teacher and the learners. In fact, during his experience, the teacher builds a world that takes for granted similar routine ways of doing and acting in the face of similar situations such as those linked to modes of communication of knowledge; in other words, the routines that are formed as the experience progresses seem to be the source of the feeling of risk experienced by the teacher when he is faced with any change, whether it is imposed or prescribed. It is thanks to these routines that the teacher manages not to be destabilized in class (Tochon, 1993). In this context, we mention the typifications of Schütz (1987) related to the extent to which teachers draw on knowledge linked to their similar past experiences and mobilize typifying resources which constitute stored models of action. Any re-definition of the teacher's environment is likely to destabilize it because it is atypical. Indeed, the teachers questioned discuss their interpretation by referring to the positive or negative result of the effect of the change on themselves as teachers supposed to communicate knowledge on the one hand and on the learners depending on whether they learn better or not following the change in question on the other. The negative effect on oneself concerns the feeling of risk of losing one's professorial identity, which is generally reflected in one's physical presence and direct interaction with learners.

E1 / TICE: I lost almost all my presence ... I think that with the tablet the teacher will not really play her role + she will be rather neglected

E2 / LM: I am a French teacher and I must not use the Tunisian dialect in the interaction ... There I find myself in situations where I have to use it.

E3 / distance learning: From a distance, I felt overwhelmed, condemned by this screen which prevents me from using my body in the service of teaching but also exhausted because I am never sure that the learners understood everything I did. Explain.

Changing therefore turns out to be a risky action for female teachers which destabilizes them following the constraint of rebuilding their professional identity following the use of new communication tools. In addition to the negative effect on faculty identity, the change, according to teachers, has a negative impact on the learners as they no longer interact in the conventional / classical manner.

E1 / TICE: My learners have lost the interactive work with their teacher, in other words, Heuua, I perceive the transgression of classical teaching rules.

E2 / LM: They no longer interact in a foreign language (...) he will never learn French if he does not detach himself from his mother tongue.
E3 / distance learning: A lack of commitment among most of the students and almost no interaction between them. Some took advantage of this distance education to develop their methods of cunning and deceit with regard to prof.

According to the teachers, the new way of communicating reduces the usual interactional dynamic which takes place between individuals presenting themselves face to face and understanding each other thanks to verbal, non-verbal or para-verbal cues (Gumperz: 1989). Thus, the feeling of risk and destabilization concerns both learners and teachers. It is caused by a change in communicative ritual. On the other hand, change is necessary for the three teachers. It allows them to establish a new interactional dynamic by moving away from traditional and usual communicative rules. The need for change is related to the positive impact on learners who will be much more fulfilled, more motivated to learn and participate in another way.

E1 / TICE: As I said before, the idea of integrating the tablet is very interesting. In my opinion, the work with this tool must be done at least 2 or 3 times a week ... it is rather to move away from traditional rules, the fact of changing a little routine and monotonous education, the children will be rather fulfilled ...

E3 this distance education was beneficial for some students who were shy in class and who did not have the courage to participate. When I ask them to write a poem, they would send me videos where they sang these poems.

Indeed, if the routine ways of teaching is often suitable for teachers insofar as they face typical situations, it is not the case for the learners who, according to some teachers, need to get away from it all conventional / classical / ordinary interactional rules. Change would be in favor of learners because it breaks the routine and allows them to be more attentive and motivated to learn knowledge and skills. Changing can sometimes go against personal beliefs, such as not speaking your mother tongue in a foreign language class. Accepting this change in communication consisting in using another verbal code would only take place / happen because the teacher thinks that it helps to energize the course and promote interaction:

E2: it (LM) motivates the students and boosts them to be more expressive.

The teachers are thus led to change their postures and their communication strategies, with an educational aim linked to the motivation of the learners. This is a positive and expected change linked on the one hand to the attitude of learners who become more motivated following a break in the routine and, on the other hand, to the ability of learners to learn much better. according to the new interactive mode: retain more new words in French in a shorter period (the case of ICT), be active differently and less shy (the case of distance learning) and be more interactive and expressive (the case code alternation). In that sense, interacting differently means learning in a different way.
Conclusion

The results of the analysis of the interpretation given by the teachers showed ambivalence in their relationship to change. On the one hand, change is a risky action affecting their status and professional identity and, on the other hand, it is necessary insofar as it allows a new interactional dynamic to be established reflecting an instance of professionalization and knowledge. In sum, it ensures a gradual integration of a teaching strategy which motivates the learners and helps them learn the foreign language in another way. Noteworthy is the recurrence of self-attribution by the teacher of change in learners, as learning means change. It is through the teacher's strategies that learners have changed. The interpretation of the interpretation of change ultimately showed that this ambivalence in the words of teachers places them in a transitory state where changing is a professional know-how that they gradually acquire over time. From this perspective, could we speak of “change”, in the sense of modifying the teacher’s didactic repertoire?

References

INTERPRETATION OF THE RELIGIOUS TEXT
IN THE FIGHT FOR WOMEN’S RIGHTS

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Abstract. When we speak about tunisian women’s rights...There was, since the XIXth century in Tunisia, a discourse that focuses on women’s rights. That discourse swung between position statements that were in favor of women in the name of humanly shared values and total rejections in the name of the religion. Both statements, defense and opposition, were based on lectures and interpretations of the muslim religious text. And, until nowadays, it is in its name that some values are rejected while others are claimed. In a matter offact, women’s rights have been held captive by a political speech that, has been, and still is men’s in power speech.

We will study this discourse’s communication and its interpretation starting from the XIXth century in the tunisian high political spheres in some texts, such as the Letter of the cheikh Ibn Abi Dhiaf, great minister at that time, and the Mémoires of Kheireddine who also was a great enlightened minister. Afterward, we will see how this discourse moved on in the world of the literate ones through The liberal spirit of the Coran of Ettealbi, a zeitounian cheikh.

We will aim with this studyo to discover some of the fundamental texts that came from this heterogenous reception, which is, in our opinion, the right tool to measure how the muslim world and more specifically the great cheikhs of the Zeitouna reacted to the question of the women’s rights, how their speeches have evolved through time and above all, how did they use the religious texts in order to support their theories.

The women’s rights question has evolved to affect more and more fields until it reached the four true and great women’s conditions issues, which are: education, inheritance, wedding (liberty of choice, polygamy and divorce) and maybe the most thorny one, the veil since it has pushed her away of the public space, led to her objectivation, to her physical and moral imprisonment, and forbade her to get her citizen’s status.

Keywords: Communication, political discourse, religious discourse, woman, interpretation, Coran’s lecture, modernity, Tunisia
Introduction

There was, since the XIXth century in Tunisia, a discourse that focuses on women’s rights. That discourse swung between position statements that were in favor of women in the name of humanly shared values and total rejections in the name of the religion. Both statements, defense and opposition, were based on lectures and interpretations of the muslim religious text. Actually, it is in its name that some values were rejected while others were claimed. Since then, there is no Tunisian that doesn’t feel concerned by that matter.

Objective

This work will focus on discovering how the great cheikhs of the Zitouna, in the XIXth and the beginning of the XXth century reacted to that matter and how they did use the religious texts in order to support their theories.

Methodology

Resort to a socio-critical study: define the types of the texts, position them in the historical context, review them and analyze them.

Results

The oppositions of these cheikh’s statements caused great dissents that tear apart our societies, even nowadays. The question of the women’s rights cannot be settled by resorting to Islam, since the religious text can be used by the progressives and the conservatives.

Discussion

With the beginning of the Tunisian modernistic project in the XIXth century, nothing has been planned for the women, even though they were living according to the muslim world archaic model that enslaved them in traditions old of thousand years. These traditions led to different sorts of discriminations and some of them were the women’s objectivation. They cannot dispose of themselves since they are “given” in marriage and they cannot refuse or ask for divorce. Moreover, their families consider them as an embarrassment which prevents them from moving around or show themselves into the public space, but they can do so only under exceptional circumstances and must be entirely veiled. So, they cannot access education or make their voices heard. The veiling of women causes their imprisonment and their exclusion of the public sphere.

In 1930, Tahar Haddad spoke out against another social injustice caused by this imprisonment, which is the difficulty women found to access
healthcare: they die on job or when they get sick since they have no money, they lack instruction or by respect of the conveniences, since a woman cannot uncover herself in front of another man than her husband.

Today, we will try to review the position statements of two great cheikhs of the Zitouna to this question: Ibn Abi Dhiaf (Ibn Abi Dhiaf, unpublished letter 13 février 1856) and ETTEALBI (Benattar Cesar, Sebai Hadi, Ettaalbi Abdelaziz, 1905).

Ahmed Ibn Abi Dhiaf is one of the greatest literates in the generation of the first Tunisian reformists. This progressive spirit who has criticized the retardation in all its forms, who has criticized despotism, has, paradoxically, had a very different and conservative attitude towards the women.

The study of his *Lettre* (Ibn Abi Dhiaf, 1968) shows that, in the beginning of his text, he insists on the importance of religion — specifically “a mahometan law,” (Ibn Abi Dhiaf, 1968) because it is a “divine message” (Ibn Abi Dhiaf, 1968: 66)- and its absolute supremacy for everything that concerns the believers and the regents must not breach it. That’s why, according to him, veiling the women is not debatable, the verses of the Koran are clear and he considers it as a proof of love from men. He also supports his position by resorting to hadiths, to the Prophet’s daughter example, on Ali Ibn Abi Taleb who said that “The islam is that the woman must only go out for necessity, her ‘awrah’ covered and her face too, even it is not awrah.” (Ibn Abi Dhiaf, 1968: 87) and “Women liked this habit because it has a religious fundament.” (Ibn Abi Dhiaf, 1968)

He also claims that veiling the women is for their own sake, in order to protect them from the worst of the crimes, the depravation, as well as protecting them from the laws that punish the sinners, lapidation for the wedded and the whip for the others.

As for women’s education, he sums it up as this: “she must learn what’s necessary for her religion, [which is] believe in the only God, submitting to Him with her prayers and her fast, know her husband’s rights, avoid sins (...) and there is nothing useful for her to learn anything else.” (Ibn Abi Dhiaf, 1968: 70) always for the same reason “God has dispensed her from what weights on man”.

Ibn Abi Dhiaf is tenacious against the progressive ideas of women’s condition and all his religious knowing and his political skill are used to defend men’s privileges.

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1 The *Lettre on woman* is an unpublished letter, dated on 13 February 1856. It was presented for the first time by Moncef Chennoufi, 1968, in *The Annals of the University of Tunis 5*: 49–112. We will refer to this edition for our citations.
On the opposite side, his contemporary, the minister Khérédine is not so conformist and he insists on the necessity to educate girls and giving them access to instruction. He doesn’t understand the position of the conservatives who refuse to take example on the European’s experience and is astonished by the fear that women’s instruction inspires. He states that this is one of the causes of their under-development and he bypasses their traditionalistic arguments that oppose him and insists on resorting to the ijtihad and the adaptation of the religion. He is aware that the renewal and the modernization of the Arab Muslim society can only be achieved through a rational interpretation of Islam and religion must adapt to the new life conditions and to the modern way of thinking (BechirTlili, 1974).

With his anti-conservative statement (he could defend because he was a minister?), Khérédine allowed the Tunisian thinking on women’s condition to step forward, from a simple explanation of the religious text, to a call for reflexion and interpretation of the holy text with the reality of the country.

The reactions of these two ministers are representative of the statements that still dominate the Tunisian question’s on women’s rights. They also show that, starting from the XIX\textsuperscript{th} century, the women’s issue became one of the most important questions and the government must have started to look into it. As a proof, the Official newspaper started, since 1879\textsuperscript{2}, to put in information about the women’s rights defense movement.

By the end of the XIX\textsuperscript{th} and the beginning of XX\textsuperscript{th}, the ministers in Tunis kept on working on modernizing the country. They acted from the political sphere, tried to find compromises to conciliate modernity and islam, but almost all of them agreed on not changing anything to the religious legacy and the social structure. They chose to sacrifice the women of their country so they could respect the unity of the umma and the religious heritage. They remained in some Islamic reformism, respectful of traditions and social structure.

But, just like what happened in other muslim countries, this debate around the women’s condition kept developing and started to cause controversies, between the ones defending the improvement of women’s condition and the conservatives who saw in that, an attempt of the settler to destabilize the Tunisian society by attacking its identity, essentially through the woman, by rejecting the veil, the woman’s right to education and the access to a paid job. According to Aysegül BASBUGU-YARAMAN, in the ottoman empire: “In 1908, we counted 250 000 workers in which we had from 70 000 to 75 000 women (...)” (Basbugu-Yaraman Aysegül, 1996).

\textsuperscript{2} Two years after Khérédine demission.
Conflicts grew bigger and settled around the great question that shook off the society and took the name of the veil battle. One name dominated: Abdelaziz Ettealbi, the cheikh that interests us for this study.

He is one of the greatest Zitouna mosque’s cheikhs. The starting point of his reflexion (Benattar, Sebai et Ettealbi, 1905) was, that is the times of the Prophet, the woman was not diminished, she had in hands the knowledge and the religious text, then how did she became this dead weight that handicaps the whole muslim society?

He considers that the veil is the main reason for this retardation. He gives this definition: “the muslim woman veils her face, is secluded in her house and is absolutely out of live and civilization”, then the veil is the woman’s imprisonment to which he opposes this:” the rejection of this veil is the emancipation of women” and let’s remember once again that this is the first time that the word “emancipation” is used.

For the veil, he uses a demonstration in which he studies the religious text and connects different verses to prove that no religious text imposes the veil on women, except for the Prophet’s wives, his goal being “to examine if according to Coran and the hadiths, according to muslim religion, In a word, if the veil must be or not rejected.” (Benattar, Sebai et Ettealbi, 1905: 12).

He starts his demonstration by reminding that women’s veil did not exist for the Arabs and he uses this little story from the hadiths. Asma bent Abi Bakr, the Prophet’s step-sister who showed herself in-front of him light clothed. Ettealbi comments: This hadith is a clear indication, with other texts we will mention, that it is wrong to assume that the muslim woman veils her face, is secluded in her house and is absolutely out of civilization” (Benattar, Sebai et Ettealbi, 1905: 11). Another proof, rural women are not veiled.

Afterwards, he claims that there is no religious text that enforces women to wear the veil, except for the Prophets wives: “These recommendations are for the Prophet's wives, do they concern the other women? Of course not. The Coran itself indicates it”. And here he explains why: “The Prophet’s wives are not like the common muslim women, they are superior because they are the Prophet’s wives. Do we need a proof? All muslim widows are allowed to marry again. This second marriage is forbidden to the Prophet’s wives.”

He also studies the historical conditions, his main reference being the Prophet’s life itself.

He rectifies by asserting that “The Coran does not enforce the Prophet’s women to veil their faces, but to escape/avoid the gaze of the others.”

Furthermore, this has been dictated in specific circumstances and these are important to understand the meaning of the religious verses.

The main message of Ettealbi is that the reform of the society requires a review of the social paradigms and a new interpretation of religious texts.
He is forced to present all these religious justifications in order to respect the people’s sensitivities and not being accused of “kofr”3 and avoid the “rope” (Ben Ghedahem Manoubia, 2009: 11). This is his way to best defend the improvement of women’s condition. He proves, with the help of the religious texts, that his demand was legitim because it is in correlation with the spirit of the Islam and the manners of the Prophet.

He denounces the importance that society gives to archaic traditions, its commitment to these obsolete customs, even when they oppose the religion and harm the general well-being. This denunciation affected multiple branches until it reached the four true and great women’s conditions issues, which are: education, inheritance, wedding (liberty of choice, polygamy and divorce) and maybe the thorniest one, the veil, that if it’s solved, can improve their condition and let them get to the status of individual, juridically and socially speaking.

**Conclusion**

In less than a century in Tunisia, the reformist spirit has evolved and the women’s issue has moved on from the religious field to the social field and became the problem of all, to which a solution must be find because it is vital of the community.

Considering this question has led us to re-read the religious text, but it is impossible to take a clear position since both arguments, for and against, are within that text.

**References**


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3 Heresy, attack against the religion.
MISUNDERSTANDING:  
A FACT OF LANGUAGE OR OF SPEECH?  

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Abstract. We might well say that the primary vocation of language is communication and that language is above all the tool that we, speakers, use to ensure this communication and the interaction with others, we only have to observe closely our speeches and our acts of communication to realize that we are not always able to communicate our thoughts to another, and / or that we do not always want to interact with him.  

Indeed, human conversation has never been perfect, and for good reason: the interlocutors are not perfect. Their linguistic, encyclopedic and communication skills and performances vary. And that's totally normal. Because everyone has their own way of thinking, of expressing themselves and of transmitting to others the depth of their thoughts, or at least what they want to reveal.  

Indeed, clarity and precision, for example, are not our strongest assets. And H.P. Grice may think and say that the communicative act is based on the principle of cooperation, to talk about this desire to understand each other, speakers are not always really cooperative.  

So Grice conception is certainly idealized since misunderstandings are an integral part of our daily communication. These 'trouble' of language result from poor communication and / or an erroneous or abusive interpretation, an act that can be influenced by several factors: linguistic, psychological, cultural, social... Speakers do not always respect the rules or the principles that govern conversational acts, because they ignore them or perhaps also they do not want to comply with such procedures.  

But, when we speak about misunderstanding, sometimes, we cannot help wondering whether it might not exist in speakers whose speeches are often focused on misunderstanding, a pleasure in playing with words and in obscuring their thoughts to cover them up and to prevent others from reaching them. Could misunderstanding be just a phenomenon inherent in human language, which is not perfect and whose sign is characterized by incompleteness? Or such 'language disorders', like the misunderstanding, would rather be an error, intended or not, of speech interpretation?  

Keywords: communication, speech, misunderstanding
Introduction

We have to agree that when we engage in a conversation, clarity and precision are not our best assets. Even if H.P. Grice thinks that the communicative act would be based on a willingness to get along with each other.

An idealized conception since misunderstandings are an integral part of our daily communication. And when we speak about misunderstanding, we sometimes cannot help wondering if there might not exist among speakears whose speeches are often centered on misunderstanding, a pleasure in veiling their speeches? Could misunderstanding be inherent in human language or rather an error, intended or not, in communication?

Purpose of the study

The aim of this article is to find out whether the misunderstanding is inherent in human language or just a misinterpretation, unintentional or deliberate.

Methodology

The idea is to start from a hypothesis that will be confirmed or disproved by examples of conversations illustrating misunderstandings.

Results

It will be proven that misunderstanding is not always a communication incident. It is inherent in language and a subterfuge used by the speaker to hide his really think.

Discussion

The Misunderstanding?

The french term *malentendu* (misunderstanding) is composed of the adverb *mal* and the past participle *entendu* (heard). And its meaning does not escape the polysemy of the verb entendre (to hear): to hear a sound, in the sense of perceiving it physically, and to understand the meaning of a message.

A non-fortuitous polysemy, because in a world with a hearing majority, speech is first and foremost sound and therefore, hearing badly is misunderstanding and so misinterpreting.

**Example**: C’est un test / zest / geste

Semantically, there is a difference between *test, zest* and *gesture*! The misunderstanding therefore comes from a message that the receiver-interpreter has misunderstood or not at all understood. That’s why the misinterpretation. We thus join A. Giacomi, E. Houdaifa and R. Vion
who define misunderstanding as “une divergence d'interprétation sémantico-pragmatiques effectuées par deux interactants à partir d'un même message dont l'un est principalement le producteur, l'autre l'interprétant” (Giacomi A., Houdaifa E., Vion R., 1984: 84).

If the interlocutors share the signifier, the signified necessarily comes under interpretation. And if the interpretation of an utterance runs the risk of misunderstanding, it is because it brings into play linguistic factors and variable extralinguistics factors, such as the situational context, the knowledge shared between the two speakers, their linguistic skills, etc.

Not forgetting that the communicative process is subject to contingencies. And any communication can experience failure: the interlocutor speaks and his speech progresses, but he is not safe from clumsiness of expressions ... And this is what creates the misunderstanding.

Here is an example:

― Je vais inviter sept amis pour mon anniversaire.
― Il y aura combien de personnes ?
― J'ai dit “sept”.
― D'accord ! Dix-sept.
― “Sept” ! Sans “dix”.
― Sept cent dix ! Mon Dieu ! Où est-ce que tu vas installer tout ce monde ??!

**Misunderstanding: a phenomenon inherent in language**

Language is a great tool which has its qualities and its faults. It is extraordinary when we consider that we can produce an infinite number of sentences with a limited number of letters. The speeches may look alike, but they are never the same. Just think of all the books written for centuries, all the speeches and conversations we have every day.

Linguistic units that can be combined as much as we want and reusable endlessly. An economy suitable for human memory, rather limited, and it allows us to make words say as much as we want. This the power of language, and also its vulnerability, because words polysemy and ambiguity pave the way to plurality of interpretations and therefore to misunderstanding.

**Example:** a conversation between two sports journalists.

Michel — Bonjour. Un petit tour vers la ligue 1 de football. Jacques, vous pouvez nous donner des nouvelles de Caen ?
Jacques — Les nouvelles sont fraîches, elles datent d’hier soir.
Michel — Mais plus précisément de Caen ?
Jacques — De 22 h 30.
Michel — Plus précisément, de Caen ?
Jacques — 22 h 32. (…)
Michel — Mais la ville de Caen, en Normandie.
No one can deny that the real trap is in the words. It is the homophony of *quand* and *Caen* that creates the misunderstanding. Each gives the sound [kâ] a meaning that diverges from the one of the other: one speaks about time and the other about a city. The misunderstanding therefore results from a double coding of the same reality.

In this case, we can say there is misunderstanding because language, as a tool of communication, has somewhere failed in its mission. There has been a failure because words are not perfect and they cannot be perfect, otherwise we would have an unimaginable number of monosemic lexemes that the human memory can never store. In this case, we will really talk about a failure of the language system.

Speakers can’t do anything against imperfection of language. They have to get used to implicit, ambiguities, and nuances that arise from their words, because language says things and keep quiet others. So, misunderstanding is no longer a failure of communication, but a fact inherent in human language.

And to remedy this, speakers adopt a preventive anticipatory behavior: they try to avoid the trap of misunderstanding, for example by asking the interlocutor to repeat a word, to reformulate his message, to give more details...

**Misunderstanding: failure or subterfuge?**

*The accidental misunderstanding*

It’s misunderstanding that caused the misfortune of King Croesus¹, who went to war with Persia. As usual, he sought the advice of oracles who predicted that a war against the Persians would be fatal for a great empire:

“Que se passera-t-il si j’entreprends cette guerre contre les Perses ?
— Tu détruiras un grand royaume.” (Clément B., 2003: 133).

Out of vanity or stupidity, or both at them, Croesus did not imagine that “a great empire” could mean its own empire. Believing himself invincible, he overlooks the indefinite value of “un” which indicates that it can be any great empire, including that of Croesus.

So, after losing the war, he wanted to punish the oracle who tricked him. And the latter's response was most eloquent: he reminded him of his naughtiness, neglecting to ask for more explanation about the empire that was to be destroyed.

*The deliberate misunderstanding*

We say always that misunderstanding is a communication accident. But, would there not be some pleasure in some speakers in hiding their

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¹ He is the king of Lydia (-630 / -560 av. J.-C).
thoughts, by deliberately creating misunderstandings? Can misunderstanding be a discursive strategy to reach some aims? A deliberate act because, for various reasons, speaker does not want to be understood, to reveal the depths of his thought.

For example, political discourse is full of misunderstandings. Deliberate and intentional misunderstandings. We can remember the sentence of Général de Gaulle in Algiers: “I understood you!” (speech delivered in Algiers, June 4, 1958).

“Je vous ai compris² ! (...) et je déclare qu'à partir d'aujourd'hui, la France considère que dans toute l'Algérie, il n'y a qu'une seule catégorie d'habitants: il n'y a que des Français à part entière, des Français à part entière avec les mêmes droits et les mêmes devoirs”³.

A reassuring speech for the Pieds-Noirs since it clearly responds to their desire to maintain French sovereignty in Algeria. But it conceals a double game on the part of its author.

Where is the subterfuge? In his Mémoires d'espoir, de Gaule admits:

“De tout temps, avant que je revienne au pouvoir et lorsque j'y suis revenu, après avoir étudié le problème, j'ai toujours su et décidé qu'il faudrait donner à l'Algérie son indépendance” (Caillet G., 2018).

Indeed, de Gaule proclaimed in 1959 the right of Algerians to self-determination. An announcement that has the effect of a treason for the Pieds-Noirs.

And in an interview with journalist A. Passeron, in 1966, he said: “Imaginez qu'en 1958, quand je suis revenu au pouvoir et que je suis allé à Alger, que je dise sur le Forum qu'il fallait que les Algériens prennent eux-mêmes leur gouvernement, mais il n'y aurait plus eu de De Gaulle dans la minute même. Alors il a fallu que je prenne des précautions, que j'y aille progressivement et, comme ça, on y est arrive” (Caillet G., 2018).

The misunderstanding is no longer an accident but a strategy. And Stendhal understood this well when he said that “la parole a été donnée à l’homme pour dissimuler sa pensée” (man has been given the speech to hide his thoughts) (Stendhal, 1972: 151). We are aware that speech is not perfect, that we are not perfect either, so we play on these words which sometimes escape us and sometimes allow us to escape.

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² We emphasize.

³ Translation: “I understood you! (...) and I declare that from today, France considers that in all Algeria, there is only one category of inhabitants: there are only French people fully-flegged, fully-flegged French people with the same rights and the same duties”.

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Conclusion

Any interpretation is not safe from misunderstanding, because language has its flaws and language skills of the speakers are not perfect. Not to mention those who like to create misunderstandings, to serve their own aims.

Shall we say with Vladimir Jankélévitch: “Puissent-ils ne pas se comprendre trop tôt ! Puissent-ils se mécomprendre ! Y aurait-il par hasard plus à redouter qu’à espérer de la dissipation des malentendus ?” (Jankélévitch V., 1980: 210).

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THE FRENCH TESTAMENT BY ANDRE MAKIN,
OR THE ART OF EQUIVOCATION

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Abstract. This bildungsroman, or novel of initiation, is written by the Franco-Russian author Andrei Makine in which he recounts the story of Charlotte, a woman of French origin, who emigrated to Siberia with her mother in the interwar period between the two World wars. Taking a walk down memory lane, she describes Paris, the city where she spent her childhood, to her grandson Aliocha. In her mind’s eyes, Paris was a place of gastronomical refinement and literary profusion, which she memorized through books, poems, press clippings and photos neatly stored in a suitcase she paradoxically called the “Siberian suitcase”.

Each and every item in the suitcase carries a memory, but which one is it? Is it that of the native culture or the adopted one?

This abstract outlines the content of my paper, which is guided by the following rationale. First, I intend to study the representation of these sign objects while accentuating their equivocation manifested in both the book’s title and body.

My objective is to first examine whether this testament, which calls itself French is genuinely French, or is it merely a Russian testament after all.

Secondly, I will look for what is at the origin of this equivocation, which is perceived here as an expression of a two-way thought susceptible to double interpretation. The equivocation differs from ambiguity because it is a voluntary act. It is a contrapuntal writing, made of overlapping and echoing narratives that have triggered a textual polyphony. The latter will lead us to accept more the “Russian testament”, and to discover a section of the history of Russia, its language, its customs, its dramas, but also the drama of the narrator himself who never knew his mother.

By referring to the hermeneutical triad of H-P Jauss, I will try to analyze this equivocal text and writing using three axes. In the first one, I will show how the interweaving of intrigues and themes like peace/ war; love / rape; Belle Époque / communism etc. has placed the narrative under a pattern of repetition. The second axis highlights the superposition of places and the mixing of eras until they...
coincidentally meet (Paris / Saranza; Seine / Volga; Occident / Orient). The last axis dwells on the ventures of doubling the Subject in the two languages and the two cultures. These three levels allow this Testament to be read as a celebration of Charlotte, the woman-mentor, the incarnation, at the same time, of the Memory of French Literature, the Belle Époque, the 1917 October Revolution and of the drama of the narrator’s mother.

My examination of the text will accentuate the act of testamentary of a Russian migrant who expresses his last wish of not forgetting the Russia he left.

**Keywords:** Intertextuality, Equivocation, Counterpoint, Memory, Oblivion

### Introduction

Jean de La Bruyère, who in the preface of his book *The Characters* instructed “Let us speak clearly, please, and unequivocally” (La Bruyère J de., 1975: 8) has not known Talleyrand who rightly wrote “Words were given to human beings to disguise their thoughts”. He has not known Duras either and her resounding declaration “the story of my life does not exist, it does not exist. Never has there been a center. No path, no line. There is only vast places where we pretend there was someone. It is not true. Nobody was there” (Duras M., 1985: 11).

That is how in modern literature, all is lies. Therefore, even though the text is autobiographical as is the case in the present novel, it does pave the way for contradictory interpretations, given the equivocal nature of language.

### Objective

The purpose of this short paper is to examine the above-mentioned novel in light of the teachings of the Constance School, which were fine-tuned by Jauss in terms of hermeneutic triad (Jauss H-P., 1988: 70) and corollary; and to look for the roots of equivocation, the expression of a double-meaning thinking, that is liable to bear a double interpretation.

As equivocation is a voluntary act different from ambiguity, we will show how contrapuntal writing as a form of overlapping narratives constantly echoing one another is at the origin of textual polyphony, or even “conflicts of interpretations” (Ricoeur P., 1969). This very polyphony, which leads us to support the thesis that *The French Testament* is in fact a Russian testament.

### Methodology

The approach we have adopted here is to detect throughout the novel the way the author is using equivocation to speak out his mind and feelings.
To this effect, we will examine the most salient aspects of equivocation around which the novel is hinging, analyse them, illustrate them with selected examples and draw a number of conclusions to validate our point.

Three main aspects / techniques of equivocation will thus be studied:

- Aspect 1 — **Tiering** and layering of topics and motives that rest on opposition;
- Aspect 2 — **Superposition** and overlapping of epochs and venues until they merge and melt into each other;
- Aspect 3 — **Duplication** of the character who is both so fascinated and repulsed by the West and the East at the same time that he makes them clash.

**Findings**

- Regarding the first aspect of equivocation (**Tiering**) used by the author, we perceive in it a kind of rewriting of *The Tales of the Arabian Nights*, since they have in common the ‘initiatory genre’, with a woman as its central character (the Parisian Charlotte whose name starts with the sound Sh, just like Scheherazade, which means in Persian child borne in town = city dweller).

  The two books also have in common the “three central topics of *The Tales of the Arabian Nights*: tyranny, sisterhood and censored words” (Bencheikh J-E., 1988: 71).

  As these three topics (tyranny, sisterhood and censored words) have always accompanied Russia’s history since the tsars until the first world war and the inter-war period, we see their counterpoint in the narrative on Charlotte’s childhood, which in fact corresponds to the Belle Époque and its symbols: democracy, carelessness, growth, lightheartedness, etc.).

  As in musicology, we have here the horizontal line (**melodic line**) which is in my view Russia and its history made up of wars and revolutions and wars alternatively; whereas the vertical line (**harmonic line**) is represented by la Belle Époque (or Proust Epoch), as suggested in the title of the novel.

- Regarding the second aspect of equivocation (**Superposition**) and overlapping of epochs and venues, the split universe of the narrative and its different layers give a voice to different characters and different space-times, which are in constant change. Hence, the difficulty of deciphering and untangling these fragments of discourse which echo one another constantly.
We think equivocation comes also from the art of *Fugue* (Fuga), which is a musical composition based upon one, two, or more themes that are enunciated by several voices or parts in turn, subjected to contrapuntal treatment and then gradually built up into a complex form. This procedure of Fuga implies a sense of escape (as it means in English to run away, flight), since the listener feels as though the theme is flying from one voice to the other.

To illustrate this with an example, I will mention two important episodes in the history of France, which the narrator quotes in the novel in a casual, furtive, discontinued and impartial manner. These two episodes are the terrible *Deluge* of the river Seine that almost swallowed the whole capital city Paris. It lasted 45 days and subsequently, Paris was rebuilt and renovated. This will represent the largest public works programme Paris has ever known since Haussman reconstruction works undertaken from 1853 till 1870 (Wikipedia Free Encyclopedia, 2020) “Paris transformations after the Second Empire”.

The second episode is the *Bloody Week*, to which the writer also refers in a detached manner. It is about the confrontation between the Communards and the Versailles in the Pere la chaise cemetery, in which 400 communards were gunned down. These two episodes are in fact a prelude to the bruised history of Russia, who has known deluges, bitter cold and bloody tragedies like the Khodynka Tragedy…

Russia emerges then in the novel with its large expanses of land and forest, its severe climate, its wars, its totalitarian regimes. It emerges with its taiga, its isba and dacha, its babuchkas, its millet kachka, its koulak, its kholedets, its vodka, its Pravda, its Moujiks and Bolsheviks, its Mensheviks, its samovars, its Kremlin, its technars, its beheaded churches and its koukoushka). We note, however, that in the whole novel the only word written in Russian is the word *Tsar* (царь) (Makin A., 1995: 59), followed by a description the writer makes of the feelings this word evokes in him!

Russia emerges also with its onomastic: let us note how the narrator mentions for example the name Aliocha, meaning (the protected), as he is himself the *Protégé* of Charlotte and not her grandson as he used to think. Besides, Russia emerges through its politicians who the narrator mentions, either in a fleeting way (Fuga), or in a playful manner. Example on page 101, where he tells us how he transposed the scene of the Elysee lovers (Felix Faure and his mistress Marguerite Steinheil) to the masters of the Kremlin: Lenin, Stalin, Khroutchev and Brejniev; but with no women
around, as “a feminine presence, and a fortiori, a loving one was simply inconceivable “.

Such duplication of characters — game play — actually recalls a reality, which is not as playful and funny, but rather tragic; and that is the painful duplication of the character himself in search for an identity, as this is well expounded in the third aspect below that deals with the Duplication of the subject / the split of the self.

- Regarding the third aspect (Duplication of the subject), it “requires that two material bodies are jointly formed in the subject (…). It is in the second body that conscience is lodged. Its material consistence — if it exists — is fragile and temporary and can dissolve in the moment.” (Wallon Ph., 2006: 67). The following quote in Makine’s novel illustrates this perfectly: “no, it is not the first time that we notice this duplication in our life. To live with our grandmother was already like being elsewhere” (Makine A., 1995: 29).

The writer uses an additional dimension — the Graft — in the context of duplication / split subject Russian-French. We need to note here that the graft is also an equivocal word (it can be a graft to replace a damaged part of the body, or a piece of a plant or tree attached onto another plant or tree to help it grow. An example to illustrate this: in the novel, Makine writes: “I wanted that France who was grafted in my heart, who I studied, explored and learned, I wanted her to make someone else of me” (Makine A., 1995: 151).

The novel refers to the cause of this duplication of the subject/ split of the self: it is the fact that as a child, the narrator did not know his real mother. He used to think Charlotte was his grandmother, until he discovered the photo of a woman holding a baby, but Charlotte never replied to his question on who the woman was. ... This photo will remain an enigmatic souvenir for him. Thus, the narrator has transposed in literature a mechanism, known in psychology as “Screen memory” (Brun P., 2007: 144).

Another defense mechanism used in the book to overcome the duplication of the subject is the Lie on origins: to stress his French origin, the narrator imagines he is from the French Provence with its colors, its scents, its silver lines; and “many years later, I will identify in them the features of the Virgin” (Makine A.,1994: 18).

But then the Russian origin resurfaces back again throughout the book (we have here Freud’s psychoanalytic theory on the Surfacing of repressed memories), when, for example, the narrator talks about the abusive conduct of Beeria (the women’s hunter like Shahriar), to who he compares himself with an important dose of self-flagellation and sense of guilt: “Yes, I was Russian!” (Makine A., 1994: 190–194). Another example: “But the most important thing is that my French graft does not seem to exist any longer” (Makine A.,1995: 195), and “(...) once upon a time, there was a boy who has
imagined a fabulous town rising above this foggy horizon (...) This boy is no longer there. I was cured!” (Makine A., 1995: 200).

While paying tribute to the French civilization / culture, symbolized by Charlotte (a name which means powerful), who he admires as she has never forgotten her country France, the narrator thinks he has regained his Russian origin through participating in paramilitary competitions at school and training on using a Kalashnikov rifle. This symbolizes violence added to the notion of rape and abuse mentioned earlier.

However, to solve this inner struggle and expiate all this harm, he “dreams of a unique and absolute work, a book, which thanks to its beauty could reinvent the world…” (Makine A., 1995: 293). Writing the book using duplication becomes then a therapy.

**Conclusion**

Writing the book is creation; and creation is in fact the crowning stage in the long process of Resilience and post-traumatic growth according to psychiatrists and psychoanalysts. Resilience takes in the present novel the form of a soothed *Reconciliation with the Origins* that are revealed in the Testament.

In his tireless quest for origins fraught with secrets, doubt, half-truths, contradictions, equivocation and suffering, the writer has given to his readers the opportunity to discover his remarkable erudition that is illustrated by him often resorting to intertextuality, which is in itself a source of equivocation due to its textual polyphony, running from The Tales of the Arabian Nights to Proust, via Nerval and Baudelaire.

The novel could have been titled “The Musical Offering” (J-S Bach), as it relies on contrapuntal writing, a western genre made up of fugue and counter fugue. Indeed, in the first and second parts of the novel, the writer uses the Fugue, whereas he uses the counter-fugue in its third and fourth parts. This technique is followed to oppose to one another two countries, two cultures: France and its cult of love, Russia and its cult of violence. This ebb and flow movement enhances the musicality of this type of writing. Additionally, the novel is a “mise en abîme” of the act of reading and writing, which started with the Tale (an oriental genre), then the theatre through the pattern of the Balcony in the book, then the letter as a genre typically feminine, but also press clips, photos and cinema. All these being the means and stages that are needed to progress from the quest for origins to literary creation.

Is this literary creation of the narrator-writer a tribute paid to France, to its history and its literature, or is it a testament on Russia to ward off oblivion, as oblivion is death?
The novel exposes to the reader a substantial chunk of the history of Russia, its language, its customs and dramas, in addition to the personal drama of the narrator himself who never knew his mother. But *The French testament* is in fact a Russian testament as the young boy who the narrator used to be has matured and developed into an adult, firmly rooted in his origins (hence the name Makine, which has in fact an Arab origin meaning “firmly established”).

Yes, he has developed in an adult solidly anchored to the universal literature he is going to transfer to others as instructed by Ezekiel: “(...) and I went unto the angel, saying unto him that he should give me the little book. And he saith unto me, take it and eat it up; and it shall make thy belly bitter, but in thy mouth it shall be sweet as honey” (Apocalypse (Bible) 10: 9–10).

The *French Testament* has thus become a Russian testament from Makine to the world.

References


THE TRANSFER OF MEANING:
THE ILLUSION OF COMMUNICATION — A CASE STUDY

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Abstract. Communication is a basic human need that has gained much more significance especially with the profound impact the technological revolution has had on means of communication. We are transferring meaning between each other and processing information at the micro level in interpersonal communication as well as at the macro level in intercultural and intergenerational communication without being aware of the communication illusion or miscommunication that usually occurs in discourse.

This paper analyzes how every transfer of meaning by different symbols (verbal/nonverbal) in our everyday communication contexts is illusive and unable to establish a complete communication. As it highlights the importance of being aware of such a phenomenon and its effects on the way we interpret and construct knowledge, attitudes, and ideologies. This hypothesis has been developed in neuro-linguistic studies and its importance is shown in critical discourse studies especially those based on the socio-cognitive approach through the notions of “mental models” and “social cognition” (Van Dijk, 1993, 2016).

The first part of this paper presents how neuroscientists and some cognitive linguists have argued the idea of the “illusion” of communication.

In the second part, this phenomenon is studied in public communication contexts such as media and political discourses. For this purpose, we chose to analyze two slogans of the two final candidates in the second round of the last presidential election in Tunisia (2019).

As a result of this critical analysis based on the socio-cognitive approach, we found that these slogans could be interpreted in many different ways because of differences in mental models of the addresses about their linguistic meaning and their context. Even though politicians and their consultants that are experts in communication tried to transfer their political message through different discursive strategies, they usually failed to accomplish their mission. This could be explained by the fact the ideal communication and transfer of meaning between people is in fact a myth. In the process of interpretation, we are constructing and reconstructing meaning continuously according to the different perspectives and goals of the speaker/writer and the listener/reader.
Keywords: miscommunication, interpretation, mental model, political discourse

Introduction

Communication is a basic human need that has gained significance especially with the profound impact of the technological revolution. Human communication is usually a complex process because of our illusion or consensus that we are perfectly understanding each other. Indeed recent neuro-linguistic research argues that perfect communication and a complete transfer of meaning is an ideal. But most of the time and for practical reasons, we are taught to pretend that we are sharing the same meanings and concepts in order to keep going in the conversation. This paper treats the question of the illusion of communication in public discourse. We are usually unaware of this illusion because of conventions and our intuitive search for meaning. But we think that we need to uncover the speaker’s intention; especially in certain discourse types like political, religious and advertising discourse that try to influence our mental models to the profit of a specific ideology. This paper proposes a critical analysis of samples from political discourse in Tunisia using the Cognitive Approach and Critical Discourse Analysis. It aims at unmasking the illusion of communication and the strategies they use to influence the public mind.

Objectives of the study

The study examines the illusion of communication in the transfer of meaning in different contexts of discourse interaction. We focus on the public discourse where this illusion of communication plays an important role in influencing people in very different ways. Our purpose is to show through a critical analysis of samples of political slogans that the political discourse that needs to be clear and direct in this context is misleading and can have different interpretations according to social and cognitive contexts that influence the addressee understanding. We argue also that fuzziness could be meant in order to communicate with different kind of receivers to make the slogan or the political discourse and by default the speaker more popular.

Methodology

The illusion of communication in transferring meaning is widely used in political discourse and it aims at manipulating people and influencing their mental models. In order to test this hypothesis, we will in the first place present how neuroscientists and some linguists have discussed the idea of “illusion” of communication. In the second part, we will study the transfer of meaning in public communication contexts such as media and political
discourse. For this purpose we chose to qualitatively analyze two slogans of the two final candidates in the second round of the last presidential election in Tunisia (2019).

Usually we are guided by the assumption that if we know the language, we are able to communicate with each other with no difficulties. This is partly true especially when we produce simple sentences using a very basic lexicon. But if we try to communicate a long text or speech using some medium-sized words like “democracy”, “terrorism”, “republic” or else, someone might ask “What do you mean by ……..?”. We notice that he/ she does not ask about the meaning of the word in itself but he asks about the meaning that you constructed for this word in your specific context. This is an important point to understand the real process of communication. To do that, we need to question some ontological assumptions about our interaction with the world and with each other via language. One of these important questions is “Do we perceive the world in the same way?”

Cognitive neuroscience affords empirical evidences about the role that the perceptual and motor system plays in shaping particular concepts such as color concept, basic level concept and spatial relations concept. This leads to Lakoff and Johnson’s argument stating that : “The peculiar nature of our bodies shapes our very possibilities for conceptualization and categorization” (1999: 19). Since our perceptual system is limited, we can experience the outside world only through our “window on the world” which is our body (Don Fabun, 1968).

We have to take these experimental findings into consideration when we are transferring meaning by symbols or languages. So we have to be aware of the fact that we are communicating very different meanings in our daily conversations. So people are usually taught to ignore these differences in perception and conception of the world and try to focus on the common point in order to keep going in their communication and interaction. The neurological studies of human perception argue that what we are conceptualizing and talking about is not external to our body. So when the speaker/writer tries to talk about something to a listener/reader, he is constructing a meaning about the outside that he wants to transfer to the addressee. But since we are not related to each other with some electrical wires like computers, we need to transfer meaning via signs that are mostly verbal. Language as the main form of communication has its own logic and nature that is different from the chemical neuronal interactions that construct meaning in the brain of speaker/listener. That’s why the linguistic meaning represents a second meaning other than the one created by the speaker’s brain. Besides, when this linguistic sign is heard or read by the addressee, he will transform it once again to a mental representation when he/she tries to
reconstruct the meaning which the speaker wanted to communicate. But in all cases, this process of reconstruction produces a third meaning that is more or less different from the first and the second meaning. That’s why we talk about the illusion of communication because we think that we are transferring the same meaning but in reality we are not doing so.

Based on these experimental findings in neurosciences which are related to cognitive grammar, Langacker observes that:

“The domains an expression invokes provide its conceptual content. Linguistic meaning does not, however, reside in content alone, for we are able to construe the same content in alternate way, resulting in substantially different meanings” (Langacker, 2008: 5).

Indeed, this linguistic construction results from the interaction between the grammatical structures chosen by the speaker and the cognitive models based on his mental representation of his physical and social environment. In this regard, Cherif (2020: 15) argues that:

“Neither direct perception nor memory would have jumped with its information into discourse without going through the syntactic apparatus capable of translating it by transforming it from mental psychosocial beings trapped in the brain to linguistic beings capable of verbal encoding or substituting it.”

In this double transformation, the meaning changes sometimes completely (misunderstanding context) or partially when people think that they have totally understood the speaker’s meaning or pretend that they did so in order to keep the conversation going or for reasons of politeness.

In the second part of this paper, I will try to implement this idea in my study to communication in the political discourse which is a type of public discourse that was widely used in Critical Discourse Analysis. So, the socio-cognitive approach is selected for the analysis of samples from Tunisian political discourse in the second round of the last presidential election. This approach is characterized by the discourse-cognition-society triangle. In this respect, Van Dijk (2016: 64) confirms that:

“Social interaction, social situation and social structures can only influence text and talk through people’s interpretations of such social environments. And conversely, discourse can only influence social interaction and social structures through the same cognitive interface of mental models, knowledge, attitudes and ideologies”

So this approach focuses on the cognitive interface in public discourse communication between the discursive structures and the social structures such as organizations, ideological groups, and communities.

The slogans are forwarded in the analysis in order to uncover the discursive strategies used by the speaker. These strategies aim at persuading people to vote for him in the presidential elections.
The first example is the slogan used by the first candidate of the second round in the elections:

![Slogan Image]

“People / The nation wants …”

We notice that the sentence is not finished, the object of the verb (wants) is omitted. The speaker allows the addressee (the people), who is at the same time the subject of the sentence, the function to complete it with what he/she wants. The ellipsis is one of the discourse strategies that speakers use to make the listener think that he / is constructing meaning with him. The speaker also uses this strategy to satisfy the majority of people by doing what they want and not what he wants. Indeed, this candidate in the second round of the presidential elections refused to make a campaign and to give electoral promises because he thinks that the people should perform what they want by themselves and govern themselves by themselves. So this slogan seems to be very vague because it does not say anything about the candidate who is absent in the text of the slogan and present in the context by his photo and his name in the election banner.

2nd example:

![Slogan Image]

Nabil Karoui, in the heart of Tunisia
In this slogan the expression the heart of Tunisia can refer to different meanings:

— The center of the country where there are marginalized people that need help and attention from the government and the candidate promises to take care of this people

— The heart of Tunisians even though he was far away from them because that he was arrested during his campaign

— The name of the candidate’s party that is called “قلب تونس” (the heart of Tunisia) in order to insinuate to the two meanings explained above.

Unlike the other candidate, we notice that this second candidate in his slogan, is strongly present through the use of his name (Nabil Karoui) as a subject of the sentence that constitute the slogan and through the name of his party in which he is the principal figure. Nomination, according to Van Dijk is a discursive strategy that’s usually used in the public discourse in order to influence mental models and the social cognition of the group or society (Van Dijk, 1993).

**Results**

This situation is different from the illusion of communication in everyday conversation which is a natural and unconscious phenomena. It is a planned for type of communication in public political discourse. Indeed, as it was shown in the analysis, the fuzziness of meaning in the two slogans studied in this paper are meant to incite the curiosity of the receiver and make him think that he participates in the construction of meaning by the process of interpretation. So, the two candidates do not present their conception of social and political values and do not explain their strategies and political project to face the critical situation of the Tunisian people. They just say what the people want to hear. These discourse strategies show, populism in the political discourse of the two candidates. So it is important to be aware of the illusion of communication in public discourse that wants to dominate and control the minds and behaviours.

**Conclusion**

Political discourse like other types of public discourse use the illusion of communication as a discourse strategy to influence the minds and control their behavior. As we mention above, when the politician purposefully chooses to use ambiguous structures, he implicates the addressee in the construction of meaning according to his attitude and ideology. By this kind of strategy, some politicians gain the sympathy of people who adhere to their groups because they think that they understand clearly the meaning transferred by the political speech or slogan. But, in reality they are in the
illusion of communication as we have argued in this paper. Another clear case of illusion of communication that can be studied in further research is the international communication about Coronavirus that we are facing in this period. Public discourse is trying by all means of communication to influence our mental models about this pandemic. We need to examine these types of discourse using a socio-cognitive approach to elucidate the mystery of Covid 19.

References


METAPHOR IN EQUIRHYTHMIC POETIC TRANSLATION: OBSTACLE OR OPPORTUNITY?

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Abstract. The present article analyses ways of treating metaphor as an indispensable element of imagery in poetic translation. The objective of the article is to determine the fine line between crucially deforming or diluting the initial image and deliberately transforming it with a view to finding a more convincing way to transmit it to the target reader, even if the latter approach involves resorting to different imagery.

The main sources of the present article are examples of equirhythmic translation (Russian-French language pair: excerpts from poems by V. Mayakovsky, N. Gumilev, B. Okudjava and other Russian poetic texts), in which the poetic translator is not only compelled to convey the meaning and create the rhyme, but also has to adjust the length of the verse and the rhythm accordingly. This type of translation better than any enables the target audience to perceive the spirit and the melody of the source language, yet imposes a range of restrictions on the translator, which provides us with a number of curious cases where rhythm and rhyme imperatives often render impossible translation solutions that closely reflect the original text. In these cases, metaphor can be viewed either as an invincible obstacle, coercing the translator to preserve all its components, or as a portal, enabling the translator to fit the verse into the rhythm by deviating from the initial poetic image, yet hitting the aimed-at target, by means of analysing the desirable ultimate poetic effect.

The main research methods include experimental techniques, since the majority of the cases are provided by the author of the present article, comparative analysis of imagery found in the matching source language and target language excerpts, qualitative case study which guides us to elicit possible ways to address complicated metaphor problems that poetic translation offers and exclude the defective solutions.

The article puts forward an approach to treating poetic figures such as metaphor, showing which imagery elements can be sacrificed in the translation and which ought to be regarded as focal points in order to better achieve the transmission of the ultimate poetic effect to the target culture.
Keywords: cross-cultural communication, poetry translation problems, equirhythmic translation, metaphor, poetic imagery

Introduction

Poetry translation, being one of the branches of literary translation, imposes a range of limitations that translator of prose doesn’t face. Equirhythmic poetry translation, in which the translator is bound to the original meter, restricts the area of possible translator’s solutions even more, therefore rendering impossible or minimizing the chances to stay completely faithful to the initial image conceived by the poet. Apart from the habitual set of tasks appointed to the translators, the equirhythmic poetry translator must take care of the rhyme and adjust the length of the verse and its rhythm in a way comparable with the original verse. Thus, even the smoothest solution for a metaphor translation sometimes has to be painfully rejected due to the formal restrictions. Facing the fact that sacrifice is inevitable, one has to determine the field of legitimate modifications, eliciting the key elements of a metaphor the translator should keep.

The purpose of the present study is to define which elements of a metaphor prevail and cannot be sacrificed while translating. The research methods include experimental equirhythmic translation, cases being provided by the author of the present article, reviewed, corrected or approved by native speakers, comparative analysis of imagery found in the matching source language and target language excerpts, qualitative case study which guides us to elicit possible ways to address complicated metaphor problems that poetic translation offers and exclude the defective solutions. The language pair of the present study is Russian-French.

Visual metaphor

Facing a visual metaphor, being restricted by the rhyme and rhythm imperatives and sometimes deprived of the possibility to use the same imagery tools as in the source text, the equirhythmic translator can put forward another viable solution to convey the metaphor in question, provided that the ultimate visual image is the same or comparable.

Надо вечно петь и плакать этим струмам, звонким струмам, 
Вечно должен биться, виться обезумевший смычок, 
И под солнцем, и под вьюгой, под белеющим бурном, 
И когда пылает запад и когда горит восток

Que l’archet s’agite, s’emporte dans une dance éternelle, 
Afin que les cordes sonnent, qu’elles chantent et pleurent sans cesse, 
Au soleil ou sous l’orage, quand la neige s’amoncelle, 
Au coucher qui t’incendie et au levant qui te caresse

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The above quoted excerpt from Nikolay Gumilev’s poem (Gumilev N.S., 2012: 127) uses parts of the world as metonyms to express the idea of sunset and sunrise: the west and the east. This metonymy is not rare, too elaborate or quaint, so it could be fully reproduced in the target language, but for the form limitations that equirhythmic translation imposes. So it could be communicated otherwise, on condition that the visual image remains intact: preserving the given times of the day plus the range of colours the protagonist sees: the flaming sunset and more evenly burning sunrise. Taking into account the tendency of French language and poetry to personalise the actions which in Russian tend to stay impersonal and in order to intensify the imagery, having lost the metonymy, it was decided to add a contact between the protagonist and the sun (see the French tendency to personalisation in Etkind E.G., 1999: 542). This way, the sunset (burning more intensely) is igniting the poet and the sunrise (burning more softly) is caressing him. The initial imagery is communicated with different tools; the emphasis being placed on the fidelity of the visual image transmission.

**Imagery details or ultimate goal?**

If the metaphor serves to create a setting or reinforce the underlying message, the translator’s job is to define what it is and to reach it whatever the tools, answering the questions “why”, “what for”. In the example below, taken from Bulat Okudjava’s “Song about Mozart” (Okudjava B.Sh., 1982: 130), the line in italics “all our life is either revelry or shooting” the words “revelry” and “shooting” imply a deliberate alliteration. It wouldn’t be enough for the translator to find equally powerful French equivalents and put them together, even if the rhyme and rhythm worked. These two notions must sound similarly, since the poet’s point is to show how empty, vain and close to one another they are, this being the answer to the question “why”. This alliteration becomes the predominant task, making the total imagery preservation impossible. So both notions had to be dissected to find their key notional elements, explaining what put them together. It all came down to a “massive exuberant public event” and a “massive gathering of people with a bloody outcome”. After a long search, the terms “masquerade” and “massacre” came by, fulfilling the set task.

Ах, ничего, что всегда, как известно,
Наша судьба то гульба, то пальба,
Не оставляйте стараний, маэстро,
Не убирайте ладони со лба.

A maintes reprises dans la vie l’on ne vit que
De mascarades suivies de massacres,
Maestro, n’arrêtez pas la musique,
N’enlevez pas votre perruque de nacre.
So even if the initial Russian images were sacrificed together with some cultural tinges the initial terms possessed, a new picture was drawn, fulfilling the same task the poet had set before him.

A metaphor can be used to create the necessary background to the plot. E.g. the following excerpt of N. Olev’s “The Lion and the Barber” (Olev N.M., 2006: 280) was bound to create a chaotic fairy-tale ambience proper to the Mary Poppins’s world, where everything is possible and absurd at the same time, in contrast with the mundane world the fairy visits. Hence the poem’s action taking place literally “last summer in the middle of January”. In literary translation that wouldn’t have been a problem, which it was in equirhythmic translation, since the number of syllables and the Russian language peculiarities did not provide with options preserving the contraposition January-summer. So the experimental solution was to preserve the contraposition, however, replacing the initial one by “May-autumn”.

Это было прошлым летом в середине января, В тридесятом королевстве, Там, где нет в помине короля.  
L’histoire eut lieu au mois de mai, En plein milieu de l’automne, Dans un lointain royaume, Sans roi, ni reine, ni château.

This solution keeps the principal function of the literary image: to convey the impossible-yet-possible-in-a-fairy-tale time of action.

Speaking about the ultimate effect initially conceived by the poet and therefore appointed to the translator, a question arises, whether the ethno-cultural component ought to be kept or modified. There is no unequivocal solution to the problem, since each case of similar nature has to be examined separately. In the following Alexandre Blok’s poem extract (Blok A.A., 2001: 122), a church term appears: the “Holy gates” that represent the altar in Orthodox churches. The first version of this poem’s translation preserved the ethno-cultural, here Orthodox, component, but it puzzled the native-French editor, which stole the intended effect. So it was decided to leave the “altar”, an umbrella term for both cultures and move the focus to the holiness of the place where the child lay from its confessional characteristics.

И голос был сладок, и луч был тонок, И только высоко, у Царских Врат, Причастный Тайным, — плакал ребенок О том, что никто не придет назад.  
Sa voix était suave et sublime la lumière, Pourtant, auprès de l’autel pleurait un petit enfant, initié aux Mystères, sâchant que personne ne reviendrait.

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Compensational shift in metaphor translation

Another way of a crisis management solution can be a compensational shift of a metaphor, so that the overall image stays, but one of its elements loses its attribute for benefit of the other. This isn’t the good old grammatical transformation: this is adding an attribute to the “wrong” notion, which altogether leads to a viable overall result:

Ты поймешь тогда, как злобно
насмеялось все, что пело,
В очи глянет запоздальный, но
властительный испуг.
И тоскливый смертный холод
обовьет, как тканью, тело,
И невеста зарыдает, и задумается
друг.
(Gumilev N.S., 2012: 127)

Et tu comprendras le sens de cette
raillerie amère
face à une frayeur tardive, devenue
omnipotente.
Et doucement, un froid sinistre
t’enveloppera comme un suaire,
Devant ton ami morose et ta fiancée
sanglotante.

Here “deadly cold” is entwining the protagonist “like a cloth”, whereupon his bride cries and his friend broods. The restrictions of the form required made it hardly possible to keep the “deadly cold”, however the surrounding details make it clear that the protagonist is dead, so the had-to-be-rejected “deadly” was made up by turning “like a cloth” into a “like a shroud”, not named, but possibly intended by the poet.

Results

Equirhythmic translation imposes stricter formal limitations, than literary or even poetic non-equirhythmic translation does. Thus, the range of solutions for the translator is limited to the utmost extent possible, rendering sacrifices ineluctable. According to the present study, when dealing with a visual metaphor, any details, attributes or epithets can be waived or modified, if the ultimate visual image matches the initial one. When it comes to another metaphor goal (convey the ambience or express the poet’s attitude), the translator is invited to strictly define it. In this case, should the metaphor be impossible to transmit integrally, its elements can be modified on condition that the translation answers to the same imperatives as the source, expresses the same attitude, gives a matching setting. Eventually, the metaphor can be preserved by the means of compensation: the initial imagery can be recast by depriving one element of a required meaning and attributing it to another within one meaningful block. Thus, a high degree of formal constraint in equirhythmic translation may be turned into a high degree of notional freedom due to the metaphor and its imagery potential, making a metaphor an opportunity rather than an obstacle.
Discussion

Equirhythmic poetry translation research papers have been scarce so far in the databases, so papers, concerning a broader subject of poetry translation as a whole were used as references to the present study. A.B. Surkov expresses an idea similar to the “compensational shift” suggested in the present article, but understands the method in a larger sense, explaining that it is possible to gain the lost points in another quatrain, not even within one stanza (Surkov A.B., 2018: 353). A study by K.I. Leont’eva suggests a number of methods to minimize lingua-cognitive asymmetry between source and target texts with the help of different methods of treating metaphor, among which the image transfer, conventionalization of images, compositional restructuring, image splitting and cohesion are the closest terms to the ideas expressed in the present article. Most of them, however, are viewed by the researcher as ways to “general esthetic and cognitive neutralization of the imagery” (Leont’eva K.I., 2011: 100). Generally agreeing with the author that there is a hazard of such outcome, it has still to be noticed that the above-mentioned transformations can be often justified by properly defining the goal of the source metaphor.

References

Abstract. In this paper are given the peculiarities of phraseological units in Castilian and Latin American Spanish, which represent national variants of culture norms and traditions. Each continent and country has its own linguistic preferences when it comes to forming fixed and idiomatic combinations, giving rise to the well-known expressions of restricted use in a specific country or region. Fixation is considered an essential property of phraseological units and not all units are absolutely invariable in all contexts, there are different degrees and types of variation. In the creation of variants, linguistic phenomena of a diatopic and diastatic character that give rise to an immense wealth of phraseological diversity spread throughout all Spanish-speaking countries. The diatopic variety of phraseology in the Spanish-speaking world highlights the richness and diversity of Spanish language. Phraseological variation is a broad term in which both variants and modifications coexist. A modification places us in front of similar phraseological units in their composition and they have the characteristic of manipulation and intentionality of the speaker, frequently through irony, to achieve an effect, a slightly different meaning, or diametrically opposite, or with different connotations from the usual ones. The diversity of Spanish spoken in different Spanish-speaking countries is appreciated fundamentally in the field of lexicon, referring to simple forms and offering examples of these almost exclusively. This lexical diversity is due, to a great extent, to the indigenous languages of each region and their coexistence with Spanish. Speaking particularly of the phraseology of the countries that share Spanish, the history, literature, folklore and culture of each country have had an essential mark. The diversity, richness and expressiveness of the phraseology used by the different Spanish-speaking communities is illustrated in this paper.

The current article discusses metaphors of everyday life, shows examples of diatopic variations and the preferences of each community, so that the expression is fixed in the discourse. The richness that phraseological diversity brings to Spanish
language the fundamental reason to consider these contents in teaching Spanish as a foreign language, since the idiomatic discourse is loaded with expressiveness and linguistic creativity, with popular knowledge, history and tradition. Given its geographical extension, Spanish today presents an important phraseological variation. Teaching of phraseology is a content that can be brought to Spanish learning classroom all over the world, and especially in the United States, due to its proximity to Hispanic countries.

**Keywords:** fixation, phraseological variety, diatopic variation, context, locutions

### Introduction

Although fixation is considered an essential property of phraseological units, not all units are absolutely invariable in all contexts. There are different degrees and types of variation. In the creation of variants, linguistic phenomena of a diatopic and diastatic character that give rise to an immense wealth of phraseological diversity spread throughout all Spanish-speaking countries. We share most of the phraseological respect at the same time that each community of speakers fixes their own expressions depending on their linguistic preferences and their culture. This phraseology that reflects the diversity of Spanish is very enriching content for students of Spanish as a foreign language in the United States.

It is well known that the diatopic variety of phraseology in the Spanish-speaking world highlights the richness and diversity of Spanish language. Teaching of phraseology is a content that could be brought to Spanish learning class all over the world, but especially in the United States, due to its proximity to Hispanic countries, as well as the existence of the linguistic mosaic resulting from the various Spanish-speaking communities that coexist in this country.

One of the first linguists to contribute to the concept of variation in phraseological units was Zuluaga (1980). From a functionalist point of view, he makes a distinction between different types of variants: (1) variant in the narrow sense and (2) variant in the broad sense. According to the studies of this author, two phraseological units with the same global meaning, whose components are different, are two synonymous phraseological units. Zuluaga does not consider regional or diatopic variations such as *hacer novillos* (litt. to steer) in Spain and *hacer la vaca* (litt. to do the cow) in Peru, which means: not attending class. Likewise, he considers the phraseological units of peninsular Spanish to be synonymous *tomar las de Villadiego* (litt. to take those of Villadiego) and *poner pies en Polvorosa* (litt. to set foot in Polvorosa), whose meaning is: to go away. Corpas also mentions the phenomenon of phraseological variation and based
on Zuluaga's ideas, distinguishes between variants and modifications, not considering diatopic variations as variants (Corpas, 1996).

García-Page (1996) defines variant as a prefabricated construction that admits the lexical substitution of some of its components without altering its meaning and distinguishes the variations of the variants, among which are synonymous, antonym, phraseological units, spontaneous and individual variations. This author also states that phraseological units are characterized by their fixation, by their petrification in a solid, unchangeable form, but a not exactly small number of them tolerate variations of a diverse nature. However, Burguer (2001) provides a classification of the different types of variety according to diachronic, diatopic, diastatic and diaphasic aspects. It also points out that there are “coded variants” belonging to the standard language and therefore included in dictionaries, and “non-coded variants” that appear in oral communication. The definition of phraseological variants provided by Koike (2001) is convincing: “phraseological units that, while maintaining the same meaning, are partially identical in structure and components.” For Koike, who distinguishes between morphological, syntactic and lexical variation, they are variants: hacer la pelota, hacer la rosca, hacer la barba y hacer la pata. However, chupar las medias (litt. to suck the stockings) is not a variant of hacer la pelota (litt. to make the ball) but a synonymous verbal locution.

Montoro del Arco (2005) also studies the terminological problem between variation and variants. For this linguist, the variants are based on paradigmatic substitutions while the variations depend on the insertion of phraseological units in the syntagmatic chain. For this reason, he considers that diatopic, diastatic and diaphasic variations are variants of the same phraseological unit.

Objectives/Purpose of the study

Phraseological variation is a broad term in which both variants and modifications coexist. A modification places us in front of similar phraseological units in their composition and they have the characteristic of manipulation and intentionality of the speaker, frequently through irony, to achieve an effect, a slightly different meaning, or diametrically opposite, or with different connotations from the usual ones.

The concept of modification according to Ruiz-Gurillo (1997) is linked to that of de-automation of phraseology, a modification understood as manipulation in the form or content of a phraseological unit. This de-automation requires complete fixation for there to be an effect on the interlocutor.
For Mena Martínez (2003) the de-automation of phraseology is the process that is triggered in some phraseological units when any manipulation or creative modification procedure has been intentionally applied to them. As an example of de-automation, *un Ferrari cuesta un huevo de la cara* (litt. a Ferrari costs an egg of the face), the institutionalized phraseological units are: *costar un ojo de la cara/ costar un huevo*. In this case the speaker plays with the language to obtain a humorous effect. A variant places us before two different fixed and idiomatic combinations and there is no individual intention on the part of the speaker. One can speak of phraseological variants when there is a single lexical difference in its structure without altering its main structure or its meaning.

Phraseological variation is the general phenomenon that encompasses variants and modifications, the first phraseological units being with the same structure and meaning but with internal changes, while the latter carry an intentionality and a manipulative effect. Synonymous phraseological units are not variants, although every variant is synonymous from the point of view of meaning. For Rodríguez Piñeiro (2012), synonymy, more than a semantic relationship, which would have to start from the comparison of at least two linguistic meanings, constitutes a phenomenon that contributes to expressiveness in discourse. For the latter, in the words of the author, “the question is to decide whether synonyms are considered as variants in free alternation, from a restrictive point of view, or as variants both in free alternation and in complementary distribution, from a broader perspective.”

**Methodology**

There are traditional studies on phraseological variation and its differentiation from synonymy. The latter can be understood as a formal variation of the same semantic content within the same functional language. Researchers in the field of phraseology (Zuluaga, 1980; Corpas Pastor, 1996; García-Page, 1999; Penadés, 2006) have contributed studies on the variation and synonymy of fixed combinations.

Penadés (2006) indicates in his contributions to this topic that synonymy, in terms of variation, can be considered from a broad sense, synonyms are always variants, or in a restrictive sense, synonyms are variants in free alternation only.

García-Page points out that within the phraseological variants it is possible to differentiate between phonic, graphic, morphological, grammatical or lexical variants, depending on the variation on which the research is focused. Although fixation is considered an essential characteristic of phraseology, we find expressions with degrees of fixation and variation, such as: *dormir como un bebé/ como un tronco/ como un lirón/ como una piedra* /
como un angelito, with the meaning “to sleep a lot and very good”; no ser nada del otro mundo / no ser nada del otro jueves, with the meaning “something or someone is ordinary”; estar que trina / estar que fuma en pipa / estar que se sube por las paredes “being very angry”.

Montoro del Arco (2005) distinguishes between formal fixation and pragmatic fixation. By formal fixation is understood the stability of the structure and the invariance with respect to the components of the multi-verbal combination. In these examples: dormir como... / no ser nada... / estar que... is the formal fixed part of these phraseological units. For this linguist, pragmatic fixation refers to the repetitive use of a certain phraseological unit in analogous situations. This differentiation corresponds to what others have called internal fixation and external fixation. Internal fixation is formal fixation and external fixation is pragmatic fixation.

When reflecting on the stability of these phraseological units, it is clear that it’s a fixation that admits a certain variation, something that has caught the attention of researchers who have begun to speak of stability, taking into account the potential variation as one of the characteristics of phraseological units (Corpas, 1996; Penadés Martínez, 1999; Ruiz-Gurillo, 2001).

Thanks to the research and dialogue on the variation of phraseology, a consensus has been reached and the concept of degrees of fixation has been introduced, which accepts that not all phraseological units are absolutely invariable in every context, but that there are a certain number that admit variations and variants depending on the frequency of use, a frequency that can have the effect of fixing or varying the composition of the unit. On the other hand, it is necessary to bear in mind that elements of a diatopic, diastatic and diaphasic character or even phenomena inherent to language intervene in the creation of variants.

**Results/Findings**

The diatopic variations and distinctions presented by the phraseological units are motivated by the intrinsic heterogeneity of the Spanish spoken in different areas. Diatopic variants can have a structure in which there is a fixed / common / invariable part and a variable part (Riol, 2015). The lexical alternatives behave as synonyms although they are really variations: importar un cacahuete (Mexico, Honduras, Nicaragua); importar un cachinflón (Honduras, Nicaragua); importar un chorizo (Colombia); importar un cuesco (Chile); importar un maní (Chile); importar una callampa (Chile), importar una pinga (Cuba); importar una pitajaya (Bolivia); importar una papa (Puerto Rico, Mexico).

Finally, the fixed expressions that share meaning but are structurally different are synonymous ir a criar malvas / estirar la pata / irse al otro
barrio. The complexity of the creative process of variants, variations and modifications makes it difficult to study, classify and identify them, as well as the differentiation of these parallel units as diatopic variants or synonymous phraseological units.

Linguists agree when stating that the diversity of the Spanish spoken in the different Spanish-speaking countries is appreciated fundamentally in the field of lexicon, referring to simple forms and offering examples of these almost exclusively. This lexical diversity is due, to a great extent, to the indigenous languages of each region and their coexistence with Spanish. Speaking particularly of the phraseology of the countries that share Spanish, the history, literature, folklore and culture of each country have had an essential mark. The diversity, richness and expressiveness of the phraseology used by the different Spanish-speaking communities is illustrated in countless examples. These metaphors of everyday life, as Lakoff and Johnson (1980) called them, show examples of diatopic variation and the preferences of each community so that the expression is fixed in the discourse.

Idiomatic discourse is linked to personal preferences and new expressions are constantly appearing as a consequence of the contact of languages and of the borderless and instantaneous communication that characterizes our society today. For example, dar gato por liebre (to express that a person is the victim of a deception) has the same meaning as ser calabaza in Colombia and ser cuchufleta in Chile. Phraseological divergences can be found based on the autochthonous products of a certain country, phraseological units that contain a name of the animal kingdom, or a part of the human body and toponymics components among other lexical classifications.

For this reason, phraseological expressions allow to reflect the society that uses them, so that beliefs, customs, habits, products and objects are crystallized in the set phrases that the community uses (Forment, 2000). A phraseological unit of peninsular Spanish such as: hacer novillos / fumarse una clase / pirarse una clase / hacer pellas, which meaning is “not attending class for unjustified reasons” has a series of fully valid diatopic variations (Koike, 2001): hacer la vaca (Perú); irse de pinta (México); irse de capiura (El Salvador y Honduras); comer jobos (Puerto Rico); hacerse la pera (Ecuador); hacer la cimarra (Chile); hacerse la rabona (Argentina, Paraguay, Uruguay); hacerse rata (Argentina).

Phraseological variations can be products of a morphological, syntactic or lexical variation. Zuluaga (1980) points out some types of phraseological variations, such as variations by transformation: tomar el pelo, diatopic variation: hacer vaca/hacer novillos, sociocultural variation:
buen día/buenos días, diaphasic variation: me importa un pepino/un bledo.

In the words of the author, the authentic variants must occur within the same functional language, not present differences in meaning, be independent of the contexts in which they appear, be partially identical in their structure and be fixed and stable in the substitution of their elements. As an example of authentic phraseological variants, Zuluaga claims *dar en el quid/clavo, dormir como un trunco/lirón*.

Among the cases of morphological variation that affects locutions are variations by derivation: *contar batallas/batallitas*, variation in the grammatical number of their constituents: *ahuecar el ala/las alas*.

By syntactic variation we understand that variation concerning the use of prepositions and articles, the number and order of the constituents, the use of shortened forms and the change of the syntactic structure. *No dar el brazo/su brazo a torce, hablar por los codos/hablar hasta por los codos, hacer la vista gorda/hacerse de la vista gorda o ser uña y carne/ser carne y uña*.

The lexical variation consists of the substitution of one of the lexical units that are part of the phrase. In verbal locutions there can be three types of alterations, those that affect the nominal nucleus, those that affect the verbal nucleus and those that affect both. *Ser uña y carne/mugre, cortar el bacalao/cheque, coger/agarrar con las manos en la masa, tirar la esponja/toalla, agarrar/coger el toro por los cuernos/cachos*.

**Discussion**

The extension of Spanish language and the diversity of cultures in which our language is immersed offers us a fixed and idiomatic discourse that shows a great variety of idiomatic expressions. Many of these expressions are spoken in all or certain Spanish-speaking countries. In addition, each country has its own linguistic preferences when it comes to forming fixed and idiomatic combinations, giving rise to the well-known expressions of restricted use in a specific country or region.

The richness that phraseological diversity brings to our language is the fundamental reason for including these contents in the class of Spanish as a foreign language, since the idiomatic discourse is loaded with expressiveness and linguistic creativity, with popular knowledge, history and tradition. Given its geographical extension, Spanish today presents an important phraseological variation. By phraseological variation we understand those phraseological units that are partially identical in their structure and components and that maintain the same meaning. In peninsular Spanish, the verbal phrase *hacer la pelota* (litt. to do the ball”) is often used,
while in other parts of Latin America they prefer the expressions *hacer la rosca* (litt. to make the thread) or *hacer la barba* (litt. to make the beard).

Depending on the scope of use, verbal locutions can be divided into locutions of a general scope and specific locutions used in certain areas. By general area locutions we understand those phrases that are used with the same idiomatic meaning almost in the entire Spanish-speaking area. An example of this type would be the locution *añadir leña al fuego* or *hablar por los codos*. The second group presents local or area-specific locutions: fixed expressions typical of peninsular Spanish and fixed expressions typical of American Spanish.

The phrase *ser uña y carne* (litt. to be nail and flesh) is an expression used only in Spain. While in other Latin American countries they use another expression maintaining the same meaning: *ser uña y mugre* (litt. to be nail and dirt). Compared to the phrases used in large areas, in Spain or Latin America, there are phrases that are used in a restricted way only in one country or region, such as being angry in Mexico: *estar como agua para chocolate* (litt. to be like water for chocolate) or being without money in Chile sounds like *estar pato* (litt. to be duck).

The results show a clear geographical division between Spain and America to express the same concept. Thus, having a plug is used in Spain, while in America they choose to have a lever to express the same concept. Compared to locutions whose scope of use presents a clear geographical contrast, there are phrases that present diverse geographical distribution. Thus, the locution *buscarle los tres pies al gato* (Litt. to look for the three feet of the cat) is typical of Spain, Mexico and Bolivia, while in Chile and Argentina they look for the fifth leg of the cat or *buscarle la quinta pata al gato*.

Teaching phraseology units in regional Spanish contexts (Castilian Spanish and Latin American Spanish) with cultural insights in the target culture becomes a key factor in an exact comprehension and accuracy of translation nowadays.

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NATIONAL AND CULTURAL IDENTITY OF THE URUGUAYAN
NATIONAL VARIANT OF THE SPANISH LANGUAGE

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Abstract. Studies on the problems of Spanish variability have become
evertheless popular nowadays. The study of the nature and causes of differentiation
in Spanish-American speech is an essential Spanish dialectology task.

Usually, one talks about Argentine Spanish as “rioplatense”, an adjective
that takes it name from the areas adjacent to the River Plate. However, this is
a mistake, as the River Plate also forms part of Uruguayan territory. Therefore,
when speaking of rioplatense Spanish, one refers to the idioms that are typically
used in Argentina as in Uruguay, two brother countries as far as customs and
traditions are concerned.

The differences between each variant are negligible and are indistinguishable
for Spanish speakers from other places. The Uruguayan variant is very similar to
the Buenos Aires variant (because of its relationship with the port of Buenos
Aires). However, it does have some differences con the latter, and talk of
homogeneity does not apply in this case. The same applies to the Spanish spoken in
Buenos Aires and spoken in Patagonia, which sound practically the same but have
slight underlying differences.

The manuscript analyzes the history of the Spanish language formation in
Uruguay as the Uruguayan national variant of the Spanish language, differences
from “Pyrenean Spanish.” and the influence of factors on the language. The article
also clarifies the phonetic, lexical, and grammatical features of the language.
Special attention is paid to the absence of the 2nd person plural personal pronoun
“vosotros”, which is the key difference between the Uruguayan national variant of
Spanish and other Spanish variants.

Our research has shown that the Latin American version of the Spanish
language's uniqueness lies in the ability to maintain its authenticity in the
multilingual environment of Latin America, keep and transmit cultural realities
from generation to generation. And, at the same time, develop with modern trends
in unison. The nature of the Latin American variant determines its identity. It opens
up prospects for further comparative studies of the Spanish language's geographical
features at different levels of the system.

Keywords: Uruguayan national variant of the Spanish language, Spanish,
phonetic, grammatical, Portuñol
Introduction

Spanish is one of the most widely spoken languages in the world, and the problem of its external variability deserves special attention. There are 20 countries spoken Spanish.

Uruguay borders Brazil to the North, Argentina to the West, and the Atlantic Ocean to the East and South. The land borders are 1,564 km long, and the coastline is 660 km long. The country was named after the river of the same name Uruguay, whose name, in turn, comes from the language of the Guarani Indians and translates as “river of colorful birds”.

A slight influence of Brazilian Portuguese

In some cases, this is even to the point of bilingualism, which is commonly known as “Portuñol.” and is similar to what happened in areas on the Argentina-Brazil border. It is true that the Italian colonization influence exists in Uruguay, but almost exclusively in the capital. In the rest of the country, there is more of an effect of Brazilian/Portuguese idioms. It dates back to the Portuguese colonization period, primarily because of Spain and Portugal's constant disputes over the borders. Later, the Treaty of Tordesillas was created in order to divide the land belonging to the two kingdoms fairly. It was at this time that the Portuguese founded Colonia del Sacramento. Starting then, many disputes began between the Portuguese and the Spanish and between the Spanish and the indigenous peoples living on the eastern side of the country until the fight for independence began (1825).

Borrowed vocabulary and influence

The sub-variant of Rocha has a slight influence of Brazilian Portuguese. In the Uruguayan cities of Rivera and Artigas, on the border with Brazil, there is a mixed Portuguese-Spanish dialect known as portunol — a similar phenomenon is observed in the Argentine-Brazilian border.

The influence of native American languages on the Uruguayan dialect is small. The languages of the charrua, minuan, Chana, boan, Genoa, and Guarani Indian tribes in Uruguay disappeared almost without a trace. These languages' words remained only in the names of many toponyms and autochthonous representatives of the plant and animal world.

The influence of European languages on the Uruguayan dialect, on the contrary, is very significant. It was associated with the mass immigration of non-Spanish-speaking Europeans to the country in the 20th century. The influence of Italian and the languages and dialects of the Spanish provinces is particularly noticeable. Several gallicisms (liceo, bulvar, chofer) have taken root, which is not common in other countries of the region. Italian loanwords are widely used in gastronomic and musical subjects.
The Purpose of the study is to study the peculiarities of the Spanish language in Uruguay.

Methodology

The problem of the variability of language units has been studied for decades. There are many works aimed at investigating specific aspects of variability. The classical works of the Russian and foreign linguistics in this area should include researches by Shuchardt (1950), Zhirmunsky (1954), Canfield (1959), Elizaincin (1992), Hensey (1993), Nevokshanova (2011), and others. N.M. Firsova (2007) and V.G. Stepanov (1963) investigated the problems of variation in Spanish studies.

To understand the Uruguay national variant of the Spanish language's national and cultural identity, we used the functional approach, comparative method, analytical description of language facts, and global Internet application.

Findings

Uruguay's official language is Spanish, but Italian influences the pronunciation, and the dialect of Uruguay and Argentina is also called rioplatense dialect or Castellano (castellano). It is characterized by articulating combinations of “ll” and similar to [sh] and the presence of about 9,000 words that are incomprehensible to Spanish-speaking people from other countries. Most residents of the capital speak Spanish and other European languages.

Approximately half of the capital's population belongs to the Roman Catholic Church. Methodist and Anglican faiths are also common.

In Montevideo, the surrounding areas, and the entire southern zone of Uruguay and the dialect of Buenos Aires, the classic Castilian “tú” (you) is not used. The pronoun “vos” is used instead, and when it is used, the verb is also conjugated in an unusual form for classical Castilian — “vos tenés” (you have, you have) instead of the Castilian “tú tienes”. In some cases, “tú” is used, but the verb is in the form corresponding to “vos” — “tú tenés”.

The use of “tú” instead of “vos”. In Uruguay, the personal pronoun “tú”, similarly to “vos”. Also, both pronouns share the same verb conjugation: “tú tenés; tú sos/vos tenés; vos sos”. In other words, it is normal for an Uruguayan to create phrases using one verb form or another, interchangeably.

In contrast, the use of the pronoun “tú” is expected in the area bordering Brazil in the Department of Rocha and in some regions of Maldonado and Lavallejo, which is presumably because of the population of these regions dates back to immigrants from Castile. Another theory claims
that this is due to the influence of the dialect of Brazilian Portuguese used in the neighboring Brazilian province of Rio Grande do Sul. The dialect of this province is archaic and uses “tú”, while the word “você” (analogous to “vos”) is used in modern Portuguese.

Uruguayan Spanish is a sub-variant of Spanish rioplatense or Castilian rioplatense, which is a dialect variety of Spanish spoken partly from Argentina and Uruguay. Its use extends to the Río de La Plata basin, Argentina and Uruguay, and other surrounding regions. Focusing on the agglomerations of Gran Buenos Aires, Rosario, Montevideo, Mar del Plata, and La Plata, the region's most important population centers, it extends its cultural influence to geographically remote regions, especially through audio-visual media, in which it is the standard lecto for Argentina and Uruguay. In regions with close ties to other countries, such as the borders with Chile, Bolivia, Paraguay, or Brazil, where the influence of other dialects of Spanish, Quichua, Guarani, and Portuguese, as in the case of Northern Uruguay, it is noticeable that they merge with them, creating different variants. However, in areas with relatively stable populations before the migration waves of the 19th and 20th centuries, it is the most common Spanish form in the region.

Also, there is a dialect in Uruguayan national variant of the Spanish language-Portunol, which has Portuguese influence on Uruguayan Spanish. Portunol, or portunol (Spanish: Portugal, port. Portunhol, also known as Spanish: fronterizo, port. fronteiriço, lit. “borderline” or misturado letters. “mixed”) — a mixed spoken language on the borders of the closely related Spanish and Portuguese languages (Latin America, especially Northern Uruguay, Brazil, and in Europe — in Portugal).

Portunol is the Lingua Franca, or a simplified mixture of two languages that allows people who speak Spanish or Portuguese and do not speak another language to communicate with each other.

If the media is one of the languages that will try to speak another language, there are often “interference” from the native language, which causes the phenomenon of “switching codes.”

Since Portuguese and Spanish are close romance languages, such dialogues can be conducted relatively freely. These languages have almost identical syntactic structures and similar vocabulary, which means that a single macro grammar occurs when mixed. For example, the phrase “en el hueco de la noite longa e langue” illustrates code-switching between the Spanish article la and the Portuguese noun “noite”.

Language contact between Spanish and Portuguese is the result of long — term contact between the two languages in border regions and multilingual trade Conditions such regions include the border areas between
Portugal and Spain on the Iberian Peninsula, as well as areas between Portuguese-speaking Brazil and Spanish-speaking neighboring countries, such as Uruguay and Paraguay. Since portunol occurs spontaneously due to the accidental mixing of Spanish and Portuguese, it can be very diverse; there is no single dialect or standard of portunol. However, as a rule, the presence of Spanish in portunol is more substantial.

In recent years, portunol has begun to appear in everyday speech and other areas. It has become a literary medium, especially in Uruguay and Brazil. Maria Jesus Fernandez Garcia describes it as “a linguistic break from the real language.” However, it suggests that the literature only occasionally provides an accurate representation of portunol, and that authors often choose only some of the characteristic features of portunol. One of the influential literary works written in portunol is Mar paraguayo by the Brazilian author Wilson Bueno. The excerpt below shows a mix of Spanish and Portuguese in this novel.

Latin Americans are more likely than Spaniards to use suffixes in words, the main ones being –ico/ica and –ito/ita. For example, platita (money) is derived from the word “plata”, ranchito (ranch) from “rancho”, ahorita (now) from “ahora”, and prontito (soon) comes from “pronto”. Also, some nouns have a different gender than in classical Spanish. For example, the word actor in Spain is masculine and pronounced comediante. In Latin America — comedianta feminine, and in Spain la lamada — feminine, Latin American countries ell lamado — masculine.

New words are formed by using the root of non-Spanish origin and adding suffixes and prefixes to it. It is based on typical American concepts adapted to a specific situation and nationality. Word-forming particles or suffixes are added to them, which give them a completely different meaning: –ada, –ero, –ear, –menta.

All of them have their history, “nationality.” and meaning. For example, the suffix –menta is actively used in the word-formation of the Venezuelan dialect. It has a generalizing meaning: papelamnta — a pile of papers, perramenta — a pack of dogs. The same meaning has the suffix –io for Uruguay and Argentina — tablerio — a pile of stones.

But the suffix — ear — creates new verbs or American nouns: tanguear — to dance the tango, jinitear — to ride a horse, and other examples. Spanish in South America is more mobile, lively, and developing than its European counterpart. There is a constant replenishment of vocabulary, the formation of new concepts and phrases due to the population’s movement on the mainland, and the arrival of immigrants.
Discussion

This study shows that the Uruguayan national version of the Spanish language has many differences from the Pyrenean Spanish language in Spain. The use of the analytical method of research helped discover the features of “Uruguayan Spanish” to analyze the Spanish language's phonetic, grammatical, and lexical structure in Uruguay. Also, the study results can serve as the creation of textbooks for the study of “Uruguayan,” the creation of dictionaries, etc.

References

PHENOMENOLOGICAL ASPECTS OF DISCOURSE ANALYSIS FOR INTERPRETER TRAINING

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Abstract. Discourse is a complex functional essence implying a multiaspect analysis for the purposes of interpreter training in high schools. It includes a variety of aspects that are indispensable for achieving excellent understanding of the speaker’s intention and its further rendering by an interpreter during forums and conferences. The old-school analysis is focused mainly on the aspects that were thoroughly explored by the world linguistics, including semantics, syntactic analysis, lexical-phraseological analysis, analysis in terms of functional perspective, and so on. The 21st century gave rise to a scope of other communicatively valid approaches in the study of language as a tool of interpersonal communication. Intercultural studies are unthinkable without a thorough linguistic basis and also, beyond that, cultural and anthropological investigations, and — very recently — phenomenological studies, that imply the research of speech perception in the first-person perspective, which includes the analysis of such notions as ‘linguistic personality’, ‘individual worldview’, emotional and intellectual experience. Without this research, the proper understanding of discourse in the modern context cannot be reached and discourse will hardly be rendered adequately in another language without these new considerations.

Phenomenology is a relatively new discipline that appeared and actively developed soon after World War II. It was initiated by Edward Husserl and largely contributed by Martin Heidegger, Eugen Fink at others. However, this discipline remained long within the premises of philosophy, leaving aside the practical aspects of linguistics, leaving this territory almost exclusively to phonetics, acoustics and psychology, which could hardly provide any practical advice and instruction from the point of view of speech perception to translators and interpreters.

Discourse analysis from the phenomenological point of view reveals a wide area of aspects that were previously disregarded, the center of them being the question about how individual’s experience contributes to the holistic
understanding of the message, that could be further rendered by a translator or an interpreter. This research formalizes this analysis and works out a system of algorithms that could be profitably used in interpreter courses in universities and colleges and also in machine learning for the purposes of further upgrading the existing speech recognition systems.

Keywords: discourse analysis, phenomenology of speech, adaptive learning, translation, interpreting, teaching techniques

Introduction

Discourse is a complex functional essence implying a multiaspect analysis for the purposes of interpreter training in high schools. It includes a variety of aspects that are indispensable for achieving excellent understanding of the speaker’s intention and its further rendering by an interpreter during forums and conferences. The old-school analysis is focused mainly on the aspects that were thoroughly explored by the world linguistics, including semantics, syntactic analysis, lexical-phraseological analysis, analysis in terms of functional perspective, and so on. The 21st century gave rise to a scope of other communicatively valid approaches in the study of language as a tool of interpersonal communication. Intercultural studies are unthinkable without a thorough linguistic basis and also, beyond that, cultural and anthropological investigations, and — very recently — phenomenological studies, that imply the research of speech perception in the first-person perspective, which includes the analysis of such notions as ‘linguistic personality’, ‘individual worldview’, emotional and intellectual experience. Without this research, the proper understanding of discourse in the modern context cannot be reached and discourse will hardly be rendered adequately in another language without these new considerations.

Objectives

Discourse analysis from the phenomenological point of view reveals a wide area of aspects that were previously treated only slightly. The main question that this research raises is how an individual’s experience contributes to the holistic and yet fine understanding of the message, that could be further rendered by a translator or an interpreter. This research formalizes this analysis and works out a system of algorithms that could be profitably used in interpreter courses in universities and colleges and also in machine learning for the purposes of further upgrading the existing speech recognition systems.
Methodology

Phenomenology is a relatively new discipline that appeared and then actively developed soon after World War II. The study was initiated by Edward Husserl and further explored by Martin Heidegger, Eugen Fink and other scholars. However, this discipline remained for a long time within the premises of philosophy, totally ignoring the practical aspects of linguistics, leaving this territory almost exclusively to phonetics, acoustics and psychology, which could hardly provide any practical advice and instruction from the point of view of speech perception to translators and interpreters.

Human speech as the main instrument in our communicative efforts is a body spreading its ‘limbs’ between freedom and necessity, essence and experience, intention and interpretation, abstraction and tangibility, schema and movement. This means that it should have a ‘generative model’ to be guided by in self-expression and a ‘perception model’ to be used as a reference point for the modulations of the generative pattern. No text or speech exists without intentionality (Husserl E., 1970), or directedness at the reality represented by the speech agent’s thought expressed in language. There is something (probably the Sauussurean Langue (Saussure F., Harris R., 1998)) that made people believe that ‘noema’ in the mind of a speech agent may be best represented by means of the language used for the translation of noema of a speech agent into a noema of a speech recipient through the ‘noesis’ of the second order. Often, we see and experience the objective reality in a particular form not because the reality itself is so impressive, but because the speaker or writer gives it a certain aspect by his or her voice and personality.

Noema 1 and noema 2 surely differ in many aspects, but our sureness of their drastic difference motivates us to unfold the representation of the world in the form of the recursive patterns of speech. We transpose reality into the form of a particular language (as a vision of the relationship between denotation and signification, sign and reality that is available to us through our senses), then hold this experience in our memory as patterns of language use in various situations of life, fraught with our emotions, and then, finally, relatively automatically transpose these patterns in Parole, addressed to a communication agent in the hope that it will be thus perceived. Not as an inventory of relatively abstract facts and data, but again, as a medium of life. More often than not, this attempt is a failure.

Accordingly, in this research we are focused primarily on the constituent elements of speech intended to generate a noema — or otherwise
stated, a mental representation of the intended message for the interpreter focus. Noesis forms the corpus of the hierarchically organized linguistic elements for this purpose, while\textit{\textit{intentionality}} forms a ‘prevision’ of the final product of communication. We are sure that interpreters should be instructed to focus on this aspect of dynamic communication if they want to achieve the intended effect of communication based on the development of a thought, rather than a static architecture of meaning.

\textbf{Preliminary Findings}

Communication is naturally based on a bunch of fully realized intentions of the speaker. And it is best delivered in a different language through a series of dynamic patterns. Our research has shown that a number of phenomenological practices in the course of interpreter and translator training, improves the perception of speech. Our informants (we used several target groups each including ten people of linguist and practical interpreters), being properly instructed to pick up the phenomenological aspect of speech generation reported a greater ease in delivering their duties and reaching high flexibility of the message communication. This ease, in its turn lead to a more profound exploration of the relevant vocabulary, since the wider associative connections between lexical units used in communication brought about a stable semantic ‘nest’ and a greater stylistic variability of speech.

\textbf{Discussion}

The main topic for the scholarly estimation of the suggested approach is the principal attainability of the dynamic communication in the course of translation or interpreting that is more or less in keeping with the original. We are surely aware of this most important communicative aspect of human interaction that is often ignored and disregarded. The focus for this research is the notion of a ‘being’ in Martin Heidegger’s sense (Heidegger M., 2010), i.e. the \textit{ultimate dynamic state of a communicated message both in the original and in the target language}.

‘Being’ as a process and the target in the course of interpersonal communication is in the need of a foothold. Any movement of a being is inevitably confronted with the activity of other — complex cultural ‘beings’. And a being can exist only and exclusively in a state of flux. A being needs a linguistic basis in order to estimate the course of its development and change, also the force to be used in order to give itself a propelling
movement and, surely, the angle to be guided by in the choice of a direction of the development. A foothold cannot be measured or estimated in any other way but experientially, since all beings are exceedingly diverse in their qualities, dimensions and the power of inertia. Naturally, in these conditions a foothold cannot remain stable for all and every one of them.

Man is equipped with all sorts of instruments necessary for the estimation of a cultural ‘foothold’ and the course of its communicative development. Every being has a scope, impulse and a potential of movement and development in speech. And all its existence boils down to the search of the ways to realize this potential. The moment all its capacities are fulfilled in the current environment — the current form of existence comes to an end and a being begins to seek (or is brought to) another dimension or reality to test the variety and scope of movements it can undergo in a different environment or milieu.

The nature of developmental scope and potential (physical, psychological or mental) of speech determines the nature of the required foothold. If one needs merely ‘to slide down the slope’, the foothold will be represented by multiple dots on the slope, relying on which an entity acquires a movement of a certain force, direction and dynamics. A psychological development needs other kinds of props. By relying on them or interacting with them, a being can acquire spiritual stability and predictability that is so necessary for other beings in order to coordinate their movements and development in the same environment.

Out of many tools that a man (as a complex of potentials) uses for his or her development and self-realization, language appears to be one of the most intricate, often controversial and sophisticated footholds — and, no doubt, the least certain. But the domineering vision of the language rests on merely two props, viz. language is a principal tool of cognition (for how can one synthesize knowledge if occasionally we do not put so many facts into one sizable and more or less usable ‘box’ of concepts, categories and domains); and, language is the main carrier of communication between the members of a certain community. Here comes one of the first and the most principal difficulties in estimating the required foothold for using the language in the most efficient manner to the desired ends — diversity and multiplicity of factors that a man as a subject of cognition and interpersonal communication perceives as foothold, often relying on the phantoms that generate no movement. These phantoms mostly include intellectual or psychological assumptions of all sorts in making judgements. Hence, the first premise of
the phenomenology of speech analysis in its reference to interpreter and translation training: it cannot exist without a thorough analysis of the discourse feedback right in the course of communication act that becomes its foothold, that gives our speech a lasting impetus until the occurrence of the next collision with another feedback in our mind that corrects its course.

In order at achieve ease in rendering this analysis we allude to the technique of phenomenological reduction or cultural deconstruction. Once we have deconstructed or reduced speech to its elementary level of phenomenological factors capable of interacting with a speech agent’s memory and his or her creative capacity, once we have revealed this basis sufficient to be used as a foothold for phenomenological awakening, we become immediately immersed in the floods of possibilities that could give sustainability and firmness to the representation of life in the mind of a speech agent. Speech generated by a communication agent may cause a flurry of phenomenological visions in the recipient and may seem to be completely free. But not quite so, because every next element of speech returns the speech recipient to a more or less limited track of perception that is associated with the so-called ‘author’s intention’ or purport. Phenomenological reality nests somewhere between this freedom and linguistic limitations. It has structure of some kind, but it falls apart into its basic elements with every unit of the language introduced into a train of speech and then reconstructed again in a new form, each time with hindsight and consideration of every new element’s relative value. Its ‘fluid structure’ is the aim of all speaker’s or writer’s aspirations, because only this constantly regenerating vision of life is what we perceive in the comprehension of the world around us. It is this type of perception that I call true understanding of speech (Konurbaev, M., 2018).

References


INTRODUCING TRANSLATION TECHNOLOGIES INTO AN ALL-UNIVERSITY ELECTIVE COURSE

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Abstract. The paper presents the experience of the Department of Translation Technology and Practice at AKM-WEST (Northern (Arctic) Federal University, Arkhangelsk, Russia) in elaborating and implementing an all-university elective course “Technologies in Technical Translation” which replaced the traditional “Technical Translation” course for students of non-linguistic professional fields (engineering, natural science, humanities, etc.). While teaching translation technologies to students in linguistics has become a widely discussed issue, this approach is new concerning other programs. However, these students can also use some translation tools for their academic and professional development. At the same time, they often have insufficient level of linguistic competence and the habit of using machine translation (MT) inefficiently. They cannot often use search engines and online dictionaries for technical translation purposes correctly. They can hardly evaluate the translation quality or acceptability of an information resource. Thus, these students need a different approach that would give them a better understanding of the technical translation process in general and help them acquire technical skills for using MT engines and CAT systems correctly. The ability of using other computer programs and applications for linguistic purposes also contributes to their professional development. The course consists of three parts: “Technical Translation for Professional Activities”, “Efficient Use of Translation Technology”, and “Technical Translation of Professional Texts”. Special attention is paid to MT. The students can use some MT and CAT-tools with integrated MT. They can try to evaluate the quality of English-Russian MT. The students can observe typical mistakes of MT from English into Russian and try to cope with them. The translation between English and Russian is extremely difficult for the students of non-linguistic professional fields. The linguistic features are distinguished and the lexical composition and grammatical structure of English are often more complicated for these students. The efficiency of this course is evaluated with the help of the enquiries (the questionnaires filled by the students at the beginning and at the end of
the course), and the feedback which is encouraged in lectures and practical training. This elective course being an innovation for NArFU, the long-term assessment is also previewed for these students’ further studies.

**Keywords:** technical translation, translation tools, translation technologies, elective course, translation training

**Introduction**

Teaching translation technologies to students has become a widely discussed issue which reflects requirements of practice-oriented approach to professional training and professional adaptation. Implementing translation tools is usually analysed in the context of teaching future translators. However, there is a number of courses, such as technical translation or academic English, taught to non-linguistic students. This paper presents the experience of the Department of Translation Technology and Practice at AKM-WEST. Northern (Arctic) Federal University became the first Russian university to open the joint department in translation in September 2018. It aims at preparing students for work in the real conditions of the translation market. The first results of the work have been presented in a range of papers and talks. In 2019, the Department of Translation Technology and Practice at AKM-WEST elaborated an elective course for students of non-linguistic professional fields which replaced the traditional “Technical Translation” elective course. The “Technologies in Technical Translation” course is in the third term. It is part of the Effective Communication Module and can be chosen by students who specialise in engineering, natural science as well as humanities. It was firstly implemented for 123 NArFU students in 2020. The course contains 18 hours of lectures and 24 hours of practical training (in groups of 15–17 students).

**Objectives/Purpose of the study**

The aim of this study is to analyse the possibility of teaching translation technologies to students who do not specialise in translation, evaluate their motivation and find out the reasons for choosing the “Technologies in Technical Translation” elective course among the other courses in the Effective Communication Module.

**Methodology**

In the beginning of the course, the students were asked to complete a questionnaire which permitted to find out if they knew anything about the technical translator’s work: his or her responsibilities, working schedules, resources and tools for professional translators. Also, they were asked why they had chosen this course and how they would plan to use the acquired
competences in their main professional field. The feedback from the students is encouraged during the course and is planned on completing the course.

**Results/Findings**

The questionnaire showed that the students had a general idea of a technical translator’s work as a linguist who is also good at a specialised field. He or she can work for a translation company or be self-employed, and often works remotely and has variable work schedules. It also showed that the students understood the importance of using various sources of information and specialised software (even if they did not have clear understanding of what that software could be). The questionnaire also had questions about machine translation and computer-assisted translation. Interestingly, 93% of the students were sure that machine translation was used by professional translators (especially when working with standardised texts); however more than a half thought that translators would not admit it. As for computer-assisted translation, the students did not know much information about it.

Implementing this course instead of the traditional technical translation course, first of all, meets the requirements not only to master one’s working languages and have translation skills but also to be able to use technical tools (Gouadec D., 2009: 4), such as programs and applications for automated text recognition, word processors, spelling and grammar checkers, search engines, online dictionaries, CAT tools and machine translation, etc. Translation training is no longer possible without teaching these aspects which have changed considerably the translation industry (Doherty S., 2016) and training students to mastering newly invented tools and techniques (Tomaszkiewicz T., 2018: 78). While teaching these aspects to future translators is crucial for their professional adaptation (Lavault-Olléon É., 2011: 3), it can also be useful for those who need translation skills in other professional fields.

The difference between teaching translation for linguists and students of non-linguistics specialties lies in the future activities of these two groups. While future translators need to acquire competencies in “traditional” human translation that are supposed to be reinforced by technical skills (which is now being called into question (Loock R., 2019)), students specialising in other spheres often have only a basic knowledge of English, limited number of hours for the translation course and the habit of using machine translation engines whenever they see a word in a foreign language.

Thus, the aim of this course is to teach them to use translation tools efficiently. The course includes three parts: “Technical Translation for Professional Activities”, “Efficient Use of Translation Technology”, and “Technical Translation of Professional Texts”. The third one is the most important and it takes most of the time of practical training.
Special attention is paid to machine translation. Most students admit using it regularly; however, the only programs they knew were Google Translate and Yandex.Translate. At the same time, they see the translation text as a final result, and find it difficult to evaluate its quality. Some of the students believe that machine translation is sufficient and suitable for any text, others suppose that using MT is something “shameful”, a synonym of laziness and ignorance. This course permitted them to discover other programs such as DeepL or Promt and compare their efficiency while working on a number of texts. The students could see the “dangers” of neural machine translation, such as its instability and unpredictability (Koehn P., Knowles R., 2017), but also its fluency, which, as an experiment shows prevents even future translators from telling a machine translation from a human one (Evgrafova M., 2020). The students could observe typical mistakes of statistical and neural machine translation from English into Russian (Kokanova E.S., et al., 2019) and try to cope with them. For this purpose, the initial steps of pre-editing and post-editing were explained.

The course has a brief overview of different translation tools but only open free programs and applications are chosen for training, so that the students can use them later. It corresponds to the approach taken in the academic environment to choose the resources which are supposed to be used by the graduates (Frérot C. et Karagouch L., 2016: 8). For example, CAT tools are presented on the example of SmartCAT which is open for freelancers. Students are trained to create a translation project, use translation memory and enabled machine translation, work with glossaries, assess translation quality, etc. Comparing CAT tools with machine translation, students find it more time consuming, but also of better quality. They are motivated to control the translation process and take responsibility for the translation result.

**Discussion**

The results of introducing the Technologies in Technical Translation course are to analyse in a long-term perspective. It is planned to prepare a questionnaire for the students on the completion of the course and we hope to get some feedback from the students later. However, some of them have already shown interest for more training in technical translation.

The preliminary results show that students of non-linguistic fields discovered how they could use translation tools in their studies and professional activities for getting information from books and papers published in foreign language. They boosted their English, but also Russian by comparing the grammar and vocabulary of the source and target texts. It is also important that this course permits to overcome a number of
stereotypes the modern society has on the translation profession, for example, the belief that machine translation programs can replace human translators, or that translators still use only a pen and paper dictionaries for their professional activities. Implementing this course showed the difference in the approaches to teaching translation technologies to future translators and students who specialise in other fields, as both groups have different aims and motivations.

We also hope that explaining the major translation principles to a wider public can contribute to a better quality of non-professional translation which is now becoming more and more popular due to the openness of online resources (amateur and crowd-sourced translations of manuals, blogs, films, etc.).

References


TEACHING RUSSIAN AT THE US UNIVERSITIES IN THE TIME OF PANDEMIC: THEORETICAL FRAMEWORK

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Abstract. When the COVID-19 global pandemic impacted the United States, along with the rest of the world, DLIFLC as well as most of the US universities urgently switched to online teaching to prevent the spread of coronavirus among students and faculty. At this time of the global crisis, Continuing Education Distance Learning program (CE-DL) at DLIFLC has been providing flexible and effective student-centered post-basic Russian as a foreign language instruction via technology-mediated learner-management systems, specifically Adobe Connect and Microsoft Teams. This article provides a theoretical framework for virtual or e-learning foreign language teaching methods and approaches, including the Technological Pedagogical Content Knowledge (TPACK), a theoretical framework built on Lee Shulman’s (1986) construct of “pedagogical content knowledge” (PCK) to include technology as well as the main characteristics of three basic e-learning environments: virtual, mobile, and blended. Virtual learning environment is operationalized as a range of web-based applications that provide foreign language teachers and learners with information, tools, and resources to support and enhance foreign language teaching while blended learning is operationalized as an approach to foreign language teaching and learning that combines online educational materials and opportunities for interaction online with off-line methods and techniques rooted in face-to-face classroom teaching. The article focuses on blended learning environments which include synchronous and asynchronous instruction for both synchronous class time and asynchronous individual or group study sessions as well as the ways of integrating mobile learning environments for students and instructors to ensure that the learning process goes uninterrupted and smooth regardless of the physical location of the instructor or the students. This article serves as a starting point for the succeeding presentations on virtual cultural immersion, evaluation and assessment, and course materials with the focus on online interaction and collaboration, as well as the use of the cutting-edge mobile technology.

Keywords: blended teaching and learning, mobile learning, virtual learning, synchronous, asynchronous teaching and learning

Introduction

The TPACK framework has been gaining popularity amongst researchers and scholars in different fields of education. The proponents of
this framework believe that thoughtful pedagogical uses of technology require the development of a complex set of knowledge, i.e., technological pedagogical content knowledge (TPACK). “TPACK is the basis of effective teaching with technology, requiring an understanding of the representation of concepts using technologies; pedagogical techniques that use technologies in constructive ways to teach content; knowledge of what makes concepts difficult or easy to learn and how technology can help redress some of the problems that students face; knowledge of students’ prior knowledge and theories of epistemology; and knowledge of how technologies can be used to build on existing knowledge to develop new epistemologies or strengthen old ones (Koehler & Mishra, 2009).” In other words, to teach effectively, we need to understand the technology we use, what this technology is intended for, and how to use it to address students’ needs.

The interactions between and among the three main components of teachers’ knowledge (content knowledge, pedagogical knowledge, and technological knowledge) are equally important to the TPACK model which suggests that content, pedagogy, technology, and teaching/learning contexts have roles to play individually and together (see Figure 1 for the graphic representation of the model).

![Figure 1. TPACK model: Graphic representation](http://tpack.org)

*Source: http://tpack.org*
As demonstrated by the TPACK model, teaching foreign languages successfully with technology requires to continually create, maintain, and re-establish a dynamic balance among all components. For more details on the interactions between and among the TPACK model components and the factors that influence that balance, see Chai, C.S., et al. (2013) and Mishra & Koehler (2006).

**Objectives/Purpose of the study**

Even though the TPACK model has been used by education researchers and teachers of different subjects, there is no coverage of this model in the field of foreign language teaching and learning. In this regard, the purpose of this study is to assess the potential for implementing the TPACK framework in the field of foreign language teaching and teaching Russian as a foreign language, in particular. The specific novelty of the TPACK framework provides a fresh perspective for foreign language teaching professionals of being more conscious of their content, pedagogical and technological knowledge as well as the interaction of these components as they strive to succeed in the current virtual environment.

**Methodology**

TPACK is not a brand-new idea. It is built on Lee Shulman’s (1986) construct of “pedagogical content knowledge” (PCK) to include technology knowledge. The interaction of the three complex bodies of knowledge (content, pedagogy, and technology) both theoretically and in practice, produces the types of flexible knowledge needed to successfully integrate technology use into teaching. The inclusion of technology (both analog and digital) in teaching any foreign language and especially Russian to native speakers of English further complicates the already complex nature of teaching. During this time of the world crisis, we all had to rethink may be not as much the content but the pedagogy and technology to be used with our students. What has changed is not really the content but the learning environment. We have moved from a face-to-face environment to virtual learning that has provided us (both faculty and students) with a range of web-based information, tools, and resources to support and enhance foreign language teaching.

**Teaching and learning environments**

What are these teaching and learning environments? Before the pandemic, we were all engaged in technology rich instruction using SMART Boards, Internet, etc. We also moved from paper format to electronic format textbooks and teaching materials. At the same time,
technology-rich instruction prior to the pandemic was more isolated, while current virtual learning has touched all aspects of teaching and learning and has become more integrated. Virtual, mobile, and blended learning and teaching are the three basic technology learning and teaching environments that we have recently embraced (more on virtual environments, see Keller, 2005).

By virtual teaching and learning we mean learning and teaching anytime, anyplace, on any device. It can happen at the same place or at different locations on any device through web conferencing or chat. Both students and teachers can sit with their print books or electronic books at home and use their desktops and/or mobile devices or they can physically be anywhere they need to be at the time of learning and teaching. Since most modern electronic devices are compatible what is more important for instruction to take place is the learning management system (LMS) employed at the university. At DLIFLC, specifically at CE-DL, we have been implementing Adobe Connect for some of our courses for years way before the pandemic. However, this platform is not designed for a large number of students so during the pandemic, DLIFLC began using Microsoft Teams as its main platform.

When we talk about mobile teaching and learning, we refer to any teaching or learning activity that utilizes mobile devices that include different electronic gadgets like mobile phones, i-pads, laptops, etc. Mobile learning is extremely friendly to new teaching methodologies, especially towards visual learning, since it easily supports audio and video with fast-paced, visually engaging graphics and images. Therefore, content built for mobile learning is inherently dynamic and more engaging for students in a virtual classroom as it keeps their attention and conveys course materials in a new fashion. Mobile devices allow us to make course materials available to students wherever they are, and to create new kinds of learning experiences that help them engage with course content and the world. One of the best things about mobile learning and teaching is its flexibility as it makes it easier to implement differentiated instruction and personalize teaching. New platforms are constantly being developed for mobile devices that allow all-round accessibility that keep teachers and students connected working at their own pace.

As for blended teaching and learning, they combine online educational materials and opportunities for interaction online with traditional place-based classroom methods. Blended teaching requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace. It allows for in–person and online interaction for both synchronous (real-time) and asynchronous learning that does not take
place in real-time. Blended teaching provides a more personalized approach to teaching and learning, increases access to learning activities, and further promotes learner autonomy. Blended instruction allows for flipped classroom practices when content delivery takes a variety of forms, e.g., online collaborative discussions, digital research, video lessons prepared by the teacher or third parties used to deliver content. Blended teaching increases target language practice time, engagements through social interaction, and allows for differentiated instruction that provides more learner autonomy and individualized learning opportunities. Prior to starting the blended course, it is very important to ensure that students have the needed technology and that the digital curriculum includes cooperative learning, pair work, homework, etc. During the time of the pandemic when both students and faculty are working from home, they interact via video or audio chat from a distance during a specific time frame for synchronous courses/classes. For asynchronous instruction, students are provided with content and assignments with a time frame to complete the course work and interaction usually takes place through discussion boards, blogs and wikis. As a result, there is no class meeting time and since there are no time constrains, working at their own pace allows for more autonomy and flexibility for both faculty and students. At the same time, it requires more self-discipline and self-direction.

Prior to the pandemic, when we were engaged in traditional teaching and learning, instruction tended to be synchronous, meaning the learners and instructors were in the same place (such as a classroom) for the lesson to take place. While most asynchronous communication meant that the instructor would post a lesson on-line at one time, and learners could complete it whenever it was most convenient for their schedule. However, face-to-face instruction can also be virtual! Nowadays, a virtual classroom offers live lessons (via a chatroom or conference call), and in many cases, incorporates live learning to increase the value of the course, motivate learners, and help them feel engaged. That’s why today’s virtual classrooms have moved away from a strictly asynchronous format and incorporate a blended curriculum which is structured with an interwoven plan of both real-time class sessions and asynchronous individual or group study sessions. To teach efficiently and to allow students to reach their learning goals, it is important to embrace not only the new technologies but the new technological environments. The TPACK framework allows to ensure that we, teachers of the Russian language, have not only the content knowledge but the knowledge of modern technology and foreign language teaching methodologies to teach efficiently in the new environment.
Results/Findings

While teaching the first virtual 5-week Intensive Intermediate Russian course during the pandemic (October — November, 2020), the researcher used Microsoft Teams platform as the main learning management system (LMS). At the same time, Adobe Connect backup classroom was set up (it proved to be very useful on several occasions during the first week of the instruction since not all students were able to log into the Microsoft Teams or use all the features of this LMS). To reduce screen fatigue, DLIFLC-CE-DL leadership recommended the daily schedule based on the so-called 2-3-2 class model (with an equal or similar ratio of live/synchronous sessions to self-study/asynchronous hours divided in planned segments every day). The 2-3-2 model implies (1) an initial block of two hours of synchronous time to review learning and homework from the previous day, and to set the learning objectives and tasks of the day, (2) three hours of asynchronous time for guided self-learning, collaboration, or project research (including a one-hour lunch break); and (3) two hours of synchronous time for presentation, discussion and feedback with time to assign homework and to briefly introduce the next day’s topical themes and activities. The students also have daily homework assignment and they need to spend additional two hours on homework.

To meet the needs of the students who were physically located in different time zones during the October — November, 2020 Intensive Intermediate Virtual Russian course (Greenwich Mean Time, Pacific Standard Time, Pacific Central time), the researcher reorganized the recommended teaching schedule into a 4-hours of synchronous instruction (with short breaks between each hour) followed (or preceded) by 2-hours of asynchronous instruction depending on the time zone. All language and instructional materials supported immersion in the classroom environment, reflected current events in Russia, and were organized into FLO (Final Learning Objective) cycles. During each week, FLO area-studies topics (geography, culture, society, economy, military, and technology) were used and complex grammar was analyzed in context. The five-week course did not utilize a commercial or otherwise printed textbook but implemented an open architecture design with reflective teaching and regular lesson adjustments based on students’ needs. The class schedule and class activities are briefly described in Table 1.
### Table 1

**Intensive Intermediate Russian Virtual Class Schedule**

<table>
<thead>
<tr>
<th>Instruction Time (Pacific Standard Time)</th>
<th>Class activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Synchronous instruction</strong></td>
<td></td>
</tr>
<tr>
<td>1st hour 0800–0850</td>
<td>Current events (watch/listen to discuss)</td>
</tr>
<tr>
<td></td>
<td>Flipped home-work discussion</td>
</tr>
<tr>
<td></td>
<td>Lesson objectives</td>
</tr>
<tr>
<td>2nd hour 0900–0950</td>
<td>Listening comprehension (one of the FLO topics)</td>
</tr>
<tr>
<td></td>
<td>Debates/Discussions</td>
</tr>
<tr>
<td>3rd hour 1000–1050</td>
<td>Listening comprehension (cont.)</td>
</tr>
<tr>
<td></td>
<td>Debates/Discussion</td>
</tr>
<tr>
<td>4th hour 1100–1150</td>
<td>Reading comprehension (the same FLO topic used for listening comprehension)</td>
</tr>
<tr>
<td></td>
<td>Debates/discussion/presentations</td>
</tr>
<tr>
<td><strong>Asynchronous instruction</strong></td>
<td></td>
</tr>
<tr>
<td>5th and 6th hours 0600–0800 / 1300–1500</td>
<td>Project research</td>
</tr>
<tr>
<td></td>
<td>Pair/small group work</td>
</tr>
<tr>
<td></td>
<td>Individual speaking with instructor (as needed), etc.</td>
</tr>
</tbody>
</table>

Each student provided written and oral feedback on the schedule efficiency at the end of the course. All students (100%) rated it as 10 on the 10-point scale, thus confirming that this schedule gave them an opportunity to efficiently use both the synchronous and asynchronous course time to meet their course goals. Using the TPACK framework, the researcher analyzed the interaction among the different types of her personal knowledge which helped her develop an efficient blended teaching practice to help students reach higher proficiency levels. Based on the knowledge and skills needed to successfully teach the required Russian language course at DLIFLC, the researcher confirmed that she had sufficient knowledge and skills as a professor of Russian language (Russian basic, intermediate, and advanced grammar, syntax, phonology, intercultural communicative competence, etc.). She confirmed her familiarity with a variety of foreign language teaching methodologies (learner-centered, diagnostically oriented, content-based instruction, task-based instruction, project-based instruction, flipped classroom) and she was able to adapt them based on students’ needs. She was familiar with DLIFLC learning management systems, both Microsoft Teams and Adobe Connect, and was able to solve small technological problems. She knew how to select effective content, methods and strategies to develop student autonomy and to guide student knowledge and skill development in L2 Russian listening and reading comprehension, intercultural
communicative competence, and speaking, as demonstrated in students increased self-efficacy in their ability to learn independently. The researcher knew about and was able to utilize the technologies and on-line resources (https://www.dliflc.edu/oda/; https://gloss.dliflc.edu/; https://portal.nflc.umd.edu; Wiki, Kahoot, Bookwidgets, etc.) that were best suited to enhance students’ learning. She was able to appropriately combine foreign language theories and teaching methodologies, technologies, Russian language knowledge, and foreign language teaching strategies. At the same time, the researcher realized that there were numerous applications for teaching foreign languages and Russian, in particular, that she was not familiar with (e.g., a virtual platform Nearpod that offers the feature of observing students in real time as they write in Russian using virtual pens). By following the TPACK model, the researcher was able to assess her strengths and weaknesses and prepare her individual professional development plan for future teaching in this new virtual environment. Table 2 below illustrates each of the TPACK domains and how they can be applied within the context of teaching Russian.

**Table 2**

<table>
<thead>
<tr>
<th>TPACK domain</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Knowledge (CK)</td>
<td>I have sufficient knowledge and skills as a professor of Russian.</td>
</tr>
<tr>
<td>Pedagogy Knowledge (PK)</td>
<td>I am familiar with a variety of foreign language teaching methodologies and I can adapt them based on students’ needs.</td>
</tr>
<tr>
<td>Technology Knowledge (TK)</td>
<td>I know how to use my university learning management system (LMS). I can solve my own technological problems.</td>
</tr>
<tr>
<td>Pedagogical Content Knowledge (PCK)</td>
<td>I know how to select effective content, methods and strategies to guide student knowledge and skill development in listening and reading comprehension, intercultural communicative competence, speaking.</td>
</tr>
<tr>
<td>Technological Content Knowledge (TCK)</td>
<td>I know about technologies that are best suited for teaching Russian literature, listening and reading comprehension, speaking, developing intercultural communicative competence.</td>
</tr>
<tr>
<td>TPACK domain</td>
<td>Sample</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Technological Pedagogical Knowledge (TPK)</td>
<td>I can use technologies that enhance student learning.</td>
</tr>
<tr>
<td>Technological Pedagogical Content Knowledge (TPACK)</td>
<td>I can appropriately combine foreign language theories and teaching methodologies, technologies, Russian language and literature knowledge, and foreign language teaching strategies.</td>
</tr>
</tbody>
</table>

**Conclusion**

When following TPACK framework while engaging in virtual learning and blended learning, in particular, we acknowledge the fact that knowledge about technology cannot be treated as context-free and good teaching requires an understanding of how technology relates to the pedagogy and content. It is important to balance content delivery with interactivity and time for reflection, and keep students engaged. At the same time, it is very important to remember that any teaching and learning has its challenges, especially virtual environment when we depend 100% on internet connectivity. Different time zones create other challenges and it is important to ensure that all students are present during the synchronous part of the course. It is more challenging to facilitate students’ learning process, to stimulate student-student interaction, and to respond to students’ input on time. As the virtual classroom continues to expand, we expect to see more innovation in emerging technologies applicable to foreign language teaching, such as artificial intelligence (AI) and virtual reality (VR). While these technologies are still finding their way into the field of education, we will see and use them in the years to come.

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ASSESSMENT IN A VIRTUAL LANGUAGE CLASSROOM: CHALLENGES AND CHANGES

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Abstract. Assessment and tracking of student progress have always been the focus of all educators' attention. Formative and summative kinds of assessment are essential components of language pedagogy as well. Although language instructors are consistently searching for innovative ways of effectively integrating assessment forms into the learning cycle, students frequently associate an assessment process with strong negative feelings as fear, anxiety, and stress (Vaughan, Cleveland-Innes, & Garrison, 2013: 81). The COVID-19 pandemic has only increased students' concerns and alienated many teachers from the idea of smoothly integrating assessment into the curriculum. It is fair to say that many students are more focused on getting a good grade than on the entire learning process. Assessment in an online context adds an extra level of complexity for our students, especially in terms of the current circumstances of COVID-19, when anxiety and stress are unavoidable. The long period of remote and online learning has raised many questions that caused debates among language instructors and educators in general. How to assess students' work in online settings? Is it the same or different? How best to conduct assessment activities and make them accessible and less stressful for students and educators? In addition to all of these questions, language instructors have actively started discussing possible ways to prevent cheating during tests and other assessment forms. Many language educators across the USA have focused on redesigning their syllabus and curricula, emphasizing formative assessment, implementing new forms of interaction with students, and replacing previous assignments with group projects and presentations. In this regard, more attention has been paid to productive types of speech activity. There has also been a significant increase in the use of authentic materials in assessment activities to make them more engaging and help students cope with stress.

This work describes the main challenges that many American language educators faced during COVID-19 regarding assessment forms and changes made and applied to teach languages in the new circumstances. According to the recent student surveys, changes in assessment format can be beneficial for language pedagogy and provide educators with innovative ideas to improve the future assessment system.

Keywords: assessment, tests, languages, Russian, formative assessment
Introduction

In spring 2020, the sudden transition to remote and the later online teaching raised several questions that language educators have had to resolve in short terms. One of the most critical issues is related to assessment practices. Since most college students in the USA had never taken any courses or participated in long-term online programs (Selingo, 2018) before the situation with the COVID-2019, the transition did not go smoothly for many of them. On one hand, the new circumstances revealed many new issues that language teachers had to consider when designing the forms of assessment, such as student engagement, excessive level of student anxiety, and lack of tools to prevent student cheating. However, online education opened up some other opportunities for teachers to use authentic materials and make assessment tasks more relevant and similar to real-life cases. This paper aims to highlight the main challenges and changes in the development of tasks for assessing student progress in the context of the COVID-19 pandemic.

Key terms and assessment design

Before providing specific examples from a teaching process and investigating particular assessment strategies and methods that showed their efficiency in the current circumstances, it is essential to establish some key terms. In this paper, assessment is considered as “the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions that affect student learning” (Walvoord, 2010: p. 2) and differs from evaluation that is expressed in both grades for attendance and class participation. In addition, assessment is divided into two categories, formative and summative. In academic literature, formative assessment is identified through interaction and feedback that educators use to determine student progress, whereas summative assessment is generally attached to grades which check what students have learned before moving on to new material (Angelo and Cross’s, 1993). Both types of assessments play a significant role in the learning process because they help students to succeed and show educators topics that require more practice. However, the forms of assessment are different in a face-to-face class and an online learning environment.

Assessment design is supposed to be based on a different basis than instructional design principles for face-to-face classes. As Conrad and Openo (2018: 18) points out, “designers can incorporate opportunities for more autonomy for learners — choice of topic areas in which to engage, choice in selecting resources to access, and choice in participating in
thematic discussions and conversation that permit the building of community among learners.” For instance, at the beginning of the semester, in the Intermediate group, students picked the topics from the textbook that they would like to learn and made a list of ideas about possible ways to interact with their classmates. We agreed that we needed a virtual space for collaboration and meetings, discussed the frequency of group homework projects, and summative assessment forms.

**Ways to prevent student cheating an online learning environment**

Traditional approaches to conducting formative assessment language activities will not be as efficient in online classrooms as they used to be in face-to-face classes. In a classroom, a teacher can ask students to close their notes to play a word game at the beginning of a class to check whether students had prepared and learned words. It is impossible to control students during an online class and find out if they opened a list of words and looked at it. A few surveys I conducted in my Russian language groups showed that students experience stress and pressure in the new circumstances that drive their cheating behavior. One way to prevent it is to design engaging and authentic activities so that students could find them worthy of working on. Thus, making up new forms of assessment benefits the learning process and motivates language educators to build many activities on authentic materials.

Here are some quick examples of formative assessment activities that can be done in a language class.

Activity 1. A teacher puts a word in a chat box and addresses it to one of the students in a group, which is very convenient to do on Zoom. The student has to explain the word to their classmates. A similar activity can be conducted in a higher-level group when a teacher sends all students different pictures of one story and picks who starts the story. After that, students have to listen to a description of each picture and determine who continues it. In the end, a teacher shows a slide with all the pictures in the right order.

Activity 2. Roleplay games make the learning process more engaging and do not give students a chance to cheat. For example, in an Intermediate group, working on the topic “Crime.” I preassigned roles of three witnesses, two defendants, two detectives, a few victims, a defense attorney, a prosecutor, and a judge. Each student got a role and had to participate using words from a topic vocabulary. However, their focus was not on the words. They wanted to resolve the case and succeed in their roles. Zoom through chat box capabilities allows language instructors and students to evaluate the scenario and build, for instance, a reading activity based on the students’
stages. While students are presenting their roles, an instructor can transcribe their sentences in a chat box and use them as a tool for the next activities.

Peer assessment and team forms of work significantly benefit online learning. Students make up for the lack of real communication in the process of working on tasks with partners. Some online services and tools give language teachers many opportunities to conduct formative assessments engagingly.

Activity 3. The website https://wordwall.net/create/picktemplate is a resource where teachers can create activities for group forms of work. One of the activities I’ve tried in my language group is called “Random cards”. I prepare a set of cards with the words they learned, give students a link, and divide them into groups of two. The students deal out cards at random from a shuffled deck. There are two rounds: translation and explanation given in other words.

The role of authentic materials in designing assessment forms in the online context

Another assessment strategy is the more active incorporation of authentic materials in the learning process. Authentic assessments, especially in online learning, “encourage students to take a deep approach to learning, provide necessary alignment for faculty to better determine the quantity and quality of student learning, and provide institutions with the evidence necessary to respond to external pressures regarding their ability to measure student learning outcomes.” (Conrad, Openo, 2018: 130). The authentic assessment activities closely match the real-life situations which allows for multiple solutions and various perspectives. The online format allows us to open an endless amount of resources at the same time and work on them from different devices, which would be almost impossible in a face-to-face class. Before the COVID-19 pandemic, Beginners in my language groups did not work with authentic materials as much as they have recently. Authentic materials fit perfectly into group projects at the end of the chapter as an addition to an online test.

Here are some examples of group tasks that involve authentic materials.

Task 1. There is an activity that can be offered to students at A1 and A2 levels in the chapter and topic of “Shopping.” As a final group project, students get a task to shop online through Zoom with detailed instructions given to each group. For example, they invited friends from Russia and wanted to surprise them by making a traditional Russian dish. They have to choose a dish, find a recipe, go to an online store, and add to a shopping cart all the necessary groceries. Students have to use as many
words and phrases from the current chapter as they can. In the end, they should record their conversation on Zoom, showing their resources, and the way they do all of their steps through screen sharing. One of the task benefits is that students usually rehearse two-three times before they record the final version. In preparation, they review all words and phrases and apply different strategies to conduct the conversation, which is essential for developing skills for the prospective real-life situations in Russian in the future.

Task 2. The activity for the topic “What do you look like?” can be offered to students at B1 or higher levels. As a final group project, students go to an online portrait gallery where they have to “walk” and comment on three-four paintings from different epochs, using learned models and phrases. After that, they have to choose a few paintings, read some information about people depicted in them, and record a podcast to compare beauty standards in different periods. Doing similar group tasks, students apply their knowledge in more engaging forms of collaborative work, enlarge their knowledge about Russian culture, develop critical thinking, and do not experience enormous stress working on the tasks.

Due to the significantly increased number of group tasks, it has become necessary to use clear rubrics. In designing a rubric, language educators should take into account that “a grading rubric tells students the goals, purpose, and manner of assessment.” An accessible rubric will reduce the amount of stress that students experience and help them organize their projects better. A rubric can include a list of grammar models or constructors, words, and useful phrases that students must use in their group project. There are different services where language educators can easily create a rubric for any assignment. One of the most user-friendly websites is http://rubistar.4teachers.org/, which allows teachers to download some rubrics made by other educators or create different ones by adding grading criteria.

Conclusion

The global transition to online learning has significantly changed the process of learning and teaching, and has set new tasks and challenges for teachers. Designing assessment forms of work, language educators should take into account not only the online context, but also the stress of students in the new environment. To make assessment activities productive and more engaging, language educators in the USA incorporate authentic materials, and design group projects to replace traditional tests and quizzes which helps to prevent student cheating. Still, it is apparent that in the context of the COVID-19 pandemic, online teaching has set new goals for teachers and
provided new ways to develop an assessment of student progress that can be used in a language classroom in the future.

References


SHALL WE TAKE A CHANCE?
RUSSIAN THROUGH PUSHKIN AT THE ELEMENTARY LEVEL

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Abstract. Pushkin permeated the Russian national identity through the 19-century literary canon, which included dozens of lyric and epic poems that were the subject of compulsory memorization, short stories, and fairy tales. The recognition of Pushkin’s name grew thanks to official celebrations of the poet’s jubilees and anniversaries of his passing, often marked by the opening of new monuments, memorial plaques, and museums. Pushkin’s popularity among the general public widened in response to the commercialization of the poet’s memory through the production of “Pushkin” vodka, cigarettes, candies, chocolate, clay busts, etc. Poems, icons, songs, anecdotes, movies, and cartoons dedicated to Pushkin and based on his works, played an important role in the canonization of Pushkin. Every Russian knows that “Pushkin is our everything”; after all, he is the founder of modern Russian and the most recognized cultural icon. Precisely for this reason, it is imperative to teach Pushkin in Russian language programs for foreign students.

The place of literature in foreign language education has been discussed for decades. Researchers agree that literature has a unique way to introduce L2 culture, history, and individual human experiences through its many authentic voices. Also, literature is open to many interpretations, which encourages students to create new meanings and exchange of ideas. Finally, literature represents language in an aesthetically organized and refined form. Euphony and tropes charge the language with emotions and, as a result, improve cognitive learning. In other words, literature provides those intellectual, emotional and social stimuli that are so essential for adult learner motivation. At the same time, teaching language through literature presents some challenges, such as the selection of appropriate texts, assessment of student progress, development of communicative skills, and teacher training. Nevertheless, Russian language programs at many leading universities in the United States use abridged, but not adapted literary texts, as their main authentic reading materials for all levels of proficiency for students of various departments and faculties.

The pandemic forced teachers to review and rebuild their course curricula, develop new materials, adapt to new technologies, change the way literature is discussed in class, and ultimately adjust to a new reality of teaching online. In my paper, I will present my experience in teaching Russian through Pushkin’s “The Bronze Horseman” and “The Queen of Spades” at Harvard University and Bucknell University, both online and in person.
Keywords: teaching language through literature, authentic text, elementary level, culture, efferent and aesthetic reading

Introduction

A little bit of history. When I joined Harvard University, I was offered to teach two courses of Russian language through authentic texts: A. Pushkin at Elementary level and M. Bulgakov at Intermediate level. I was truly excited about this opportunity, since I strongly believed that literature is the most natural representation of national culture, history, and intimate life of an individual in a Russian language course. I couldn’t agree more with Geoff Hall (Hall, G., 2015: 3), who said that literature “should continue to hold a central place in language teaching, to the mutual inter-illumination of literature, language and cultural understandings.” However, I was anxious about the practical realization of this great idea; I just didn’t know where to start and how to proceed. I knew that my students had to meet proficiency benchmarks, and demonstrate an equal ability to speak, write, read and comprehend the spoken language, primarily through studying poetry and prose of a 19th-century writer. First, I had to find answers for many questions regarding how to balance various teaching methods and formulate my own pedagogical approach. And then, on the third week I had to start reading The Bronze Horseman with my first-year students.

Objectives/Purpose of the study

My confidence in the literary approach and the first methodological solutions derived from an understanding of the existential role of literature in Russian society and the special place a poet has in it, which is expressed in Evgeniy Evtushenko’s words “In Russia, a poet is more than a poet” (“Поэт в России больше, чем поэт”). Thus, teaching Russian culture and Russian identity in the framework of a Russian language course wouldn’t be possible without teaching literature. “If we do not integrate civilization, literature and language in a concerted way, we will get only a veneer of language, literary or cultural appreciation” (Barnett, M.A., 1991: 9).

Other benefits of teaching language through literature are described by andrology and the second language acquisition theory and practice. “Many arguments have been made in recent years for including literary texts in the readings taught in language classes. More than any other texts, it is said, the piece of literary prose or poetry appeals to the students’ emotions, grabs their interest, remains in their memory and makes them partake in the memory of another speech community” (Kramsch, C., 1993: 130).

A large number of foreign language programs introduce authentic literary texts at the intermediate level. There is a plethora of research that
provides theoretical and practical support for this approach. The research points out that the first encounter with the literary text could be a shocking experience for many students, who used to read pedagogical linear texts and collect the basic information from them. Delivering literary texts to the students at the elementary level of instruction can build a greater confidence in dealing with the authentic text, and provide students with strategies for treating ambiguity, polysemy and a great deal of silence in a literary text. Teaching foreign language through literature sets high standards and promotes students’ resourcefulness, inventiveness and ability to express themselves by utilizing lexical and grammatical resources available to them. Literature, and especially poetry, teaches students to be sensitive to the configuration of the manifested and unsaid in foreign language, and through the practice of translation it brings awareness of the fact that the ratio and configuration of the word and silence in different languages will be different.

Silence has many meanings for the native speakers of a language. They fill the silence with the knowledge gleaned from previously read texts, personal experiences and emotions. The foreign language learner doesn’t have the same frame of reference as a native speaker, and as a result leaves this silent space empty, without any meaning. A.L. Backer stresses that the foreign language learner cannot discern an original word or a new utterance from the old one, thus the quotes, phraseological expressions, metaphors, etc. are not marked as such for her/him until they build memories in the foreign language (Backer, A.L., 1992). Literary canon helps the learner to create her or his new linguistic personality with history, depth, a sense of belonging, and greater expertise in the foreign language.

**Methodology**

In the process of selecting the authors and literary works to teach in a foreign language course we cannot ignore current academic and social discussion about the place of the literary canon in modern education. Literature that comprises literary canon promotes national values, morals, religion and the world view of the people who speak the language of a literary work, and in a post-colonial world can be viewed as part of an economic and intellectual oppressive machine (Hall, G., 2015: 2). The literature of a national minority and diaspora can provide wonderful additional material for foreign language courses.

Russian writer Dmitriy Bykov (Bykov D., 2020) said in one of his YouTube programs that Russian literature doesn’t become obsolete, and especially Pushkin and Tolstoy. Alexander Pushkin’s works preserve their recency and charm to the Russian audience, while the Pushkin myth continues to be recreated with the production of new films, commemorations,
celebrations, exhibitions, publications, and most importantly with the representation of Pushkin in the public school’s curriculum (Vdovin, A., Leybov, R., 2014).

I chose Pushkin’s *The Bronze Horseman* for the first semester and *The Queen of Spades* for the second semester, since the texts are different forms and genres of literature, both are included in the Pushkin canon, both represent the Petersburg Text of Russian literature, both are regarded as Pushkin masterpieces, and the first one generated a number of famous iconic phraseological utterances, while the second one was reproduced by culture in various different art forms. Before the first reading in class, students read a translation of the poem in their native language. The reading of translations should introduce the students to the plot of the poem, demonstrate the complexity and philosophical depth of the poem, and help with the linguistic and cultural analysis of the original text. Additionally, comparing the original and translation leads to better understanding in the ways the languages generate the meaning.

C. Kramsch recommends beginning the reading with a general discussion about literary text and aesthetic reading by drawing the trajectory of a reader’s eyes when they read for the information and when they explore the aesthetic text (Kramsch C., 1993: 140). In the latter type of reading, the reader regularly turns the glance inward to process her/his reflections, emotions, and thoughts. In the process of aesthetic reading, especially a poem, the reader distances from the everyday world by the rhythm, rhyme, sound, intonation, and other poetic devices that produce the meanings of the aesthetic text. The role of the teacher is to prepare students for the aesthetic experience of distance, relativity, ambiguity and the ineffable in the text. It is important to clearly express your pedagogical expectation, which in our case boils down to practice reading of the authentic text, working on pronunciation and intonation, building vocabulary, and practicing word for word translation, analysis of sentences and structures, and …. of a plot.

**Results/Findings**

During the first three weeks of instruction, students study grammatical structure of Russian language, learn the endings and functions of the nouns and adjectival forms in all cases, study the Russian imperfective verbs in three tenses, and learn the basic vocabulary. Flipping classroom, where students read grammar explanations at home and practice grammar through the drills and communicative activities in class, can be an ideal way to work in a language-through-literature class. The first close reading in class involves structure analysis, working with a satellite map of Saint Petersburg, viewing video excerpts from the eponymous movie, total physical response
activities ("Как стоял Пётр? “, “Как глядел Пётр?”), and word-for-word translation. Along the way, students prepare a description of the main characters and trace the story line. Aesthetic reading includes phonetic analysis of repetitive use of similar sounds, alliteration and assonance, and the study of metaphors and similes. It is important to draw students’ attention to such musical phrases as “блеск безлунный”, where the combinations of the sounds like “бл” “л” “у” convey the splash of water in the Neva river and the pearl-gray color of the sky, while the sounds “ж”, “з”, “р” depict the severe northern frost and the hashers represent the festive sparkle of popped bubbles:

Люблю зимы твоей жестокой
Недвижный воздух и мороз,
Бег санок вдоль Невы широкой,
Девичьи лица ярче роз,
И блеск, и шум, и говор балов,
А в час пирушки холостой
Шипенье пенистых бокалов
И пунша пламень голубой.

The exploration of the poem includes the study of media and artistic devices of visual arts, performing arts and music. The instructor can offer the students to retell the text using illustrations of The Bronze Horseman by Alexandre Benois and watch a dramatic production of the poem. Students should commit to memory two excerpts of the poem: the introduction and “I love thee, city of Peter’s making” ("Люблю тебя, Петра творенье!"). Special attention is given to the lines that found a new life in the everyday language or the language of press and television: “Here cut! — so Nature gives command / Your window through on Europe” ("Природой здесь нам суждено / В Европу прорубить окно"), “And ships of every flag shall come” ("Все флаги в гости будут нам"), “Now, city of Peter, stand thou fast, / Foursquare, like Russia, vaunt thy splendor" ("Красуйся град Петров и стой / Неколебимо, как Россия"), and others (Lednicki W., 1995). Students should begin using the vocabulary and memorized chunks of the poem in their speech, sometimes even properly.

Cognitive assignments for the final lessons may include the development of a book trailer, or a promotional video that is called up to ignite potential readers’ interest in the book. Students can prepare a presentation with 10 slides, with no more that 10 words on each, along with images and videos. The content of the slides cannot retell the plot of the story, but should provide information about the main themes of the poem, its aesthetic value, brief characterizations of the protagonists, readers reaction, and the historical context of the poem. During the course, students experience with
the poem could be enriched through virtual tours to Mikhaylovskoye and Boldino, discussion about the Pushkin myth in Russian culture, singing art songs with Pushkin’s lyrics and bard songs about Pushkin (В. Okudzhava “With Pushkin in the Background” “На фоне Пушкина снимается семейство”).

Students read the Petersburg story *The Queen of Spades* in the spring semester. Students start with the translation, then study the names and the coats in the deck of cards and learn Faro rules. For each lesson students prepare their word-for-word translation of a portion of the text and answer several questions that contain active vocabulary, grammar and structures and that lead the students through exploration of the text. Having learned about the Petersburg Text of Russian literature, students look for elements of it in *The Queen of Spades*. The instructor directs students towards an examination of Petersburg’s interiors, the indoor side of the Petersburg Text, and helps the students to find the three cards 3–7–A (“тройка, семерка, туз”) in the fabric of the text (Tsyvyan T.V., 2008) (Davydov, S., 1987).

For the final discussion of the text, students participate in a role play where they assume the role of detectives who investigate the death of the old countess. They look at every character of the story and think of possible motifs and possibilities to commit the crime.

**Discussion/Conclusion**

I found that it is much harder to engage students with the complex literary texts in a virtual classroom. This year, because of the conditions that were imposed upon us by the pandemic, I decided to work with the poems of Pushkin and Brodsky. Shorter texts have a better chance to engage the students since they look more accessible and manageable. My first-year students were involved in the reading, translation and interpretation of the poem. And now, they work on their book-trailers. I cannot wait to see their final products.

**References**


DISADVANTAGES OF RENDERING RUSSIAN VOCABULARY INTO ENGLISH VIA “GOOGLE TRANSLATE”

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Abstract. The last three decades witnessed the emergence of multiple online services providing machine translation. At the turn of the century the quality of translations was very low. They often could not be used even for familiarization with the general content of the source text. Numerous mistakes in syntax, tenses, articles, government and word meanings made most translations unreadable. The quality of these services was steadily improving, but the pace of this progress left much to be desired.

Four years ago machine translation reached an entirely new level. In November 2016, Google Translate began to switch to neural translation, based on the analysis of a huge number of examples. The new engine was activated for nine languages: English, Spanish, Chinese, Korean, German, Portuguese, Turkish, French and Japanese. In March 2017, five more languages were added, including Russian. The popularity of Google Translate among Russian people increased significantly, since the service became suitable for introductory or urgent translation and for rendering relatively simple texts. Nevertheless, the quality of neural translation is inferior to the level demonstrated by specialists. This paper examines the errors and inaccuracies caused by the insufficient volume of general and terminological vocabulary in the service’s database and incorrect translations of certain words and phrases.

We decided to consider the translation from Russian into English, since Google Translate performs it at a higher level. This allows us to provide more accurate assessment of its current potential. The majority of the selected terms and concepts are related to philology and pedagogy.

It can be stated that the use of neural translation led to significant improvement in the quality of the services provided by Google Translate. Nevertheless, this service still makes mistakes when rendering the following categories of vocabulary: compound terms and concepts; lexical units and phrases that do not have clear equivalents in English; two words with the same English equivalent; abbreviations and nonce words. Besides, Google Translate does not always choose the correct analogue for quite unambiguous and widely used Russian
concepts. Therefore, machine translation still needs proofreading, albeit not as much as earlier, before the introduction of neural methods.

Keywords: machine translation, web service, Google Translate, neural translation, vocabulary

Introduction

The period from the 1990s to the 2010s witnessed the active spread of online services providing machine (fully automatic) translation. At the very beginning of the 21st century the product’s quality left much to be desired. Sometimes it was not even possible to use the obtained result for the acquaintance with the general idea of the original text. Multiple grammar and lexical mistakes made most versions almost incomprehensible. Although the effectiveness of these web services was higher and higher every year, this natural evolution was very slow. The progress of fully automatic translation within the last three decades is an object of study of many scientific papers, dissertations and other works (see, for example: Anderson D.D., 1995; Koehn P., 2005).

Four years ago machine translation reached an entirely new level. In November 2016, Google Translate began to switch to neural translation, based on the analysis of a huge number of examples (Schuster M. et al., 2016). The innovative approach was applied to nine languages: Chinese, English, French, German, Japanese, Korean, Portuguese, Spanish and Turkish. In the early 2017 the neural algorithm was activated for five more languages, including the Russian one. After this, Google Translate became extremely popular in our country, because now it was appropriate to use the web service for conveying simple and average texts, as well as for urgent translations and those needed to understand the general content. Nevertheless, the quality of neural translation is inferior to the level demonstrated by specialists. In this work we analyze the mistakes and imperfections associated with incorrect rendering of certain words and word combinations or their absence in the tool’s database.

It was decided to examine the translation from the Russian language into the English one, considering that Google Translate performs it much better. This allows us to provide more accurate assessment of its current potential. Most concepts and terms selected for the study are used in philological and pedagogical sciences, in conformity with the authors’ specialities.

The article proposes recommendations for rectifying some minor and major mistakes made by the chosen translation tool. It is noteworthy that such “blunders” are also characteristic of other online services ("Яндекс."
We would like to emphasize that English versions of words and phrases presented in our paper were proposed by Google Translate in the summer of 2018, when our first author Ivan Samokhin was preparing the material for the study. It is highly probable that now, when you are reading this article, some language units are rendered differently.

Results

Substandard translation of compound concepts and terms is maybe the most typical case: “сверхфразовое единство” — “over-phrasal unity” (correct: “supra-phrasal unit”), “перевод с листа” — “sheet translation” (correct: “sight translation”), “age pedagogy” (correct: “developmental pedagogy”), “социальный педагог” — “social teacher” (correct: “social pedagogue” or “social educator”). If such mistake is made by a live translator, then it is most likely associated with the phenomenon of interlingual interference. A person simply copies a familiar term, and does not even assume that the English analogue can be non-identical (this approach is shown in all the given examples, except the fourth one). A situation when such error is made by a translation tool, commonly means that the latter does not “know” this lexical unit, i.e. does not have it in the integrated dictionary. With regard to Google Translate, it indicates not “storing” an incorrect version, but regarding a set expression or a compound term as a free word combination. In these cases the web service cannot notice crucial discrepancy between the units “возрастная педагогика” and, for instance, “великолепная педагогика” or “прямоугольная педагогика”.

The mistakes mentioned in the previous paragraph do not impede the process of understanding, hence they are not really harmful. In this context it seems suitable to remember an episode from one of the films by Pyotr Yefimovich Todorovsky, in which a Swedish citizen committed a similar error in the Russian phraseological unit, replacing the idiom “полная чаша” with “половая чашка”. Other characters’ reaction to this “blunder” was neutral, even positive, but a translator (both flesh-and-blood and electronic) should try to elude this kind of mistakes. If a text is full of such distortions, readers can lose confidence in its content, no matter how deep and valuable it is. However, serious syntactic and evident inaccuracies in the semantic aspect when conveying unambiguous terms and concepts are less typical of Google
Translate, as well as of other web services (Яндекс.Переводчик, Translate. Ru, etc.). Nevertheless, such mistakes still happen:

“фантастическая литература” — “fiction” (correct: “speculative fiction”, since the noun “fiction” has a broader meaning);
“игровая деятельность” — “gaming” (correct: “play activity”, since “gaming” is the same as “gambling” (the activity of betting money));
“доктор наук” — “Ph.D” (correct: “Grand Ph.D” or “Doctor of Sciences”; the formal and actual analogue of “Ph.D” is another Russian degree — “кандидат наук”).

Some Russian terms do not have adequate English versions (or such equivalents exist, but for some reason they are not considered by the special theory of translation). This leads to semantic errors of another kind — the creation of constructions devoid of any obvious meaning. Therefore, Google Translate turns the basic organizational and pedagogical concept “цензовое образование” into “census education” (education based on the census, information gathering?), although the Russian term has a very close English analogue: “outcome-based education” ... The concept “частное языкознание” is conveyed by the web service with the mysterious phrase “private linguistics”. A reader can only guess what kind of language science is considered. Not demonstrated to the public? Regarded as private property? Based on non-state commercial activity? ... Some Russian linguists use the adjective “специальное”, but the version with the word “special” may also cause misinterpretation. According to “Wikipedia”, the equivalent for “частное языкознание” is descriptive linguistics. There is, however, a semantic nuance: the Russian scientific discipline is divided into two branches — descriptive and historical (considering grammar, vocabulary, etc. in their evolution). Thus, it is maybe more appropriate to give preference to explicit translation: “a subfield of the language science which examines certain languages”.

Sometimes two Russian words have the same English equivalent, which may puzzle Google Translate, resulting in glaring tautology: “учителя и преподаватели” — “teachers and teachers”, “студенты и слушатели” — “students and students”, “аспирантура и ассистентура” — “postgraduate and postgraduate studies”, “училища и колледжи” — “colleges and colleges”, “диссертации и тезисы” — “theses and theses”, “реферат и аннотация” — “abstract and abstract”. (It should be noted that changing the order of words can alter the result, in some cases even making the translation better. For instance, Google Translate conveys “диссертации и тезисы” as “theses and theses”, and “тезисы и диссертации” as “abstracts and dissertations”). A live translator can construct several cumbrous sentences, but not something like “teachers and teachers” (especially twice or thrice within the same text).
Therefore, the authors of this article urge students and scholars to deliver their “Google-made” versions from such mistakes. The ways to do it are the following: a) omitting one of the words (“училища и колледжи” — “colleges”); b) choosing a more appropriate variant at the level of terms and collocations (“реферат и аннотация” — “an extended abstract and a short one”); c) resorting to descriptive rendering (“аспирантура и адвокантура” — “postgraduate studies for civilian and military students”).

Another problem of the web service is the interpretation of acronyms, mostly in such structural parts as “About the authors”, “Acknowledgments” and “References”, which usually contain abbreviated names of educational institutions. Google Translate successfully recognizes some acronyms using the fixed equivalents: “МГУ” — “MSU” (Moscow State University), “РУДН” — “PFUR” (Peoples’ Friendship University of Russia), “СПбГУ” — “SPbSU” (Saint Petersburg State University), “ВШЭ” — “HSE” (Higher School of Economics). However, in most cases, the transliteration is used. As a result, there is a set of letters which does not correspond to the full English name of a Russian university: “МПГУ” — “MPGU”, “МГОУ” — “MGOU”, “РГУТиС” — “RGUTiS”, etc. When terms and concepts are conveyed, the same thing happens: “ИКУ” (исследовательские компетенции учителя = research competencies of a teacher) — “IKU”; “СБСППС” (со-существенное профессиональное образование специалистов = co-existence essence of professional training of specialists) — “SBSPPS” (Dzyubenko S.V. et al., 2018: 305; Karavanova L.Zh. et al., 2018: 331).

In our opinion, translators should provide full English names, preceding them with correct abbreviations. For example: “РГУТиС” — “RSUTS (Russian State University of Tourism and Services Studies)”, “СБСППС” — “CEESPT (Co-Existence Essence of Specialists’ Professional Training)”.

Google Translate is even less effective in conveying nonce words (occasionalisms) — lexical units that are not recorded in dictionaries, but are sometimes used in articles and reports: “загранные” — “zagramchivanie” (translation through transcription which does not reveal the meaning of the invented word), “лингвечер” — “Lingu” (proposing a nonce word conveying only the general meaning), “школиоз” — “schoolboy” (a complete semantic mistake), “фурсенко-ливановский” — “Fusenko-Lebanon” (something ambiguous, with a typo and an unsuitable toponym), etc. If these relatively simple challenges lead to such results, more complex tasks are doomed to failure. Let us take, for instance, a contaminated nonce word “ГормониЯ”, proposed by L.P. Shustova in her PhD dissertation as the name for an inter-sex education course (Shustova L.P., 2008: 94–127). Google Translate confidently removes the creative component, eliminating both contamination and word composition. There is
a neutral, “ideologically consistent” translation: “Harmony” … Even in scientific texts, authors’ occasionalisms remain the “authorized representatives” of the language of fiction and its mental prerequisite — the ability to perceive the reality in a figurative mode through associations, which is currently unachievable for systems using artificial intelligence. In fact, any individual, not only a translator, an interpreter or a novelist, is able to convey such units more successfully than the best translation tool. We propose the following versions: “Гормон” — “Hormon”, “школиоз” — “schooliosis”, “лингвечер” — “lingual evening”, “заграммачивание” — “extragrammaring”, “фурсенко-ливановский” — “typical of two former education ministers”.

Conclusion

It would not be an exaggeration to state that the new approach to machine translation (based on neural methods) made Google Translate considerably more effective in rendering scientific texts at the lexical level. However, there are still many errors in English-language versions of the following groups of Russian word-stock: compound concepts and terms; words and word combinations that do not have adequate English analogues; two lexical units with the identical foreign equivalent; acronyms and nonce words. Besides, Google Translate does not always choose the correct analogue for quite unambiguous and widely used Russian concepts. Therefore, machine translation still needs proofreading, albeit not as much as earlier, before the introduction of neural methods.

When it concerns the prospects of machine translation, a clear prediction is hardly possible. Of course, the success of Google Translate inspires a lot of optimism, but history teaches us to be discreet in our expectations. Several decades ago, when Yuri Alekseyevich Gagarin became the first human in space, people on the Earth began thinking that by the end of the 20th century the humankind would fly to other galaxies and interact with unknown forms of life. And what happened in the reality? The new millennium started twenty years ago, but we, the terrestrials, have not even visited our nearest planet …

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GRAPHICAL TEXTS AS A MEANS TO IMPROVE STUDENTS’ LISTENING COMPREHENSION SKILLS AT THE RUSSIAN LANGUAGE LESSONS

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Abstract. This article is devoted to the problem of interpretation and use of graphic models in teaching listening comprehension to academic Russian speech. Methodically well-organized work on sounding texts helps students achieve high personal, subject and metasubject results. The virtual priorities of modern education impose new demands on learning process in the digital classrooms. One of the most effective means of teaching interpretation and understanding of sounding speech is Graphical texts, which are designed to optimize the educational process, to systemize and concise presentation of information.

The relevance of the research lies in the fact that listening is associated with the socialization of the individual and processes of formation of the student’s language personality. Sounding educational texts contain serious coverage of social, psychological, pedagogical, linguistic, and historical aspects of people’s lives; they are multifunctional. The lack of effective perception of sounding speech leads to a significant loss of information, mistakes in written speech. Therefore, the productivity of communication depends on the ability of the listener to understand and interpret the message.

The purpose of the research is teaching students listening comprehension based on the cognitive approach as a way of semantic processing.

The theoretical and methodological basis of the research is philosophical, methodological, psychological and linguistic works on the topic.

The result of this work is a theoretical and practical justification of effectiveness and functional significance of Graphical texts as a means to improve students’ listening comprehension skills in modern schools. Having analyzed the data, we came to the conclusion, that visual support as well as sounding text decoding into models increased schoolchildren’ interest in learning, motivation, enlarged vocabulary, establish logical thinking. The definition of “graphical text”, “learning strategy” is given. The authors reveal the cognitive and practical goals of working on sounding texts based on a cognitive approach to learning and mastering the Russian language.

Keywords: listening comprehension, understanding, methods of teaching the Russian language, educational standard
Introduction

The modern system of open education is aimed at developing students’ competent speech, interpersonal and intercultural communication skills, and preparing them for professional life. Informatization, that takes place in subject training, has distinct traces in teaching / learning styles in real or virtual classroom. Under these circumstances, a cognitive approach is successfully used. In accordance with the activity paradigm of school educational standards and the level approach to learning, the problem of text understanding and interpretation is solved by using different strategies. Strategy is defined as a way to acquire, store, and apply the information received. The learning strategy is a general concept that is “based on certain linguistic, psychological and didactic principles” (Azimov E.G., 2018: 331). Strategy is implemented in the classroom as a group of methods (super skills) and defines the main ways to achieve goals. There are main and auxiliary strategies. The main strategies are applied directly to the material being studied, they are aimed at understanding and memorizing information. Auxiliary strategies provide motivation, psychological support, soft skills formation, flexibility, adaptation and interest in learning (Hennings D.G., 1994: 144).

Purpose of the study

No doubt, education in a modern Russian school is text oriented. By text orientation we mean teaching Russian based on the theory of the text as the main unit of language, using a set of methods, techniques and methods of organizing the educational process. As a result, methodically well-organized work on sounding texts helps students achieve high personal, subject and metasubject results. One of the most effective means of learning is Graphical texts, which are designed for systematic and concise presentation of information. It is scientifically proved, that graphical model of the secondary text is capable of “instant coverage” of the content of the sounding speech; in this case, visualization helps to find sense even in the most difficult for interpretation parts of the message. What is Graphical text? Graphical texts include graphs, drawings, sketches, diagrams, intelligence maps, templates, tables, frames, and so on. They are used for cognitive reading; they help “grasp the meaning” during listening comprehension and organize speech patterns (Tekucheva I.V., Sukhoverkhova O.V., 2019: 195). The use of visuals in the practice of studying the subject is justified by high productivity and significant intensification of the educational process. We agree with the statement that working with model texts contributes to the structuring of thinking and “the process of interiorization” (according to P.Ya. Halperin, this process is performed in internal speech), which allows students absorb new material more systematically. There is no doubt, that sounding text, as well as
written Cyrillic or Latin text, requires students to analyze and comprehend deliberately. Thanks to listening mechanisms: anticipation, equivalent substitution mechanism, RAM mechanism, mechanism of speech hearing (Tekucheva I.V., Gornyakova T.A., 2020: 39), and associative thinking, the listener, as well as the reader, understands the text based on background knowledge and previous individual experience. Thus, the process of interpreting the text has a pronounced personal oriented character. According to N.I. Zhinkin, “the listener understands reality, not the language”.

The stages of work on the text and the system of exercises are presented in the works of Russian methodists and linguists in Russian as a foreign language (L2): E.V. Matveeva, 1972; I.A. Zimnyaya, 1976; A.N. Shchukin, 1978; L.P. Klobukova, 1987; S.A. Khvronina, 1990; V.V. Dobrovolskaya, 1990; N.V. Kulibina, 2001; E.I. Passov, etc. (Moskovkin L.V., Shchukin A.N., 2019); in Russian as a native language (L1): G.G. Gorodilova, 1975; M.R. Lviv, T.A. Ladyzhenskaya, M.T. Baranov, 2000, etc. The textbook of E.S. Antonova states that the formation of communication skills is based on the intellectual and mental work of the student (Antonova E. S., 2007: 229).

**Methodology**

*Graphical texts* in Canada, as well as *Informational texts* in the US, are in demand in popular science literature, mass media, and education (Think Literacy, 2020). The need to purposefully train middle and high school students to “interpret” the texts is confirmed in the educational standards of America, Canada and Europe. According to the Common Core State Standards, ELA “Reading: Informational Text” Grade 9–10, interpretation skills of Graphical and Informational texts are required in educational and scientific literature of a wide range: in linguistics, history, technical sciences (including instructions, manuals, etc.), interpretation skills are also used in mixed and distance learning (English Language Arts Standards, 2020). Nevertheless, the ability and schoolchildren’ readiness to interpret sounding educational texts with the level of difficulty above average is still nonsufficient. J. Field (1995) lesson planning for listening comprehension considered one of the greatest challenges for teachers in the UK, “listening lessons are often top-heavy” (Field, 1995: 112); in the *listening for meaning* and understanding process of the sounding text he distinguished: syntactic clues; subskills, such as segmentation, extrapolation, anticipation, monitoring, etc.; subskills exercises; and stages before, during, after listening. The use of strategies and the formation of skills according to J. Field should be based on specific listening tasks rather than thought separately. The main purpose of work with the text, he believed, is the formation of students' competencies, strategies only accompany the study of the subject (Field, 1995: 112–117).
Thus, we can distinguish the main stages of textual activity: the pre-text, working on a sound text and the post-text stage, plus listening strategies that focus on listening for meaning & reading for meaning tasks.

**The pre-text stage** involves the audience's attitude to the perception of the text and planning, working with the main concepts, summary, answer the questions. Graphical text is often used at the beginning of each Chapter of the textbook or in handouts for classmates. So, under the influence of integration and cognitive process of learning students are invited to activate their existing knowledge and make assumptions about the text before listening; they combine mental activity with emotional response.

**Working on a sound text stage** depends on the type of educational material and includes attentive listening, detailed understanding of the content, oral comments, working with language and graphical material, working on the text structure, interpretation, establishing connections between language phenomena and performing didactic exercises.

1 step. Listen to the text, highlight the topic and main idea of the text. *What is the text about? What did the author want to say?* Possible answers: “Teaching Russian at school”; “Reconstruction of historical events in the education system in Russia”, etc. Decoding of the sounding educational text with the help of models. [Tab. 1].

2 step. Write a thesis plan of the text by highlighting the main idea in each paragraph (the central sentence without explaining the details). For example:

   a. Language is a universal means of communication, so its basics are studied at school.
   b. A long way has been made to the modern system of teaching Russian.
   c. The complex question of teaching the Russian language was first raised in 1903.
   d. Generalization of prior experience made a significant breakthrough in teaching Russian in schools.
   e. Reconstruction of the periods of formation of the Russian language teaching system at school enriches our spiritual culture and historical background.

3 step. Identify the parts of the text that caused misunderstanding, look up in the dictionary, write down the details, examples from the text that support the main statement of each paragraph (distribution of theses) [Tab. 2].

4 step. Based on the compiled graphical guidelines students write a coherent summary of the text they listened to. [Tab. 3].

5 step. Creative work of students.
Table 1

Cognitive map “Introduction”

<table>
<thead>
<tr>
<th>Techniques of understanding</th>
<th>Student's cognitive activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Intention.</strong></td>
<td></td>
</tr>
<tr>
<td>WHAT DOES THE 1st PARAGRAPH SAY?</td>
<td>Language is a means of expressing thoughts. Learning the features of a language, its nature, and functions is the way to mutual understanding.</td>
</tr>
<tr>
<td><strong>2. Understanding by action patterns.</strong></td>
<td>Language levels: phonetics, vocabulary, grammar.</td>
</tr>
<tr>
<td>What do we know about the language?</td>
<td></td>
</tr>
<tr>
<td><strong>3. Individualization.</strong></td>
<td></td>
</tr>
<tr>
<td>Why is it important for me to know?</td>
<td>The method of including the listener in the development of semantic relations in the text. Personalization of training.</td>
</tr>
</tbody>
</table>

Problem setting

**4. Problematization.**

What a student should know about the language?

| Analysis of the learning tools (textbook), study the history of language learning (use additional resources, the Internet, encyclopedias, etc.). |

Table 2

Cognitive map “Main part”

<table>
<thead>
<tr>
<th>Techniques of understanding</th>
<th>Student's cognitive activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHAT DOES THE 2nd PARAGRAPH SAY?</strong></td>
<td>The content of the Russian language textbook has changed significantly.</td>
</tr>
<tr>
<td><strong>5. Deconceptualization.</strong></td>
<td></td>
</tr>
<tr>
<td>Analysis of the issue history.</td>
<td>Reconstruction can be not only of the text, but also of the historical events. This is how cause-and-effect relationships are identified and a complete cognitive map of the text is compiled.</td>
</tr>
<tr>
<td><strong>WHAT DOES THE 3rd PARAGRAPH SAY?</strong></td>
<td>Congress in 1903 in St. Petersburg.</td>
</tr>
<tr>
<td><strong>6. Decoding.</strong></td>
<td></td>
</tr>
<tr>
<td>Analysis of the etymology of the word.</td>
<td>The concept of “grammar” is...</td>
</tr>
<tr>
<td>Analysis of biographies.</td>
<td></td>
</tr>
<tr>
<td>I.A. Baudouin de Courtenay, F.F. Fortunatov, A.A. Shakhmatov, N.K. Kulman, L.V. Shcherba and so on.</td>
<td></td>
</tr>
</tbody>
</table>
Analysis of the main part of the text, cognitive search

<table>
<thead>
<tr>
<th>Techniques of understanding</th>
<th>Student's cognitive activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of the meaning of each word.</td>
<td>Look up in the dictionary. Choose synonyms.</td>
</tr>
</tbody>
</table>

**7. Phenomenological reduction.** “open consciousness”

 WHAT DOES THE 4th PARAGRAPH SAY?

Find the main information in the paragraph:
“Prerequisites for a significant breakthrough in Russian education”.
Write the content of the paragraph briefly in the form of a thesis.
What information is not necessary?
What information is illustrative?

| Table 3 |

Cognitive map “Conclusion”

<table>
<thead>
<tr>
<th>Techniques of understanding</th>
<th>Student's cognitive activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8. Interiorization</strong> of the context (contextual guess, understanding of hidden meanings in the text, subtext). WHAT DOES THE 5th PARAGRAPH SAY?</td>
<td>Assimilation and processing of new information by the listener. Now the listener is ready to interpret the text in writing. College writing techniques.</td>
</tr>
</tbody>
</table>

**Additional strategies**

10. Restoration of the meaning.
   — OUTPUT TO THE SOLUTION. Change of decision.
   — ACCESS TO AN OPINION. Change of opinion.
   — EXIT TO THE ASSESSMENT. Exit in a reflective position.
   — EXPERIENCING MODALITY. Communication intent.

Graphical supports — the transition of understanding to written speech.
Semantic supports — establishing connections: “What did I know before listening to the text?”; “What new things did I learn?”; “What else would I like to know?” “If I heard this text earlier, how would my attitude to the subject change?”
Emotional supports — positive reinforcement and self-esteem. Self-evaluation.

**The post-text stage** includes: a) interpretation of the sounding educational and scientific text; b) comparison of the information contained in the graphical text and the text being listened to; c) critical perception,
discussion, independent evaluation (correlation of the information received with the student's personal experience), connection of additional sources and Internet resources; d) independent writing. The authors also rely upon the following methods: observation, comparison, testing.

**Discussion**

By the 9th grade, according to the Federal state educational standard in Russia, students should have developed listening and reading comprehension skills, analytical skills and skills of information processing of the text. It is justified by the fact that educational texts can contain not only language information, but also graphs, formulas, statistics, figures, contain information in a concise and generalized form. In this regard, Graphical texts are widely used in academic style of speech (audio books, lectures, radio, popular science). Thus, cognitive experience, which forms the basis of the national mentality, is responsible for the effectiveness of information acquisition. Understanding is the most important condition for learning (Vygotsky L.S., 1999); thus, in modern society the question arises about new requirements for educational texts (lectures, textbooks, workshops) as a tool for influencing students' intelligence and self-awareness. According to L.P. Doblaev, *understanding* is establishing connections between the semantic parts of the message; the text does not exist outside the understanding and interpretation of it by the listener or reader. Understanding the text is impossible without mastering the rules of text construction and its semantic structures (words, individual sentences, groups of sentences, as well as phonetic, graphic, and spelling components); the text by its nature “has not a linear, but a hierarchical structure” (Doblaev L.P., 1982: 30).

Practicing Graphical texts in the classroom forms the following skills:

- correct understanding of the text content, extraction of categorical, linguistic and factual information, separation of main information from secondary information, new information from already known information;
- logical thinking, analysis, synthesis, academic writing skills;
- critical perception and evaluation, interpretation of information, recognition of bias in the statement, identification of useful information and application of the acquired knowledge in practice of real life activities.

Based on the research, the average score of students after training is 4.18 compared to the average score at the beginning of training 3.14. The quality of knowledge, respectively, before training 37.84%, after conducting speech development lessons in grades 8–9 is 88.00% of success, which was an increase in academic performance 0.15, the degree of training 0.25, the quality of knowledge 0.50 after six months of training. Having investigated the problem, the authors found out that text interpretation is
a technological part of thinking and text understanding process, think literacy and listening strategies can be taught in school.

**Conclusion**

In conclusion, we note that Graphical texts contribute to a more complete understanding of information, more accurate interpretation, activate students' thinking and learning. The analysis of students' works for delayed reproduction of the audio text content allows us to confirm the functionality of using graphics for modeling and taking educational notes during the lecture, constructing the material on the subject, creating of overall view and for creativity.

The presented techniques of understanding the educational text and strategies of speech activity could be defined as a cognitive map in reaching academic success, as a guide in overcoming communication barriers, strengthening the linguistic base of the subject, and effective approach in mixed and distance learning.

**References**


COMPARISON OF NOUNS IN THE COMPARED LANGUAGES
(ENGLISH AND RUSSIAN)

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Abstract. The paper forms the aim of conducting an analysis of nouns at the theoretical and practical levels in English and Russian. The key methods used in the research are the method of linguistic observation and description, and also a contrastive method. The key objective of the theoretical analysis of the article is based on the comparative analysis of singular and plural nouns defined using morphemes and inflections, as well as general orientation. The article uncovers the problem of a noun which is a part of speech used to refer to people, animals, objects, substances, States, events, and feelings. Today a noun is a part of speech used to refer to people, animals, objects, substances, states, events, and feelings. A noun in English can be either a subject or a complement. A noun in English can be preceded by an adjective, article, or other defining word. A noun in Russian is a part of speech that denotes an object. The findings of the paper are formed according to the main aspects of the influence of the numerical meaning of nouns. It displays the historical connotation of nouns that currently have plural forms, whereas previously they took on a singular form in both English and Russian. Comparative analysis of abstract nouns in English and Russian allows us to display the real choice of the number of nouns by modern linguists in favor of both Singulare Tantum and Pluralia Tantum, that is, nouns whose number does not change. The main objective of the empirical part of the article is to identify the key grammatical differences between nouns based on the text of O. Henry’s “The chief of the Redskins” (1910) and its translation. The key findings are formed according to the identification of a fact that in the given text, most of the nouns are singular in the general case, which correspond to the singular forms of the nominative, genitive, dative, accusative, instrumental and prepositional cases of the Russian language. The relationship between the singular forms of the common case in English and the plural of the nominative, genitive, dative, and accusative cases in Russian is of interest.

Keywords: nouns, case, singular form, plural form

Introduction

Modern linguistics today is interested in conducting a comparative study that addresses various topical problems of grammar based on two or more languages. In the framework of the presented work, it is important to
consider an important issue concerning the comparison of nouns based on English and Russian languages. Comparative analysis of grammatical features of these languages allows to identify important similarities and differences. First of all, it should be noted that a large number of linguists refer to English as an analytical language type. This is due to its language, and in particular, grammatical functions. English words when they come into “contact” with other lexemes can form a certain connotative meaning only if there are official or formal words, which include English auxiliary verbs and prepositions. The order of words in the sentence remains important (Zaretsky E, 2008).

However, Yashina M. notes that modern English finds its place in the ranks of inflectional-analytical languages, thanks to the existing word (Yashina M., 2015). According to Yashina M. the Russian Language belongs exclusively to inflectional languages. It has certain features of the analytical structure (Yashina M., 2015).

The purpose of the research is to conduct a linguistic analysis of nouns in English and Russian.

The relevance of this work is formed based on the interests of modern linguists to analyze grammatical categories of two foreign languages. M. Petrunin (2015), V. Alireza (2016), E. Malaz (2016), A. Ostroumova (2016) are outstanding representatives of science who conduct a comparative analysis of nouns of Ugric languages and languages of the Perm subgroup, Russian and Persian, various languages of the romance group.

Scientific works of such authors as A. Stramnoy (2019), Yu. Redvanetskaya (2018), and T. Kryukova (2018) consider the problems of inflectional categories of number and case based on English and Russian. The scientific novelty of this article is to identify the main points of the language discussion within certain grammatical categories, based on the material of FR. Henry “chief of the Redskins” (1910). The theoretical value of the research is linguistic comparative analysis, which allows us to demonstrate new qualities and properties of languages that have different structural features.

As part of this research, it is important to refer to the work of O. Henry, presented in the original language (English) and adapted translation by N. Daruzes. O. Henry today occupies an important place in American literature. He is known as a master of the “short story” genre, or short story in other words. As Yashina M.E. notes, O. Henry Develops in a satirical and humorous style, which makes the language of the novel rich and comical (Yashina M., 2015). In his work, you can find a large number of jargon, sharp words and various colorful expressions.
Methodology

Today a noun is a part of speech used to refer to people, animals, objects, substances, States, events, and feelings. A noun in English can be either a subject or a complement. A noun in English can be preceded by an adjective, article, or other defining word. A noun in Russian is a part of speech that denotes an object.

The main grammatical categories of a noun as part of speech were gender, number, and case. These three categories had a universal character, that is, there was not a single noun that was not characterized by gender and did not change in numbers and cases. Particular categories of the noun were collectivity and the category of the person of the noun, which later developed into the category of number.

To begin with, it is important to consider the category of number. Both in English and in Russian, there is a grammatical category of number. This category expresses quantitative relations that exist in real reality, are reflected in the minds of native speakers of a given language and have morphological expression in the corresponding forms of the language.

The category of number, as reflecting the quantitative relations between real objects, is naturally tied to the noun.

In Russian and English, the number category is represented by the singular and plural semes, which are expressed in the singular and plural forms.

E. Telegina notes that the content of this category represents the unity of “discrete (discontinuous) quantity and non-discrete (continuous) quantity. The first of which is determined by counting, and the second — by measuring” (Akulenko V., 1990).


Say that in the case of English and Russian languages, the grammatical category of numbers is very similar due to some features. In both the first and second languages, the singular indicates that the presented object is formed in a single instance, while the plural demonstrates the multiplicity of objects (Degtyarev V., 1982).

V. Dyagterev notes that in Russian, the singular number of nouns can be determined using morphemes (post, alarm clock) and inflections (beauty, phenomenon, sun). In the case of the plural, it is important to pay attention to the endings of nouns (beauty — beauty, phenomenon — phenomena, alarm — alarms). Comparing with English, it is possible to understand that the Russian language is focused on the meaning of singularity, which is
most often expressed using the suffixation (-in, -Inc): beads, wrinkle, path, smeshinka (Degtyarev V., 1982).

English nouns that are represented in the singular have zero inflection when morphemic alternation occurs, for example, woman — women, man — men. Most often, the formal indicator of the plural is a morpheme that is expressed by s, es. this ending is added to the root of the noun (hand — hands, lamp — lamps). A feature of the plural in English is the presence of homonymous forms that coincide with the singular form of the noun: one fish — two fish. Thanks to borrowed words from Latin, which are now prevalent in English, attention should be paid to different forms of nouns in the singular and plural: alumna — alumnae, appendix — appendices, analysis — analyses, addendum — addenda (Menovshchikov G., 1970).

In both English and Russian, it is possible to see suppletive forms of nouns, such as good — better, person — people; good — better, bad — worse, a person — people.

This means that the Russian language is characterized by a certain synthetic, while in English the analytical approach to the forms of the number of nouns prevails.

It is also important to indicate the influence of the number value. Researchers say that today the form of a number does not always correspond to the categorical meaning of a noun. This means that the expression plan does not completely coincide with the content plan. Such a well-known linguist as V. Degtyarev notes that the historical, in some sense even archaic picture strongly contradicts the modern vision of the subject designated within the text. For example, the noun Sani, which is related to the plural, has the singular form. Unlike other nouns, it does not carry signs of quantification. (Degtyarev V., 1982).

In English and Russian, you can see words that are used in the singular, but this is done only in a formal way. For example, abstract nouns such as (love, love), words that have real semantics, such as (rice, rice), names of unique celestial bodies (The Moon, the Moon), names of the cardinal directions (North, North), and others. (Vdovitsa V., Nechepurenko M., 2015). All presented nouns are used only in the singular and display a single meaning, otherwise they are called Singularia Tantum. However, some of them can be used in speech as plural nouns.

Another group of nouns are related to Pluralia Tantum, that is, nouns that do not change in number. Such nouns can be associated with uncountable nouns, such as jeans, jeans (words that have undivided parts), collective nouns (customs), and names of scientific fields (mathematics). The use of Pluralia Tantum nouns in the singular requires a certain modification in English. For example, you can say a pair of trousers.
The presented analysis suggests that A.A. Reformatsky was right about the fact that both Singularia Tantum and Pluralia Tantum do not change in numbers, while the grammatical forms of the presented nouns do not have quantitative relations.

Today, researchers often argue about the question of prepositional forms in both Russian and English. The category of case is represented by the category of noun inflection, which allows you to Express various types of syntactic relations based on the noun.

There are 6 cases in Russian: nominative, genitive, dative, accusative, instrumental, and prepositional. However, there are also formal types of case, such as Vocative or Vocative (Masha — Mash), local case or locative (in the hut), as well as separative, which correlates with the genitive case, while answering a question such as “what?” (man to man wolf). (Vdovitsa V., Nechepurenko M., 2015)

Speaking about the English language, we should rely on the research of M. Bryant, who defines the case forms of the English language in the amount of four pieces: nominative, Vocative, dative and accusative. He notes that it is important to look at the setting of the lexeme in the sentence, which will allow you to identify the exact case of the noun. In the work of I. Ya. Bloch, two prepositional-case forms are indicated, such as the genitive (i.e., to + noun or for + noun) and the dative (to + noun). According to G.N. Vorontsov and B.A. Ilisha, analytical English in the course of historical development has lost the inflectional category of the case. The function of the case system is performed by the postposition, which is used with the noun. Researcher FR. Jespersen distinguishes the following prepositional-case forms in English:

1) genitive;
2) nominative and indirect cases;
3) accusative;
4) dative.

The scientist notes six meanings that can be expressed using cases:
1) address — Vocative case;
2) subject — nominative case;
3) Supplement — accusative or dative case;
4) connection — genitive case;
5) place and time — local case;
6) tool — creative case.

This classification is close to the prepositional case system of the Russian language (Bloch I., 2000)

However, the traditional system in English is a two-step system:
1) nominative or common case (Common Case);
2) possessive (Possessive Case).
Data

It is worth to turn to the analysis of the text of O. Henry “The chief of the Redskins” (1910), presented in the original language, as well as its translation, authored by N. Daruzes. Linguistic analysis of the work is aimed at identifying lexemes-nouns of the Russian and English languages (see Table 1).

Table 1

<table>
<thead>
<tr>
<th>English</th>
<th>Russian</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word form in the text</strong></td>
<td><strong>Word form in the text</strong></td>
</tr>
<tr>
<td>Summit, affection, tree, night</td>
<td>Город, любовь, дерево, ночь</td>
</tr>
<tr>
<td>Fence, rabbit, father</td>
<td>У двери, у кролика, у отца</td>
</tr>
<tr>
<td>Ebenezer Dorse</td>
<td>Эбенезеру Дорсет</td>
</tr>
<tr>
<td>Bill, sling</td>
<td>Биллу, пращу</td>
</tr>
<tr>
<td>Mr. Bill, tree</td>
<td>Мистером Биллом, домом</td>
</tr>
<tr>
<td>Train, a hundred yards (apart)</td>
<td>На поезда, на расстоянии ста метров</td>
</tr>
<tr>
<td>Terms, (desperate) men, gentlemen</td>
<td>Условия, злодея, джентльмены</td>
</tr>
<tr>
<td>Robberies, (hot) water</td>
<td>Нападений, с кипятком</td>
</tr>
<tr>
<td>Other reasons</td>
<td>По другим причинам</td>
</tr>
<tr>
<td>Stage, step</td>
<td>Стадии, шаги</td>
</tr>
<tr>
<td>of the magi, cents, of sobs</td>
<td>Волхвов, центов, слез</td>
</tr>
</tbody>
</table>

(see Table 1)
<table>
<thead>
<tr>
<th>English</th>
<th>Russian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pennies, prayers, rims</td>
<td>Монетками, молитвами, камешками</td>
</tr>
<tr>
<td>Possessive case and plural</td>
<td>Творительный падеж и множественное число</td>
</tr>
<tr>
<td>In a sequence, wings</td>
<td>В створках, на крыльях</td>
</tr>
<tr>
<td>Possessive case and singular</td>
<td>Предложный падеж и множественное число</td>
</tr>
</tbody>
</table>

**Results and discussion**

In the story “The red chief”, the singular of the common case of English corresponds to the singular forms of the nominative, genitive, dative, accusative, ablative and prepositional cases of the Russian language. Referring to the classification of FR. According to Espersen, we can conclude that the word forms of the nominative, genitive, dative and accusative cases of English semantically correspond to the word forms of the corresponding cases of the Russian language. The correlation between the singular forms of the common case in English and the plural of the nominative, genitive, dative, and accusative cases in Russian is of interest.

**References**


ON INTERCULTURAL COMMUNICATION IN DIACHRONIC TRANSLATION

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Abstract. The paper studies intercultural communication in the methodology and application of diachronic translation in English and modern Russian renditions of Homeric epic. In contrast to previous studies, which do not devote sufficient attention to the study of the methodology of diachronic translation, the paper argues for the necessity of differentiating between an inter-lingual method (based on the difference between the linguistic structures of the original and language translation) and intra-lingual diachronic method, which presupposes linguistic identity. The paper examines the methods of rendering metrical, phonetic, syntactic and stylistic (epic variation, synonymic systems, substantive epithets) organisation of the Ancient Greek original and English and Russian translations.

The paper proposes that rendering Homeric hexameter poses the greatest difficulties for a translator. The contrast between the structure of Greek hexameters and English imitations of the meter is explained in the paper by the varied linguistic structures of the two languages. English, an analytic language, requires an excess of auxiliary words, needed to perform the function of a single morpheme in the source language. The synthetic structure of Russian allows a translator to maintain the same number of words and syllables as a line of Ancient Greek. However, the paper demonstrates that the inter-lingual method of diachronic translation achieves a similarly unsatisfactory result in rendering the metric organisation of Homeric epic into both analytic and synthetic languages since Russian produces cumbersome hexameters as compared to the Homeric metre.

The paper proposes that the transmission of the main organising feature of poetic units, the syntactical structure of the two Homeric epics, also poses a considerable challenge to the theory of diachronic translation, since it requires exact linguistic identity between the source and target languages. The lucidity of Homeric verse is lost in transmission from a synthetic into an analytic language, but is regained when the linguistic structure of the source and target language coincide. The paper demonstrates that the application of the inter-lingual diachronic method to Homeric epic poses a challenge to translators working with analytic languages on a metrical, phonetic and syntactic level. Translations into synthetic languages have a clear advantage in transmitting Homeric epic, which arises from linguistic identity between Russian and Ancient Greek. The paper
attempts to prove that the transmission of the stylistic organisation of Homeric epic requires the translator to discover poetic devices, functionally identical to those employed in the poetic system of the original.

**Keywords:** translation, intercultural communication, Homeric epic

### Introduction

Diachronic translation has been taken to refer to ‘translation into the same language but of a later period’ (Matyushina I.G., 2017b: 284) wherein the intended audience ‘is part of the same culture [as the original audience] but at a later stage of development’ (Belenkova Yu.S., 2013: 46). Diachronic translation is also used of translation into another language for an audience that belongs to an entirely different as well as chronologically later culture (Belenkova Yu.S., 2013: 46). In order to distinguish the first of these types of diachronic translation, German and Russian scholars suggest the term ‘diachronically intra-lingual’ (Koller W., 2011: 133, Vogel M., 2001: 337, Nelyubin L.L., 2003: 46), which signals the unity of the source and target languages. For the second of these methods no stable denotation has as yet been implemented, and so in this paper the term ‘inter-lingual diachronic translation’ will be used. Although this term appears in linguistic contexts (Gutknecht Ch., 2004: 688–703; Schjoldager A., 2008: 55; Whyatt B., 2017: 176–89), it has not been, as far as is known, applied to translations of literary works.

**Objectives/Purpose of the study**

The aim of this study is to explore the intercultural communication in diachronic translation through explicating the gains and losses of the inter-lingual diachronic method with references to the intra-lingual methodology. The research is based on the English and Russian translations of two Homeric epics which determine the intercultural communication of ancient morals and customs to modern readers.

**Methodology**

The intra-lingual methodology of diachronic translation, which is problematised by an ‘identity of the language of the original text and the translation [as well as] the identity of the [lexical and syntactical] systems of both texts’ (Matyushina I., 2017a: 46), as in Ancient and Modern Greek, can be challenged on the ground that it invites a similar presupposition in relation to other languages for which such a tenet would be deceptive. Diachronic translation is fraught with unsurpassable problems, since it invites an erroneous presupposition of linguistic identity between different chronological stages of the same language. The main challenge to the theory
of diachronic translation lies, however, in the inter-lingual methodology (Gutknecht Ch., 2004: 688–703; Schjoldager A., 2008: 55). Unlike the intra-lingual method, which presents difficulties conditioned only by chronological divergence, the inter-lingual method is problematised by a binary divergence in both the temporal and the spatial (or to use Bakhtin’s term ‘chronotopical’) spheres of the source and target languages.

Both the linguistic and the cultural aspects of the inter-lingual methodology of diachronic translation can be clarified through the term ‘linguo-cultural’ which was recently introduced in V.V. Vorobyev’s book on linguo-culturology, uniting the study of language and culture, which determines it (Vorobyev V.V. 1997: 32–37). Applying this term to the inter-lingual diachronic methodology, it can be suggested that the first component of the term is responsible for the aesthetic function of the intercultural communication (in any poetic text, including Ancient Greek epic, the aesthetic value is primarily delivered at its linguo-stylistic level), whereas the second component reflects the informative function of intercultural communication. Both aspects of the term linguo-cultural can be used to challenge the inter-lingual methodology of diachronic translation, since both impede the successful intercultural communication. Whereas the difficulties of the ‘cultural’ aspect are self-explanatory, the problems of rendering the ‘linguistic’ aspect of a text by means of the inter-lingual method of diachronic translation require a more thorough investigation.

The importance of transmitting the intercultural aspect, or the communicative function of a text, is stressed by the medievalist Aaron Gurevich, who suggested that the aesthetic function of a text (delivered primarily at its linguo-syntactic level) may be overlooked in favour of communicating with more clarity the intercultural concepts and realia of the original, so that a modern reader can be struck by the ‘drastic difference between an ancient and modern perception of phenomena’ (Gurevich A.Ya., 1976: 285). The linguo-stylistic level of a text is thus regarded as nothing more than an intercultural system of codes (Malmkjær K., 2018: 14), which a translator (and hence the reader) must interpret and re-code in his own language in order to communicate a specific message (Yakobson R.O., 1975: 197). However, the approach adopted by Gurevich requires a translator to have sufficient knowledge of the corresponding period, in order to accurately transmit ancient cultural concepts. The intercultural communication is jeopardised by the chronotopical divergence between the original text and its translation. This problem was highlighted by Gnédich, the Russian translator of the Iliad, who thought that a modern-day reader mistakenly attempts to evaluate an ancient civilisation with its specific set of cultural and moral concepts by means of his own, anachronistic perception of life.
Gnedich believed that in order to truly understand Homer, one must immerse oneself in the culture of the 8th century BC and so in effect ‘become Homer’s contemporary’ (Kukulevich A., 1935: 424). The more distant the original text and its culture appear to be from its translation, the more important it becomes to approach the methodology of inter-lingual diachronic translation from a scholarly (Steiner G., 206: 369) or, more precisely, an explanatory point of view.

The transmission of the ‘cultural’ phenomena of an original text is problematised by the irreconcilable dichotomy between two types of translation: the ‘retentive’ and the ‘recreative’ methods (Holmes J.S., 1988: 37–50). The two terms roughly correspond to what was called ‘formal-equivalence translation’ or the ‘dynamic-equivalence translation’ (Nida E.A., 1964: 165–77). On the one hand, the ‘retentive’ or the ‘formal-equivalence’ method aids the transmission of the original text’s cultural realia by requiring a translator to orient himself towards the original and reflect its historical setting to the greatest possible degree (Holmes J.S., 1988: 37–48). On the other hand, the ‘recreative’ or the ‘dynamic-equivalence’ method of translation, operating on the principle of modernisation, requires a translator to re-create and even, at times, substitute the thematic (and indeed linguo-stylistic) aspects of the original for characteristics which a modern reader can easily understand and appreciate (Holmes J.S., 1988: 49–50). In the case of retentive or ‘formal-equivalence’ translation, although the historicity and cultural realia of the original may be preserved, the translation itself will necessarily reflect the antiquity of its source text and so could appear heavy and cumbersome, where the original is ‘rapid… plain and direct’ (Arnold M., 1896: 37). On the other hand, the re-creative or the dynamic-equivalence method, while making a translation approachable to a modern reader, will inevitably result in the loss of the original’s social, political, moral, historical setting. Thus, the difficulties of rendering the cultural aspect of the inter-lingual method serve to reveal the insoluble problem of intercultural communication in diachronic translation: preserving the communicative function of the text not only requires specialist knowledge but also results in a translation which is more challenging to a modern reader than the original was to its audience.

Discussion

When applied to Homeric epic, which diverges from modern English or Russian translations in terms of its chronotopes (8th century BC Greece), the method of inter-lingual diachronic translation poses numerous problems both on the macro-stylistic level (metre, sound organisation, word order, syntax) and micro-stylistic level (epic variation, synonymic systems,
compound words and epithets). Whereas the Homeric dactylic hexameter is characterised by an infinite variety produced by the interplay of ‘long sounds for solemn sense and short sounds for disturbance and speed’ (Geddes A.G., 1988: 2), English hexameter is at best ‘wearisome’ (Burgess J.S., 2015: 161). This contrast between the texture of the Greek and the English hexameter can be explained by the divergence between the linguistic systems of the two languages. Any attempt at rendering a line of ancient Greek, a synthetic language, into an analytic language, is inevitably cluttered by numerous auxiliary words, which are needed to perform the function of a single morpheme in the source language. The problem of excessive wordiness is, however, absent from Russian renditions of the Homeric hexameter, since Russian, being a synthetic language, expresses relations between words by means of its affixes. The linguistic resemblance between the source and target languages permits Russian translators, such as Gnedich, to create what has been called ‘a wonderfully nimble and flexible hexameter’, with very little deceleration of its flow (Yarkho V.N., 2000: 337). However, unlike the fluid dactylic hexameter, which was delivered orally, the Russian tonic hexameter is primarily an artificial, mimetic device, used to recreate a rhythm unnatural for its language (Egunkov A.N. 2001: 374). Despite imitating the Greek metre at a stylistic level, the Russian hexameter like English, is more akin to a ‘plaster cast’ than to an equal of the original’s grace and variety (Egunkov A.N. 2001: 374).

The transmission of the main organising feature of poetic units, the syntactical structure of the two Homeric epics, also poses a considerable challenge to the inter-lingual methodology of diachronic translation, since it requires an almost exact linguistic identity between the source and target languages. Whereas Ancient Greek possesses a synthetic system and so is ‘free to experiment with [its] syntax’, modern English is ‘bound by the strictness of [a] word-order’, determined by its analytic system (Matyushina I., 2017a: 59). The losses which result from the failure to transpose the syntactical organisation of the original are evident from the first line of the English translation of the Iliad: ‘Sing, goddess, the anger of Achilles, Peleus’ son’. Whereas the Greek lays emphasis on the ‘anger’ of Achilles (‘μῆνιν ἄειδε θεὰ Πηληϊάδεω Ἀχιλῆος’), which is the catalyst behind the development of the Iliad’s plot-line, the English translation emphasises the verb ‘sing’, which has limited importance for the development of the epic’s main theme. Whereas modern English depends upon a fixed word order to indicate the relationship of individual lexical units to each other, Russian remains free in its word order. The first line of the Iliad, which causes so many problems for English translators, is rendered smoothly in Russian. Russian maintains the Greek word order of object followed by predicate and so
accurately transposes the emphasis laid upon the noun ‘anger’ (гнев). Both translations clearly convey the main theme of the epic (Achilles’ anger), while maintaining the direct, simple flow of the original’s first line. Thus, the lucidity of the Homeric verse which results from ‘the ability of an inflected language to place important words in prominent positions’ (Edwards M., 1990: 55) is lost in transmission from a synthetic into an analytic language, but is regained when the linguistic structure of the source and target language coincide.

Results/Findings

Both the intra-lingual and inter-lingual methodologies of the theory of diachronic translation can be challenged on the grounds of the numerous problems they entail. The intra-lingual diachronic method presents an irreconcilable dilemma depending on the basis of linguistic identity and divergence. If linguistic identity is present (as in the case of Old and Middle High German or Ancient and Modern Greek) then the intra-lingual method jeopardises the term ‘translation’, by blurring the distinction between modernising intercultural assimilation and genuine translation. The use of the intra-linguistic diachronic method also creates problems when applied to the transmission of texts belonging to languages such as Old English and Modern English, diverging in their poetic systems, because it presupposes a linguistic identity between radically different chronological stages of the same language, where it is in fact absent.

The inter-lingual diachronic method, explored in the present paper, has been shown to pose a challenge to the theory of diachronic translation, since it presupposes the transmission of two aspects, reflected in the term linguo-cultural, through time (chronological) and space (topical). This implies a convergence or similarity between the chronotopes of the source and target language, which is necessarily absent, as the very term ‘diachronic’ stipulates. Consequently, as has been demonstrated in this paper, neither the cultural level of an original text (responsible for the intercultural communicative function) nor the linguistic level (responsible for the aesthetic function) can be faithfully transmitted across time. Cultural phenomena necessitate not only scholarly expertise from a translator but also sustained efforts by their audience to fathom their culturally alien rendition. Linguistic phenomena require an identity of the poetic systems in the source and target languages, which spans beyond the analytic and synthetic dichotomy. A chronotopical identity between the two linguistic systems is needed in order to faithfully transmit the linguistic level of an original text. Both the macro-stylistic and micro-stylistic level contain aspects which can be transmitted only if the target language matches the
source language in its chronotopes. This identity is, however, again precluded by the very term ‘inter-lingual diachronic’, which stipulates both a distance in time and in space. Nevertheless, in spite of the inevitable problems presented by the intra-lingual and the inter-lingual diachronic methodology explored in the present essay, the concept of diachronic translation, related to the transmission of ancient texts into modern languages, should necessarily become a part of English scholarship concerning the theory of translation since it is the only key with which the treasures of ancient literature can be opened.

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PHONETIC CHARACTERISTICS OF THE SPEECH
OF THE YOUNGER GENERATION OF BRITISH ENGLISH
NATIVE SPEAKERS

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Abstract. This paper presents the results of the study of the phonetic features traced in the speech of the younger generation of British English native speakers. It contains the phonetic portraits of speakers and reveals some modern pronunciation trends in their speech. Special attention is paid to the extent to which socio-cultural factors influence the phonetic characteristics of their speech.

Objectives: to describe the phonetic features of the speech of the younger generation of British English native speakers at segmental and suprasegmental level, to identify some new pronunciation trends in their speech.

Methods: The study was based on the analysis of audio recordings of interviews with British young people (total sound time 75 minutes). All speech examples refer to spontaneous unprepared speech. The phonetic study included an audit analysis performed by two professional auditors as well as a speech analysis of speakers using the phonetic portrait method. The method of phonetic portrait is the most suitable for achieving the goal of the research, because it allows to reveal phonetic features of speech, socio-cultural and socio-status features of the speaker, such as origin, education, professional affiliation, etc., and to identify the relationship and co-influence of these characteristics. Moreover, audit analysis will give a more detailed and profound description of all features of the speech of all the speakers on both segmental and suprasegmental levels.

From the conducted research and the results obtained, it can be concluded that despite the different origins of these representatives of the younger generation of British English native speakers, there are no features of regional accents in their speech typical of their regions or of the regions which their parents belong to, but on the contrary, their speech contains common phonetic features that can be attributed to modern fashionable trends both on segmental and suprasegmental levels. Moreover, common phonetic features are traced in their speech, which can also be attributed to modern trends, it indicates a trend of “smoothening” regional features in the pronunciation which is typical of the younger generation of British native speakers. It should be noted that despite the high mobility of the population and the spread of mixed accents, representatives of modern British youth seek to follow modern pronunciation trends in order to indicate their belonging to this social group.
Keywords: socio-cultural factors, accent variation, prosodic features, phonetic portraits

Introduction

It is widely known that the problem of accent speech and the socio-cultural connotations it carries has always been of great importance in the UK. Accent (a person's distinctive pronunciation) carries information not only about the geographical origin of the speaker, but also about a set of social factors (social class, education, ethnic, religious, professional belonging) (Trudgill P., 2001; Crystal D., 2018). The accent, i.e. its direct phonetic characteristics of segmental and suprasegmental levels, carries not only all social and cultural information about a person, but also something very intimate: “My accent is mine and I'm fiercely protective of it” (Crystal B., Crystal D., 2014). As David Crystal notes, “there are as many accents in a language as people speak it. Everyone has an accent. Accent is like fingerprints, but only on a larger scale” (Crystal B., Crystal D., 2014).

However, scientists say that despite all the diversification and variety of modern accents of the British Isles, there are accents that are generally considered more prestigious, others more friendly, and even hostile. Thus, the prestige of accents varies depending on the idea of prestige and attractiveness of a particular social group. At the same time, numerous modern studies show that the opinion about the prestige of accents may vary depending on the respondent and his personal socio-cultural characteristics. The assessment of the attractiveness and prestige of an accent within different social groups is ambiguous, which suggests a “rapid change of stereotypes in attitudes to accents” (Freydina E., 2018).

It is obvious that the change of attitude to different accents and such an ambiguous perception of them is caused by complex social processes in British society. Today such modern trends as equalization of accents (“leveling trends”), the increasing popularity of regional accents (“regional accents”) and the spread of such a phenomenon as mixed accents, which is associated with the high mobility of modern British society are widely spread.

“Cockneyfication” or “Mockney” is considered to be one of the most popular phonetic trends among educated middle or upper class young people. This trend is characterized by the use of features of Cockney accent by people who are not born Cockneys. Many scientists note the increased attractiveness of low-prestige accents, such as the “Mockney” accent, which can be used ad hoc, put on as a mask depending on the requirements of the situation and the goals of the speaker.

Another “fashionable” trend among younger British generation is the so-called “uptalk” (this phenomenon is also called “high rising terminal” or
“upspeak”), a feature of intonation speech design, consisting of a systematic replacement of the falling tone (Low Fall) in statements to a rising tone (Low Rise) or falling-rising (Fall-Rise). It is noteworthy that when we talk about phenomena that are considered “fashionable” and “attractive”, that is, those that are adopted by most native speakers, regardless of their socio-cultural and status characteristics, the social group that is more likely and more reactive to adopt them, are the youth.

The spread of the above “pronunciation features among British youth is so significant that they will, according to British researchers, have a significant impact on what English pronunciation will be like in the near future” (Freydina E., 2018: 109).

Objectives of the study

Objectives: to describe the phonetic features of the speech of the younger generation of British English native speakers at segmental and suprasegmental level, to identify some new pronunciation trends in their speech.

Methodology

The study was based on the analysis of audio recordings of interviews with British young people (total sound time 75 minutes). All speech examples refer to spontaneous unprepared speech. The phonetic study included an audit analysis performed by two professional auditors as well as a speech analysis of speakers using the phonetic portrait method. The method of phonetic portrait is the most suitable for achieving the goal of the research, because it allows to reveal phonetic features of speech, socio-cultural and socio-status features of the speaker, such as origin, education, professional affiliation, etc., and to identify the relationship and co-influence of these characteristics.

Phonetic portraits of the representatives of British youth will include:
— Biographical data, which allow to assess the social and status characteristics of the speaker;
— phonetic characteristics of speech at the segmental and suprasegmental levels. Respondents' names have been changed in order to maintain confidentiality.

Results

John Smith

John was born in England to a family of doctors. His father and mother were born in Ireland. John's parents moved to the city of Leeds in England before John was born. John spent all his childhood in a small town
Scunthorpe, where he finished school and moved to Dublin to study at Trinity College. After graduation, John lived in France for several years, then in Russia, and now he lives in London. Thus, the biographical data of JS's life allow us to identify that he comes from a family of middle (upper middle) class, age — 30 years, has a higher education, comes from a family of native Irish, was born in the North East of England.

**Phonetic characteristics**

The features of an Irish accent are not observed in JS's speech on the segmental level. The use of the overaspirated alveolar consonant /t/ and /k/ at the end of the words is quite prominent: people and government -- /piːpl әnd gʌvәmәnt/.

At the segmental level his speech is close to the Standard Southern British pronunciation or RP.

In the speech of this representative of British youth the average number of completed (vocalized) pauses (approximately 45% of the total number of pauses), which are usually filled with sound complex “erm”, can be traced. The speech of JS is also characterized by the inclusion of fillers like “like”, “you know”, repetitions and self-interruptions, which is a characteristic feature of spontaneous unprepared speech, for example: “There's a lot of ...erm. you know, erm...interesting art and it's usually cheap”.

The temporal features of speech are characterized by the prevalence of short and medium pauses and average speed of speech.

The melodic contour of John's speech is characterized by the medium pitch level and medium range, there is a predominance of level heads in combination with a low descending terminal tone (Low Fall). The melodic contour is quite variable — the following nuclear tones are present in speech in equal numbers: High Fall, Low Fall, Fall-Rise, Low Rise; and they vary depending on the pragmatic-discursive features of the statement and the purpose of the statement.

At the suprasegmental level, a significant number of rising tone (Low Rise 45%) at the end of affirmative sentences was noted in the speech of JS (from the total number of nuclear tones), which is a modern trend “uptalk”, which is typical of the speech of younger generation.

For example: “Russians aren’t \textit{naturally the} \textit{most smiley} /people, \textit{but they →like meeting} \textit{foreigners}”.

Phoneticians highlight that “uptalk” in the position of completeness gives a touch of uncertainty and incompleteness to the statement.
Sam Brown (SB)

Sam was born in Manchester and lived there until he was 17. Sam's father is from Middlesborough in Northwest England, his mother from Glasgow, however, moved to Cheshire at the age of 8. The speech of Sam's mother and father has insignificant regional characteristics. Sam himself notes that the mother spoke with a strong Scottish accent when she moved to Cheshire; however, social and school classmate pressure contributed to a strong change of accent and softened it. His father faced the same situation when moving to London as a teenager. SB at the age of 17 moved to Dublin, where he studied at Trinity College Dublin until the age of 23, at the moment he lives in London and works as a journalist. Thus, the biographical data of SB helped us to identify that he comes from a middle-class family, a family of parents with regional accents, age 29, was born in the North of England.

Phonetic characteristics

Professional auditors noted that SB's speech on a segmental level is characterized by a large number of glottal stops and elision, for example:

“I think my attitude to Mexit was no? one of grea?”

This tendency in the speech of native speakers is also attributed to fashionable trend in the speech of younger generation “the most visible pronunciation feature of British youth in recent years” (Buraya E.A., 2011: 58). Elision in SB speech occurs only instead of alveolar plosive /t/. The tendency to replace the alveolar lateral /l/ with an approximation /w/, which is also found in the speech of modern young people in the speech of this representative is not so prominent only in a few words, for example:

I was also kind of interested about it because.../aɪ wæz ʌkwəʊ kait? əv ɪntəræstəd əˈba? ɪt bɪkəz/.

What is noteworthy in the speech of this informant, at the segmental level, neither elements of northern accents (Manchester), nor elements of the Scottish accent peculiar to his mother’s speech, nor Irish accents were found, given that he studied and lived in Ireland for more than 5 years.

The perception of speech and its understanding is complicated by a lot of cases of elision, and not only sounds, but even whole words, for example, are omitted:

<...> In the royal family, but that would be I guess, that’s about it -- /ɪn də rɔəl fæmilɪ bə? də ɪ?/.

On a suprasegmental level, the speech of Sam can be characterized as quite fluent with a large number of hesitation pauses (89% of pauses from the total number of pauses). Pauses, filled with the sound complex “erm”, as well as introductory constructions “Like”, “so”, “you know”, speech also
contains a significant number of repetitions and self-interruptions, for example:

“Em I have to… I think, you know, when I was younger…Right now of course it is… I’m I’m very happy in the cities that I’m living in.”

The speed of speech of this informant is estimated as fast with predominance of short pauses. The melodic pattern of speech is assessed by professional auditors as not very diverse, among terminal tones low descending tones (more than 45% of the total number of terminal tones) prevail and most of them are rising tones in the final position (more than 40%) — the modern trend “uptalk”, for example:

I do very much like \journalism\ and one of the reasons that’s /me/ kind of get into \worlds\ and explore \worlds\ that I otherwise wouldn’t necessarily be able to get access /to\ and also allows me to kind /of\ explain to my\self\ it’s other \world\ and also to \learn\ things \about\ the \world.

In the speech of this representative of modern British youth there are no features of regional accents indicative of his origin. By the phonetic characteristics of his speech it can be noted that his speech is close to RP and defines the speaker as a representative of middle and upper middle class.

Discussion

The relevant conclusion to draw from the research is that despite the different origins of these representatives of British youth, there are no accent features typical of their regions or of the regions which their parents belong to, on the contrary, modern phonetic trends are indicated in their speech. In this regard, we can say that despite the high diversification of accents today, there is the increasing popularity of accents of low prestige, a complex attitude to the prestige of the accent, “smoothing” regional features in pronunciation and the spread of trends characteristic of the youth environment.

As noted by the British scientists, despite the high mobility of the population and the spread of mixed accents, representatives of modern youth seek to follow fashion trends, which indicates their belonging to this social group.

References

WHY IS THE TERM “PRO-DROP” SO POPULAR?

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Abstract. The paper examines the causes of the striking popularity of the term ‘pro-drop’ among linguists of today. ‘Pro-drop’ refers to languages where pronominal subject is usually zero if unmarked: Ø pro parlo italiano ‘I speak Italian’ (it.) Being of generative origin, ‘pro-drop’ quickly gained popularity among linguists of various theoretical approaches and eventually replaced other alternatives (“referential agreement”, “bound pronoun”, etc.). Nevertheless, the application of the term ‘pro-drop’ is often criticized by typologists who blame it for an English bias and for the assumption of an overt pronoun that used to exist but somehow was dropped, which is senseless for languages like Chinese and Japanese. Albeit true, ‘pro-drop’ as a term dominates in literature on the subject. The search for the causes of that phenomenon and syntactic-semantic analysis reveal three main factors contributing to ‘pro-drop’ popularity.

First, alternative terms describing pronominal subject expression are of two and more words, thus less preferable in comparison with one-word concepts from the language principle of economy and least effort (Zipf, 1949; Piantadosi, et al., 2011). Second, according to the Principle of Compositionality (the meaning of a complex language unit is a function of the meanings of the parts and of the way they are syntactically combined), the closer the lexeme “language” and the semantically related referential term stand to each other, the more heuristics the addressee will have for correct and quick interpretation. Due to their compound character, terminological units like “strict agreement” or “bound forms” allow much lesser number of contexts for use. Their adjectival use (“bound forms language”) is very restricted, whereas a single short ‘pro-drop’ cluster is commonly used in this kind of contexts (“pro-drop language”). In addition, sometimes obvious semantics of typological terms also narrows down the number of possible contexts for their use in discourse (*The Italian language is referential agreement), while the “pro-drop / non-pro-drop” clusters, due to their artificial nature and lack of well-established linguistic connotations, are licensed in a larger number of contexts (*The Italian language is pro-drop). The latter apparently gives more opportunities for the speaker to express the idea.

Keywords: pro-drop, terminology, pronoun, reference
Introduction

The way of expressing pronominal subjects is a highly popular issue of linguistic studies. The conditions under which subject pronoun is usually omitted (cf. Example 1–3) or, on the contrary, tends be explicitly expressed (cf. Examples 4–5), are investigated in all fields of linguistics from different perspectives.

(1) Latin:
*Dum* Ø*spir-o, Ø*pro sper-o*
breathe.PRS-1SG hope.PRS-1SG
‘While I breathe, I hope’
(2) Italian:
Ø*pro parlo italiano*
speak.PRS-1SG Italian
‘I speak Italian’
(3) Czech:
Ø*pro mluvi-m česky*
speak.PRS-1SG Czech
‘I speak Czech’
(4) Indonesian
*Saya berbicara indonesia*
I speak Indonesian
‘I speak Indonesian’
(5) English:
*I speak English*

At the same time, there is a long-standing controversy and heated debate about the term for denoting the exact pattern of expressing pronominal subjects in a particular language. Thus, different concepts related to pronouns and agreement were proposed over time but not picked up en masse by the community until the term *pro-drop* appeared in generative works of the late 20th century (Perlmutter, 1971; Rizzi, 1982). Unlike other alternatives, *pro-drop* quickly gained popularity and eventually spread to other linguistic fields (see, for example, typological handbooks (Hansen, de Haan 2009; Seržant, Kulikov, 2013). Using this term, the language can be treated as pro-drop if it favors zero referential subjects (e.g. Italian) or not pro-drop (non-pro-drop) if subject omission is disallowed or very restricted (e.g. all Germanic languages). However, it is hard to find any term other than “pro-drop” which, along with popularity, faces a very strong opposition, especially among certain remarkable typologists and cognitive linguists (Kibrik, 2011: 65; Givon, 2017: 15). In this regard, the reasons for both phenomena are of great interest.

The paper is structured as follows. First, we will discuss the main arguments of *pro-drop*’s opponents and consider some proposed alternatives.
Then we will compare them with pro-drop from syntactic and semantic point of view. Finally, we will turn to the discussion.

**Objectives/Purpose of the study**

The study aims to investigate the reasons of the “pro-drop” popularity in linguistics in comparison with alternative terms from both synchronic and diachronic points of view.

**Methodology**

In this study we use a comparative approach together with a diachronic terminological analysis. Two major branches of linguistics, the formal (generative) and the functional framework, are compared in how they treat and denote the expression of referential pronominal subjects for different languages (with a more detailed focus on a functional approach). In this regard, a typological overview of languages is also proposed.

**For and against pro-drop: typological overview**

The functional and typological critics of pro-drop is based on the following arguments (Siewierska, Bakker, 2005; Kibrik, 2011; Givon, 2017):

1) Due to its apparent semantics, pro-drop presupposes an earlier existence of an overt pronoun which somehow got dropped over time. However, this does not work for languages like Chinese and Japanese where overt pronouns have never been replaced by zero forms, as well as for languages like Italian which preserved archaic Latin zero referential subjects (see Example 1).

2) Originally coined in formal papers dealing with English, pro-drop is blamed for an anglocentric bias. Thus, an English-like overt pronoun pattern did not originally have any particular name, as it was treated as basic and unmarked. However, according to WALS (Dryer, 2013), most languages all over the world (64%, including Turkic, Uralic, West and South Slavic, most Romanic) favor zero subjects, while non-pro-drop pattern is found much more rare (14%, including Germanic). Subsequently, the second cannot be treated as the basic one.

3) The concept of pro-drop alone do not allow to disentangle languages like Russian (see Example 6) with a double-marking referential pattern (overt subjects + verbal agreement) from languages like English which use overt pronouns alone (Siewierska, Bakker, 2005: 208–209).

(6) Russian

\textit{Ja id-u domoj}

I go-PRS.1SG home

‘I go home’
In this regard, functional linguists put forward the following terms to cover all distinctive referential patterns met in languages:

1) For a pattern with overt pronouns (e.g. English): free (Kibrik, 2011: 64) / independent pronouns (Siewierska, 2004: 16)

2) For a pattern with personal agreement on verbs (e.g. Italian): bound pronouns (Siewierska, 2004; Kibrik, 2011) / referential agreement (Haspelmath, 2001) / bound person forms (Haspelmath, 2013) / subject affixes on verb (Dryer, 2013)

3) For a double-marking pattern with both overt pronouns and verbal inflection (e.g. Russian): strict agreement (Haspelmath, 2001) / free pronouns with inflection (Kibrik, 2011, 2013)

4) For Japanese-like pattern (see Example 7) where neither subject pronouns nor verbal agreement are used by default: zero (person) forms (Siewierska, 2004; Kibrik, 2011)

(7) Japanish (Huang, 1984: 533):
siken-ni otita
exam-DAT failed
‘I/you/he/she/they/ failed the exam’

In contrast to the rough and vague generative concepts of *pro-drop* and *non-pro-drop*, this much more detailed classification allows to differentiate all major strategies of pronominal subject reference presented in languages. From this perspective, the third argument of *pro-drop*’s critics appears to be reasonable. However, a more detailed analysis shows that the real situation is somewhat different.

First of all, in generative works of today no binary opposition between *pro-drop* and *non-pro-drop* is presented. Even historically, languages with “zero reference” such as Chinese and Japanese were discussed within formal literature almost immediately after the IE languages (Huang, 1984). Although no particular terms for their subject reference were established at that time, they have never been considered together with languages like Italian, which have a completely different *pro-drop* (in particular, J. Ross (1982) addressed them as “cold languages”, as opposed to “hot” and “medium-hot”). The same holds true for languages like Russian which possess two different referential patterns (overt pronoun + inflection / inflection alone). (Franks, 1995; Lindseth, 1998). By the mid-2000’s, the general concept of *pro-drop* has been substantially refined and divided into three subtypes (Holmberg, 2005; Neeleman, Szendrői, 2007):

- Consistent pro-drop: languages with zero pronouns and rich verbal inflection (= “subject affixes on verb”, the most frequent type of languages according to Dryer (2013));
• Partial pro-drop: all intermediate cases where the overt-pronoun pronoun is used in a sufficiently large number of contexts but can also be omitted (in the latter case, the referent is usually marked with verb affixes, e.g. Hebrew (Shlonsky 2009), Finnish, Brazilian Portuguese, Marathi, Russian);
  • Radical pro-drop (Neeleman, Szendrői 2007) / discourse pro-drop (Huang, 1984): languages of “zero reference” in functional terms (Chinese, Korean, Japanese ...).

These terms are widely used in today’s generative works in relation to related languages, thus “covering” all distinctive referential strategies. It may seem that the option with verbal inflection is not is not explicitly expressed in these terms. However, according to this classification, all languages with bound agreement seem to be quite clearly distributed between consistent and partial pro-drop domains.

Other arguments against pro-drop are hard to challenge. Nevertheless, the popularity of pro-drop in literature reflects the importance of other factors which apparently outweigh the anglocentric bias of pro-drop as a concept. In this regard, a special analysis of semantics and syntactic structure of pro-drop will be proposed in the next section.

***Pro-drop and alternatives according to syntax and semantic structure***

As can be viewed from the previous section, even in the leading typological literature there is no consensus in how to denote the pronominal subject strategy in a particular language (cf. “strict agreement” (Haspelmath, 2001) vs. “independent / weak pronouns” (Siewierska, 2004) vs. “free pronouns” (Kibrik, 2011)). This can be due to different goals initially set by the authors (e.g. a more detailed classification of pronouns by A. Siewierska and a more general proposed by A.A. Kibrik). However, it seems that this unanimity is more related to the nature of the proposed units themselves than to the difference in approaches.

First, all functional terms discussed contain more than one word, and even the ternary opposition of free / bound /zero is no exception, since the independent use of these units, without a following noun like forms/devices, is not allowed. From this point of view, one-word concepts like pro-drop are more preferable, since they are more consistent with the principles of economy and least effort, which are true, according to recent psychological studies (Zipf, 1949; Piantadosi, et al., 2011) for linguistic behavior as well.

Second, since the term should characterize the referential strategy of the language as a whole, the well-known principle of compositionality (Frege, 1892; Partee, 1995: 313) is worth considering. The main idea of this principle is the combined importance of the syntax and semantics of
a linguistic expression for its correct interpretation. Taking this into account, we can draw the following conclusion: the closer the lexeme “language” and the semantically related referential term stand to each other, the more heuristics the addressee will have for its correct and quick interpretation. Theoretically, there are two possibilities for the concrete implementation of this idea — the position to the right and to the left of the lexeme “language”, and, as will be shown below, only the term “pro-drop” meets these requirements.

Thus, by virtue of their composite nature, compounds like “strict agreement” or “bound forms” can be used in a much smaller number of contexts. In particular, their adjectival use ('bound forms language) is much more marked and difficult to understand, while a single short ‘pro-drop’ cluster has no problems in this regard (pro-drop language). In addition, the obvious semantics of long typological terms which existed before as language units, also narrows down the number of possible contexts for their use in discourse (*The Italian language is referential agreement), while the ‘pro-drop’ cluster, due to its artificial nature and lack of well-established linguistic connotations, allows for various uses (*The Italian language is pro-drop). The latter gives more opportunities for the speaker to express the idea.

Results/Findings

The comparative analysis of pro-drop with alternatives has not revealed any advantages of pro-drop in terms of content: all items related to addressing subject reference can cover existing referential strategies. At the same time, typological criticism of pro-drop is largely fair. However, its artificial nature (unlike typological terms, pro-drop was coined as a new language unit, while other alternatives appeared using existing forms) allows for its use in a much larger number of contexts, in both attributive and predicative position. The absence of a short one-word alternative, with the principle of compositionality taken into account, makes pro-drop a preferable option which help economize the efforts aimed at producing and understanding the concept. Thus, semantic and syntactic factors associated with the possibilities of using terms under discussion in discourse show themselves more crucial in the terminological choice and the popularity of pro-drop.

Discussion and concluding remarks

Despite the popularity of pro-drop, it should be noted that in recent there has been a tendency in generative works to supplant the term pro-drop by the abbreviated term NS which stands for “null subjects”. This is partly related to the first point of typological criticism (the presupposition about the theoretically permissible use of the pronoun, senseless for languages
such as Japanese or Chinese). However, the growing popularity of NS is also due to a terminological confusion in generative grammar itself where pro can theoretically denote two different entities — 1) unrealized referential subject pronouns, 2) hypothetical analogs of the formal subject (Zimmerling, 2009: 522), which do not always coincide with pronouns. This ultimately led to the fact that in recent generative works, the term NS is often used in relation to non-expressed subjects, while pro (≈ the zero equivalent of an unmarked personal pronoun) appears more often in works dealing with different types of subject pronouns and their structure (Cardinaletti, Starke, 1999; Frascarelli, 2007). The exact distribution of NS, pro-drop and similar items in relation to different phenomena remains a subject for further research.

References


SOME PECULIARITIES OF THE ENGLISH LANGUAGE
IN THE REPUBLIC OF NAMIBIA

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Abstract. The article deals with the specificities of the English language in the Republic of Namibia. Bearing in mind the history of the country, its multilingual population, the author makes a hypothesis that the English language in the Republic of Namibia should have a number of specific features on different levels. The purpose of the study is to identify peculiarities of the English language on the territory of Namibia. Observation and empirical analysis constitute the methodological basis of the research, enabling the author to reveal some specific features of the English language in Namibia on the level of phonetics, lexis and grammar. The identified peculiarities make the speech of Namibians (both oral and written) different from “classical” British English taught at schools and universities. Despite small size and low density, Namibian population is ethnically, linguistically and culturally diverse. Thirteen languages in Namibia have the status of national languages. Of these: three are Indo-European languages, namely German, English and Afrikaans and ten are indigenous African languages which include: Oshiwambo (Ndonga, Kwanyama, Kwambi, Mbalantu and Ngandjera dialects), Kwangali (RuKwangali), Otjiherero (Herero), Gciriku (Diriku), Mbukushu (Thimbukushu), Lozi and Tswana (Setswana) belonging to bantu languages; Khoisan languages particularly Khoekhoegagab (or Nama) and Ju//hoan; and some others. The article discusses historical, ideological and linguistic prerequisites for such differences. German colonial occupation, South African and apartheid rule had a significant impact on further language policy and linguistic situation in the Republic of Namibia. Although German and Afrikaans considered the languages of oppressors could never contest for the status of an official language of the country, the described historical events have undeniable consequences for the linguistic situation in modern Namibia. Thus, these languages are still actively used in central and southern parts of the country as mother tongues and affect the way their speakers use the official language i.e. English. The same refers to other national languages of Namibia: it seems logical that indigenous languages historically used as a means of communication influence the way Namibians use the English language which has never been spoken in the country before adoption of Constitution and establishment of monolingualism policy in 1990.

Keywords: English in Namibia, official language, national languages
Introduction

Historically, perceived as a whole new world for discovery, the African continent has been a subject of attention from researchers, policy-makers, linguists and laypeople. This article focuses on Namibia for several reasons: being a unique country where the desert meets the ocean, members of ancient tribes peacefully coexist with modern innovations and benefits of civilization and where live Damara people whose origin is still a matter of controversial discussion among scientists, Namibia is of special interest to linguists as most of its residents are native speakers of Bantu, Khoisan and Indo-European languages, namely German, Afrikaans and English. The English language enjoys an official status in the Republic of Namibia and serves as a lingua franca for its ethnically diverse population. Thus, it would be quite logical to assume that English in Namibia should have a number of specific features manifesting themselves on different levels of the language.

Subject and purpose of the study

The article is devoted to peculiarities of the English language in the Republic of Namibia. The purpose of this work is to:

- establish a connection between Namibian history and development of its languages (national and official i.e. English)
- reveal specific features of the English language on the territory of Namibia.

Methodology

In this article, the author uses such methods as observation which consists in recording oral and written speech of the informants, and empirical analysis. The author hypothesized that taking into consideration historical path of the Republic of Namibia, the English language on the territory of the country should have a number of peculiarities making it different from British English. The author conducted a linguistic experiment by way of setting certain verbal stimuli, recording and then assessing the responses. In the study, the informants meet the following criteria: they are

- multilingual residents of the republic of Namibia;
- native speakers of English and one more national languages;
- have higher education (a bachelor degree).

Results

1. On the level of phonetics the brightest and permanent feature appears to be the way Namibians pronounce [r] which makes their speech instantly recognizable. While in British English this sound is forelingual and cacuminal, in the speech of Namibians it is vibrant and resembles Russian
alveolar sound [p]. Moreover, representatives of Ovambo (Oshiwambo) ethnic group, namely Ndonga and Kwanyama subgroups, sometimes substitute [r] for [l]. This may happen due to the fact that in Osiwambo language these sounds are interchangeable. Sound [i] in final position is often pronounced as [j]. E.g. the word “hi” in British English would be pronounced as [haɪ], while in Namibia it will be pronounced as [haj] with a large degree of probability especially if a speaker’s mother tongue is Afrikaans or German (along with English). Sound [æ] in initial position is pronounced as [a]. Neutral [ə] in final position loses its neutrality. Very few Namibians attach much importance to length shortness of vowels. What is more, the intonation pattern of Namibian English is markedly different from that of the British English.

2. On the level of lexis Namibians tend to combine words and phrases belonging to different languages into one sentence. E.g. utterances like “Mbuae Vandag am going to see hole Wange” are quite normal in Namibia. The first word “Mbuae” is an interjection from Herero (Otjiherero) language used to draw the listener’s attention. “Vandag” means “today” in Afrikaans, “am going to see” is the taken from English and “hole wange” stands for “my love” in Oshiwambo. Seven out ten of our informants found it challenging to make a sentence in their local (indigenous) languages without adding English and vice versa.

3. On the level of grammar the author was able to record the following peculiarities in the speech of Namibians:

- omission of auxiliary verbs e.g. “You know him?” instead of “Do you know him?”. This feature was observed both in informal speech and during an official communication;
- preference of continuous forms e.g. “She is having her birthday soon”. This feature is most pronounced for Oshiwambo speakers and can be explained by the fact that this language lacks the division into simple and continuous tenses;
- omission of articles (less common).

**Discussion**

There is no doubt that the features revealed in this study are to a large extent a product of Namibian language policy and history. Monolingualism was institutionalized as a part of a language planning policy of the ruling party (SWAPO) in preparation of Namibian constitution: pursuant to article 3 of the document the official language of Namibia should be English (Parliament of the Republic of Namibia, 2020). Legal Database. Namibian Constitution). Nowadays languages of the Republic of Namibia may be classified as follows:
• Indo-European languages, namely English, German and Afrikaans which belong to the Germanic branch (West Germanic sub-branch) of Indo-European family;
• Bantu languages belonging to Benue–Congo group of Niger-Congo language family. These include Kwangali language, Lozi (also known as siLozi or Roziall), all variations of Oshiwambo etc.;
• Khoe language family (a group of non-bantu languages), KhoeKhoe branch, Nama and Damara languages (Reformatsky A.A., 1996: 312–336).

At the time of making the decision on the official language, the smallest percentage of Namibian population spoke English (Brock-Utne B., Holmarsdottir H., 2001: 293–322). However, due to the socio-political environment this decision appears to be justified and reasonable.

First of all, ideology served as a major factor: Namibians, emotionally devastated after the apartheid regime and colonization, were seeking liberation and unity.

Namibia spent a total of 31 years under colonial domination of Germany from 1884 till 1915. During that period an official status was given to the German language. Later, when South Africa pushed Germany out of Namibia the German language lost its official position giving way to Afrikaans which was used primarily in such fields as management and education and became extremely popular during apartheid (Pütz M., 1995: 245–284).

Considering Afrikaans and German to be the languages of oppressors, Namibians believed that the English language imbued with unity, liberty and justice was particularly suited to have the status of an official language and facilitate the realization of ideals due to its lack of any ethnic connotation (Pütz M., 1995: 245–284).

Bantu languages are quite difficult to learn, Khoisan languages as the practice has demonstrated may sometimes cause difficulties in pronouncing clicks even for native speakers. Consequently, it would be linguistically unjustified to give these language an official status.

Furthermore, bearing in mind that owing to its struggle for independence Namibia has already been closely linked to the United Nations, the official language of Namibia should be one of those used by the United Nations.

In addition, the idea of making English an official language of Namibia received an ample support from the country’s population: even in Kaokoland where people didn’t speak English at all 91.7% of residents highly preferred English as an official language (Maho, J.F., 1998: 119). Hence, the English language in the Republic of Namibia is by far a lingua franca serving as a language of an inter-ethnic communication and a language
of instruction in Namibian higher education institutions where students with different linguistic background are trained.

However, English lacks some concepts that are fully represented in indigenous languages e.g. Oshiwambo words “sheeli” and “ngheeyange”/“nkelo” (Oshikwanyama/Oshindonga dialects) mean “the first born” and “the last born” respectively and are used as forms of address. They can be translated into English as “dear” but this translation erases the initial meaning. The same refers to the problem of conveying names of cultural events, household items, names of traditional food i.e. language realities. The reverse situation, when indigenous languages lack some concepts and terminology, which absence served as one of the important criteria when choosing English as an official language, is quite common. Thus, it is considered highly likely that the tendency of using words of different languages in one sentence stems from the described factors.

Therefore, it is quite logical to assume that local languages historically used as a means of communication influence the way Namibians use the English language which has never been spoken in the country before the adoption of Constitution in 1990. Moreover, the long-term presence of Germany and South Africa has left a mark on the linguistic situation in Namibia. Nowadays German is still widely and actively used in southern and central parts of the country. Besides, Namibia is the only former German colony which have remained German community and the city of Swakopmund which is considered to be more “German” than “African”. Those of our informants who were born and raised in this city define themselves as Namibian Germans. In Swakopmund and some other parts of Namibia German and Afrikaans are still used as languages of education in schools along with English and languages of worship in some churches. Some newspapers are published in German and Afrikaans and several radio stations broadcast in these languages as well.

**Conclusion**

The Republic of Namibia has a long and thorny historic path overfilled with events reflecting in the country’s language policy: during the colonization period German was an official language; after the establishment of South African mandate the official status was given to Afrikaans, which was further substituted for English after Namibia gained independence in 1990. That marked an important step forward in terms of establishing monolingualism policy.

However, despite the fact that today only English has an official status in the Republic of Namibia twelve more languages are given national status and being actively used.
Undoubtedly, languages of the Republic of Namibia do not exist in isolation. Most of the country’s residents are multilingual and speak languages belonging to completely different language families. Due to this fact, the English language in the Republic of Namibia undergoes an influence of linguistic interference and thus, has a number of peculiarities on different levels, first of all phonetics, lexis and grammar.

References


COMPARATIVE ANALYSIS OF PHRASEOLOGICAL UNITS
WITH THE NAMES OF DRINKS IN RUSSIAN AND ITALIAN LANGUAGES

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Abstract. Phraseology is one of the most interesting and, at the same time, one of the least studied areas of linguistics. This is due to the fact that at the moment phraseology occupies an important place in linguistic science, which cannot be imagined without comparing phraseological units united by a common component, which is carried out using cognitive and linguocultural approaches (Telia, 1996: 42). The subject of research in this article is fixed collocation that have names of various drinks as a phrase-forming component, characteristic only for Russian or only for Italian or for both languages. The purpose of the study is to identify the similarities and differences between phraseological units, the structure of which contains the names of drinks in Russian and Italian. The timeliness of the topic is in the fact that phraseological units help to supplement knowledge about the linguistic picture of the world, but due to the fact that the comparative aspect of idiomatic expressions in the linguistic world picture has not been studied sufficiently, it becomes difficult to understand deeper the culture and history of the country through the prism of the national language (Humboldt, 1984: 312). We suppose that the study of a phraseological unit, which is associated with the discussion of the problem of the relationship between language and culture as two semiotic systems, makes it possible to reveal the specifics of an ethnic disposition — this is precisely why fixed expressions play a fundamentally important role for intercultural communication. The national culture of drinking, its symbolism, terminology play an important role in comprehending and interpreting culture as a system in which the past, present and future coexist, leading a continuous dialogue. In the intercultural aspect, this dialogue includes the borrowing of various products and even national dishes by one people from another. The motive of eating and drinking is reflected in phraseology. On the example of the analysis of the presented linguistic material, we can illustrate how the culturally significant meaning of the image itself is revealed, during correlating their figurative content arising from literal reading.

Keywords: phraseological unit, cultural code, metaphor, culture of Russia, culture of Italy, intercultural communication
Introduction

All languages of the world are very rich in set expressions. They make the speech of all living on our planet the most expressive and accurate. They are constant companions of our speech, living witnesses of the past; knowledge of them allows you to better comprehend not only the native, but also a foreign language, to use it more consciously. With the help of phraseology, the linguocultural community identifies its national identity (Gudkov, Kovshova, 2007: 89). Description of the properties of idiom phraseological units as a language of culture confirms the hypothesis of Sapir-Whorf that the language and its phraseological composition “impose” on its carriers the cultural and national perception of the world.

Objectives

The article discusses idioms with the components “квас”, “чай”, “компот”, which are characteristic only for the Russian language; “кафе/caffe”, “сок/succo” — only for Italian; “молоко/latte”, “вода/acqua”, “вино/vino” — for both languages.

Methodology and sub headings

The linguistic material of the research was selected according to the most famous dictionaries of the Russian and Italian languages by the method of mass sampling. For the study were selected 24 phraseological units of the Russian language and 26 idioms of the Italian language. The division into groups was due to the choice of the main component of the phraseological unit.

Results

In Russia, квас was a ubiquitous and everyday drink: it was prepared by peasants, landowners, military men, monks, and its presence in the house was considered a sign of well-being. This is confirmed by popular proverbs and sayings: “квас никогда не надоест”, “кабы хлеб да квас, так и всё у нас”. Квас, as well as bread, was given free in taverns, hence the expression meaning that a person constantly feels the need to “перебиваться с хлеба на квас”.

A Russian person loves “чайком баловаться” и “чай гонять”, which means drinking tea with someone for a long time and in detail, discussing something. In response to an invitation to have a cup of tea, they said: “Чай пить — не дрова рубить”. Was also popular the expression “чай-сахар”: if a guest came in during the tea-drinking of the hosts, he said: “Чай да сахар вам!”. Another expression “дать на чай”, as an additional amicable payment to the payment already agreed upon for special diligence.
A very distant relative is called “седьма вода на киселе”. The technology for making “кисель” suggested infusing it on oats: water was poured from the grains, and the seventh change of water was named like this expression. The name of this gelatinous food — “кисель” is called in a figurative sense a sluggish and spineless person, in Italian such a person will be called “poliglia” (lit. “жидкая смесь”) (Zimin, 2015: 210). The dismissive expression “кисейная барышня” is called a vulnerable person or a cutesy, pampered girl with a philistine outlook, who is not adapted to life.

The Russian language is not characterized by idioms with the components кофе/caffè, сок/succo, but they are in Italian: there is nothing easier than drinking a cup of coffee for an Italian — è come bere un caffè (lit. “это как выпить кофе”), a braggart, a hero in words who thinks that having drunk that very cup of coffee, he has done some grandiose is called eroe da caffè (lit. “кофейный герой”); the distribution of unrealistic promises from politicians will be said “politica da caffè” (lit. “кофейная политика”). The expression “spremere il succo” (lit. “выжимать сок”) has also figurative meaning “познавать суть”. About unsalted dish or bad joke they will say “non c’è succo” (lit. “нет сока”).

Phraseologisms with the component “молоко/latte”, “вода/acqua”, “вино/vino” are characteristic for both languages, and the differences require separate consideration. Coincidences were found in the following idioms with the component “молоко/latte”: colloquial and approving “кровь с молоком” — “tutto latte e sangue” — this image of milk and blood is international, found in many Slavic and Western European languages, since the combination of a white complexion with a blush on the cheeks has always been considered a sign of beauty and health (Telia, 1990: 47); “молоко убежало” или “il latte è fuoriuscito”; from an early age, a person perceives any thoughts, information, rules, “впитывает их с молоком матери” — “succhiare col latte materno”; and about a person who does not have sufficient experience for a serious business, there is a colloquial and disapproving expression in both languages “молоко на губах не обсохло” — “avere il latte alla bocca”; an expression that means that we should not regret what we have done sounds like “плакать по пролитому молоку” или “piangere sul latte versato” — this idiom has ancient roots, when milk was a very expensive drink. There is no analogue in the Italian language for the following Russian expression “как от козла молока” — this is how is said about a person or a thing, from which there is no benefit or sense. So, on the basis of playing around with the image of “доения козла”, which meant the stupidity of a person or the absurdity of the situation, this expression arose. The Italian will say “nel latte si
conoscono meglio le mosche” (lit. “в молоке легче мух увидать”) about bad things, which is noticeable in contrast to the good, and of which there is still a lie, it is customary to say “far venire il latte alle ginocchia” (букв. “молоко подтекает к коленям”). This Italian expression comes from the practice of milking cows. To milk the cow, the milkmaid sat on a stool next to the cow, and a bucket stood between her knees. She milked the cow until the milk in the bucket reached knee level. This work took a lot of time and patience (Kotok, 2008: 15).

There are many phraseological units with the component “вода/acqua”, both in Russian and in Italian. For example, “как две капли воды”, where a drop symbolizes the smallest part of something, and two drops of water, due to their smallness, are indistinguishable in shape and volume; “лить воду на ч.-л. Мельницу” — to assist someone by their actions; “набрать в рот воды” — all these are international phraseological units, some go back to ancient Greek or Latin expressions, therefore, they are also present in Italian: “somigliarsi come due gocce d’acqua”; “tirare l’acqua al mulino”; “acqua in bocca”. The latter idiom is of religious origin: it was first mentioned in 1760 in the Gazzetta Veneta. The article reported that the girl asked the priest for advice on how to avoid backbiting, in other words, not to speak badly about someone. The priest advised to put water in her mouth every time she felt the urge to say something bad about another person (Paola Mancini, 2014: 74). The original Italian expressions are noteworthy: “navigare in cattive acque” (lit. “плывать в грязной воде”) — a streak of bad luck; “essere con l’acqua alla gola” (lit. “быть с водой в глотке”) — the mouth is full of worries. There are also original Russian expressions with the component “water”: “вывести на чистую воду”, the next expression arose from the custom in Russian villages to pour water into fighting bulls — “водой не разольёшь”, hence the association “these friends are firmly held together.

Italian phraseological units with a component вода/acqua are often found with a component вино/vino. In such sayings, water acquires a negative characterization: “l’acqua fa male e il vino fa cantare” (lit. “вода не полезна, а вино заставляет петь”); “a chi non piace il vino, il Signore faccia mancare l’acqua” (lit. “кто не любит вино, Господь не даст и воды”); “bevi l’acqua come un bue ed il vino come un re” (lit. “пей вodu как бык, а вино как король”). Italy is a wine-making country and the attitude to wine is special there, it would not be an exaggeration to say that wine is the national drink of Italians and no meal goes without it. This is the main difference between Italian sayings and Russians, if in the Italian picture of the world it is customary to praise wine, then in the Russian one — the use of drinks with an increased degree is a very acute problem, thus, the bulk of
proverbs and sayings are directed against alcohol and drunkenness (Cherdantseva, Retsker, Zorko, 1982: 52). For example, “il vino è latte dei vecchi” (lit. “вино — молоко предков”), while in Russia “вино с разумом не в ладу живут”; “vino non è buono se non rallegra l’uomo” (lit. “вино плохое, если не веселит человека”), but in our country “вино сперва веселит, а потом с ума сводит”.

“Amico e vino vogliono esser vecchi” (lit. “друг и вино должны быть старыми”) — the wine is known for one quality, namely that the older it is, the more mature it is, the better and more pleasant it tastes, few will doubt that over time, not only wine grows stronger, but also true friendship. The expression “il vino da dire la verità” (lit. “вино заставляет говорить правду”) was translated by tracing paper from the Latin language “in vino veritas”, it came to Russian from the work of the ancient Roman scholar Pliny the Elder (24–79 AD) “Natural history”, where it is used in the sense: “что у трезвого на уме, то у пьяного на языке”, now this expression can be used in any sense: from the condemnation of drunkenness, to its complete justification (Kovalev, 2010: 63).

Many proverbs are associated with the popular holiday in Europe on November 11 — St. Martin's Day — the patron saint of all beggars, the military, drunks and young wine in barrels (De Agostini Scuola, 2010: 17) — “a San Martino ogni mosto diventa vino” (lit. “в день Святого Мартина всякое сусло превращается в вино”); “a San Martino bevi il vino” (lit. “в день Святого Мартина пей вино”).

Discussion

It can be concluded that the analyzed phraseological units actualize different hypostases of human activity. Idioms with the lexeme вино/vino in Italian have a high phraseological capacity, forming a large number of phraseological units, and characterize wine / vino as a special drink and the culture of its use, which cannot be said about Russian expressions with this component, it is believed that wine brings a Russian person a lot of troubles.

Specific for the Russian language are phraseological units with the components кофе/caffè, сок/succo, and for Italian — with the lexemes квас, чай, кисель. Winged expressions with the components молоко/latte, вода/acqua, вино/vino are present in both languages, but there are also phraseological units with these lexemes, which are only native Russian or native Italian. An interesting fact is that the word вода/acqua acquires a pejorative meaning in combination with the component вино/vino in Italian.

It was revealed that in the system of phraseological units of both Russian and Italian languages, the aspect of “drinks” is used to describe any actions, situations, events, physical and mental state of a person. No wonder
the metaphor underlying most Italian phraseological units with the considered code is anthropocentric (Telia, 1981: 14).

Therefore, the analysis showed that phraseological units with a gastronomic component are highly effective means of representing human knowledge and reflect both common human concepts that are part of the conceptual sphere of any language, and specifically national concepts, thus representing the unique experience of each nation, accumulated by it and enshrined in linguistic units (Lotman, 1994: 8–9).

References


Abstract. Reading novels and stories written by English and American writers one can find many idioms. But the most authors often change the structure and the contextual meaning of the national idioms transforming them according to the stated objectives. Such set-expressions are called modified, or transformed, idioms. They are deliberate, creative and innovative forms of the traditional idioms used in folk speech.

The object of the article is the English national idioms which were modified by the British writers.

The subject of the article is the stylistic and semantic peculiarities of the modified idioms in the British literary discourse.

The objective of the paper is the semantic description of the modified idioms used by the British authors in the prose.

In our article we used a) the descriptive research based on the characteristics of the situations represented in the English novels: b) the componential analysis based on the characteristics of the idiom structure; c) the semantic analysis involving the description of the idiomatic meaning.

In our article we have attempted to explore the variety of ways of the author’s modification of idioms in the English literary discourse of the 19th centuries. We shall describe the cases of the idiomatic modification and analyze the specific features of some modified idioms in the prose of the following British writers: Ch. Dickens, L. Carroll, W.S. Maugham, A.A. Milne, O. Wilde. Having studied the most famous their novels we distinguished 5 modified idioms and analyzed the ways of their semantic and stylistic changes of these stable expressions. A first we defined the term “idiom” based on the scientific works of Russian and foreign linguists. Then we dwelled on the role of idioms in creation of the author’s picture of the world. Describing the idioms, we proved a great role of these idioms in literary discourse. First of all, they characterize the literary personages and make their speech more emotional and expressive. Besides, some modified idioms create humorous effect and involve the reader in so-called wordpay. The authors often create puns based on idiomatic meaning. To prove it we analyzed some fragments of the novels written by the British authors.

Keywords: idiom, modification, literary discourse, the author’s worldview
Introduction

The linguistic science turned to the study of idioms, or phraseological units in Russian terms, in the beginning of the twentieth century. Since then idioms have been explored from different angles. Russian and foreign scientists studied the nature of idioms, their structural and semantic peculiarities, their functions in speech and fiction (one can remember the scientific works by N. Shansky, V. Vinogradov, L.P. Smith, A. Coonin, A. Makkai, A. Smirnitsky and many other researches). The national language specifications of idioms became the subject of discription for such scholars as V. Maslova, A. Coonin, O. Kornilov, M. Pimenova, J. Hoeksema, I. Goshkheteliani. The functioning of idioms in novels and stories in terms of stylistic effect was described by A. Naciscione, R. Moon, A. Langlotz, J. Strassler, M. Roberts, L. Sviridova, E. Arsentyeva. Studying the idioms some linguists have paid their attention for the specific use of idioms in different kinds of texts. They pointed that the traditional form and the traditional meaning of some idioms can be changed by the author of the text under the influence of different factors. Such set-expressions are called modified, or transformed, idioms. But, as a rule, the scholars analyzes these idioms using the political, advertising, mass-media texts. Literary texts where the writers use the idioms in the character’s dialogues and monologues, in the author’s descriptions and meditations are beyond studying. In this article we dwell on the idioms which have been modified by the British writers in their novels.

Objectives/Purpose of the study

The purpose of our research is to describe the specific features and the functions of the modified idioms used by the British writers in their novels.

The objectives of the research are

— to give the definition of the term “idiom” according to the linguistic researches;
— to describe the potential of idioms in disclosure of the author’s worldview;
— to distinguish the types of the modified idioms;
— to analyse the semantic and stylistic peculiarities of the modified idioms.

Methodology and subheadings

Any linguistic research must be based on the scientific methods. We used the descriptive method, the method of componential analysis, the method of the semantic description.

Our article is divided into the following parts:
1. Definition of idiom and the author’s worldview.
2. Standard and modified idioms in literary texts.
2. The types of idiom’s modifications in the English prose.

**Results/Findings**

Since the twentieth century the particular units of language called idioms came into the focus of linguists’ attention and became the object of the scientific investigations. As a rule idiom is defined as a set-expression with a meaning which can not be revealed through the meanings of the separate words of this idiom (Cathy M., O’Dell F., 1994: 6). According to Ch. Hockett, idiom is a stable phrase which has the common meaning independent of the meanings of words included in the structure of an idiomatic unit (Hockett Ch.F., 1958: 15).

Idioms are the most expressive and figurative part of the people’s lexicon. Idioms inform us about traditions, customs, mentality and character of the nation. So, the most writers include them into their novels and stories where they represent the author’s worldview.

Speaking of the national worldview all the scholars note that the idioms are a window to the world of the national identity. I. Goshkheteliani considers an idiom to be a symbol helping to express the memory of nation, to reflect the national values and stereotypes, to mark the development stages of the human society (Goshkheteliani I., 2013: 24). But the national picture of the world reflected in language is divided into individual pieces. every such piece can be called as the author’s worldview. The individual pictures of the world differ from each other even if their owners belong to the same nation, have the same culture and speak the same language. The author’s worldview is a linguistic phenomenon because it has individual features which are reflected in style, thinking, language, etc. The author’s worldview include the individual and national specific features because it the result of both national and individual mentality (Maslova V.A., 2004: 42–43). On one hand, every writer is a creative personality, on the other hand, every writer is a part of a nation. Idiomatic set-expressions used in fiction reflect both individual and national worldview.

Idioms used by the British writers often have their standard (traditional) form and meaning. Anita Naciscione call such idioms as idioms of “core use”. It means that these idioms are of wide use. Every speaker knows and understands them (Naciscione A., 2010). But reading the novels and stories we can notice untraditional use of idioms. Different changes of idioms in the texts of the contemporary literature (the modifications of idioms) tell us about the author’s individual style. Modified idioms are the idioms which standard form or traditional meaning were changed according to the literary situation or the author’s intention (Naciscione A., 2010: 24).
Linguists distinguish several types of idiom’s modifications. These modifications are divided into structural, semantic and stylistic ones. In this article we shall dwell on the semantic and stylistic modifications.

The most frequent **stylistic modifications of idioms** used in the English-speaking literature are extended metaphor, allusion and reiteration.

The metaphor is a form of figurative language in which one thing or idea is expressed in terms of another (Ritchie L.D., 2013: 3). Metaphors in fiction can be used in the idiomatic form.

Here is a fragment taken from the novel “The Picture of Dorian Gray” written by Oscar Wilde.

“Dorian was one of her especial favourites, and she always told him that she was extremely glad she had not met him in early life. “I know, my dear, I should have fallen madly in love with you,” she used to say, “and thrown my bonnet right over the mills for your sake. It is most fortunate that you were not thought of at that time. As it was, our bonnets were so unbecoming, and the mills were so occupied in trying to raise the wind, that I never had even a flirtation with anybody. (Wilde O., 2006: 148).

The idiom **throw one’s bonnet right over the mill** which has the meaning “to behave with indiscretion; to go beyond the mark” (about a woman). The basis of this idiom is the idiom **throw one’s cap/hat over the windmill** with the same meaning given in all the dictionaries. What changes did the author?

Firstly, he substituted the word *cap* using the world *bonnet* instead of it. Why? The idiom is used by a woman. So the word *bonnet* nominating “the women’s hat” suits more for the context than the word *cap*. Secondly, the idiom **throw one’s cap/hat over the windmill** expanded by adding of the emotional expression *for your sake* and the word *right* which concretize the meaning of the statement. Thirdly, the personage played both literal and figurative meaning of the words *bonnets* and *mills*. According to these modifications the author’s text changes into the expanded metaphor.

Modified idioms can be built on allusion. In such a case a reader must extract the well-known idiom from memory and try to find the missing constituents in the mind. Wolfgang Mieder calls the idioms built on allusion as “old wisdom in new clothing” (Mieder W., 1993: 58).

Lewis Carroll in his book “Alice’s Adventures in Wonderland” uses the idiom “mad as a hatter”. This idiom is the allusion which goes back to the historical fact. Long ago the hatter, making hats, used mercury for their producing. The strong smell and the toxicity of the mercury vapours resulted the cases of poisoning among hatters, and some of them became mad (Carroll, 2005).
Stylistic effect can be achieved by the reiteration of the idiom’s components which are interconnected in the context.

In the following example given in the novel “Dombey and Son” by Charles Dickens the isolated component of the idiom to leave no stone unturned (‘to search in all possible places’) refers back to the entire idiom in a dialogue discourse:

“‘We mustn’t leave a stone unturned and there’s a stone for you.’
‘A stone, Mr. Dombey!’ faltered Walter.” (Dickens Ch., 2016: 83).

Here the reiteration of the component conveys the thoughts and emotions of the character.

The most frequent semantic modifications of idioms used in the English-speaking literature are puns and contaminations.

In literary discourse the idiomatic modification is often built on the play between the literal sense of an idiom and its figurative sense. This stylistic device is called pun, or wordplay.

Pun based on the modification of an idiom can be found in the children’s literature. Here is a dialogue between Christopher Robin and Winnie-the-Pooh, heroes of the famous book by Alexander Milne:

“Once upon a time, a very long time ago now, about last Friday, Winnie-the-Pooh lived in a forest all by himself under the name of Sanders.
“What does ‘under the name’ mean?” asked Christopher Robin. “It means he had the name over the door in gold letters, and lived under it” (Milne A.A., 1983: 221).

The pun is built on the interpretation of the standard idiom under the name (i.e. to have the permanent name) by Christopher Robin in his own way. Such explanation has the humorous effect.

In some literary texts we one can find such phenomenon as idiomatic contamination or blending.

The simplest form of the contamination is the use of idioms with synonymous meanings. Such contamination often gives emotional effect.

For example,

“‘Can you keep your mouth shut?’ he asks me.
‘Like a clam,’ says I’” (Maugham W.S., 1963: 118).

In this example which we found in the novel “The Narrow Corner” by William Somerset Maugham two idioms to keep one’s mouth shut (‘to be or stay silent’) and to shut up like a clam (‘to become silent suddenly’) are used within a dialogue. It became possible because these units have identical meanings and have a common constituent (word shut).
Discussion

Idioms are a very interesting language units and may Russian and foreign scholars study them. But as a rule, the scholars study the idiomatic expression in their traditional form. But one can find the unusual functioning of the idioms in different texts including fiction texts. These idioms have another structure, another sense. So, it is difficult to determine if we deal with an idiom or not. But in spite of that it is very interesting to read the texts where the idiom is hidden. The modified idioms help the reader to interpret the situation and the characters.

Every modified idiom reflects the author’s ideas and thoughts in its own way and represents the author’s worldview. The semantic and stylistic effect of the modified idioms depends mostly on the contextual clues. So, it is necessary to analyze the context for the study of connections between the traditional forms of the idioms and their creative interpretations.

References

**STYLISTIC ASPECT OF IDIOMS’ ETYMOLOGY**

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Abstract. The purpose of the research is to analyze the etymological component in the semantics of idioms, determine the content of the motivational component in the semantics of idioms: reveal the basis, content and criteria for motivation of the meaning of idioms. To accomplish this goal, the following tasks were set: to specify the difference between a phraseological unit and an idiomatic expression; to describe the origin of the most commonly-used phraseological units and idioms; to analyze the stylistic reference and define the stylistic register of the units under study, including the modern stylistic context the analysed expressions are used in. The outlined tasks required the use of such methods of linguistic research as component, cognitive, distributive, etymological analyses. Each of these methods is used for its own purposes: the method of component analysis is used to determine the significative meaning of an idiom; the cognitive method is used to reveal the inner form of an idiom; the etymological method is used to restore the original image of the inner form and historical motivation of the meanings of idioms.

Phraseological units and idioms are different in their nature since idioms reflect the national colouring, but there is no consensus reached in this topic. Thought the diachronic aspect of etymology of idioms and phraseological units is still a matter of discussion, the diachronic etymology analysis of the phraseological units and idioms under study yielded the following results: out of thirty-five units, three units reveal Ancient Greek or Roman origin (Latin borrowings); ten units originated in the span of time around the Middle Ages; seven units came into use in the period of the 17th–19th centuries; twelve units refer to the 20th–21st centuries; the diachronic origin of four units is unknown.

It was concluded that the 20th and the 21st centuries prove to be the most productive time for the appearance of new idiomatic expressions and phraseology, and most of the idiomatic phrases can be described as coinages made by people in the process of speech. Since etymology does not possess reliable sources and exact data, some origins of the set-expressions are either unknown or vary from source to source. There is no reliable information in linguistic literature about dating the idioms’ origin or of the exact amount of borrowed units. Therefore the conclusions made need further verification.

**Keywords:** phraseological unit, idiom, etymology
Introduction

Language as the main means of communication actualizes through speech. However sometimes simple words are not enough to achieve the speech effect needed to describe the speaker's feelings and attitude towards certain situations. In such cases people achieve the needed impact of their speech by using phraseological units, idiomatic expressions and other stylistic devices, thus making one’s speech more emotional, colourful and emphatic.

Stylistically neutral language units (words, phrases) are not always efficient enough to describe the speaker's feelings, emotions and attitude or to achieve the desired speech effect. Phraseological units and idiomatic expressions are additional linguistic means help to make human speech more expressive, emotional and eloquent.

In our speech, we often make use of the expressive means though sometimes it is difficult to specify their meaning. We still face certain complications when guessing the origin and the development history of such items unless we appeal to special phraseological dictionaries. Etymology is a diachronic science, it deals with the origin and evolution of linguistic units. The synchronic state of a language unit is the result of a number of changes but the origin of phraseological units affects the spelling and the usage of lingual units in the process of communication. It is worth mentioning that it is not always easy to give an unambiguous explanation of the word's or the unit's origin unless you apply to academic phraseological or etymological dictionaries.

Methodology

In order to carry out the analysis of the language material, we have made the sampling of examples and their definitions. In defining their origin we used lexicographic material presented by etymological dictionaries (Macdonald A.M., Oxon B.A., 1966; Long T.H., 1992; White J.G., 1998). The total number of the examples selected for analysis amounts to 35 units.

The outlined tasks required the use of such methods of linguistic research as component, cognitive, distributive, etymological analyses. Each of these methods is used for its own purposes: the method of component analysis is used to determine the significative meaning of an idiom; the cognitive method is used to reveal the inner form of an idiom; the etymological method is used to restore the original image of the inner form and historical motivation of the meanings of idioms.

Purpose of the study

The purpose of the research was to analyze the etymological component in the semantics of idioms, determine the content of the motivational
component in the semantics of idioms: reveal the basis, content and criteria for motivation of the meaning of idioms. To accomplish this goal, the following tasks were set: to specify the difference between a phraseological unit and an idiomatic expression; to describe the origin of the most commonly-used phraseological units and idioms; to analyze the stylistic reference and define the stylistic register of the units under study, including the modern stylistic context the analysed expressions are used in.

**Results and Discussion**

Idioms are the type of figures of speech, which are emotionally coloured, and the meaning of their constituents cannot be perceived literally. Also idiomatic expressions are specific units of a particular language and may not have any equivalent in another language.

Unlike proverbs, idioms cannot be considered as a complete phrase: they need additional context.

In Russian linguistics idioms are considered to be a part of phraseological fusions (Vinogradov V., 1977), but in Western schools of linguistics (Cowie A.P., 2009) idioms are equal to phraseological units, yet some scholars (Naciscione A., 2010, p. 17) support Russian approach, thus there is a controversy in the use of the term idiom which is used either as a notion different from phraseological unit, or as a notion referring to phraseology.

The biggest problem of idioms and their classification is that Eastern and Western schools cannot come to a consensus in regard to the terms and usage, thus making it difficult to draw a line between phraseological units and idioms.

Now let us analyze the following examples of English idioms that we have considered to be peculiar.

**Rake over the coals** (Dictionary by Merriam-Webster, 2020). Other possible variants: “drag over the coals” and “haul over the coals”. It means to scold or to be angry at someone for a mistake they have supposedly made, or to rebuke harshly. The time of origin of this phrase is unknown. However, some sources mention that this phrase in its original literal meaning referred to a centuries-old practice in some parts of Europe of raking heretics over the coals. When being accused of or suspected of going against the Catholic Church’s preaching or practicing witchcraft, one had to survive this torture in order to prove innocence. The earliest printed record of this phrase can be traced back to 1565.

This phrase belongs to colloquial stratum.

*The terrorists should be raked over the coals as hard as they could be for killing innocent people.*
In this sentence the idiom can be interpreted ambiguously, depending on the context and the extent of the author's anger. On the one hand, if the author wants to punish the terrorists in the Medieval way, we can interpret this word-combination literally, thus the idiom loses its idiomatic character and turns into a stylistically neutral phrase. On the other hand, if we interpret this phrase as “harshly rebuking”, it preserves its colloquial register and adds up to the emotionality of the phrase.

**Vim and vigor** (Dictionary by Merriam-Webster, 2020). Used to describe high spirits, liveliness, and enthusiasm. This phrase is an example of tautology — the same idea stated twice in order to emphasize the meaning. In this case “vigor” is unnecessary. The term was introduced in the 19th century. “Vim” seems to be used only in this phrase — it wasn't recorded until 1843. On the contrary, “vigor” has been in use since the 14th century. This word is believed to be derived from the Latin “vigere” — to be lively. Actually, the original variant is likely to be “vis and vigor”. But for an unknown reason after the 19th century “vis” was replaced by “vim”. Some scholars believe that the original phrase gave birth to such crude saying as “piss and vinegar”, which gave a reason to more educated people to change this phrase, so that it doesn’t sound the same.

This is a literary phrase.

*Even though my grandmother is in her 80s, she is still full of vim and vigor.*

Even though this phrase is casual in its nature, the use of a higher register idiom creates a specific imagery of the seemingly-colloquial example.

**Screw up** (Dictionary by Merriam-Webster, 2020). Used as a slang phrasal verb, depicting that a mistake has been made. Also has such meanings as “being puzzled, confused, worried or neurotic”, “to ruin something”, “to damage on injure yourself”, “to make something smaller by compacting it.” This is a relatively new term that gained popularity in the 1950s. The first recorded use in the meaning of “blunder” can be traced to 1942. Even though it is said to be more or less modern, its “dirty” connotations have been around since the 18th century. But there is no scientifically based explanation of the current meaning origin.

Nowadays this phrase mostly belongs to the colloquial stratum, especially in a field of slang.

*I screwed up my knee when I tripped over that brick last weekend.*

Here we can interpret our unit under analysis as “to injure, to hurt”. However, since the sentence is casual and neutral, and the preceding event has left the speaker emotional, they decided to use a slang phrase to show their annoyance and express the feeling of pain.
Discussion

Language changes in time because it reflects all social, cultural, political events that take place in the history of the people speaking the given language. Thus the history of separate languages renders definite material for etymological research because it tells about various types of changes that take place in the process of evolution of languages.

Lexical system of language is unable to provide adequate nomination (naming) of all objects and phenomena of objective reality (Arnold I.V., 1998). Phraseological units and idioms fill in the lacunas in the word stock that appear because the resources and means of language do not manage to supply new words and expressive means to reflect all those changes that take place in the community speaking the given language (Kunin A., 1996).

Some scholars refer idioms and phraseological units to two different categories, there is no consensus between various linguistic schools on this issue, so the exact place of phraseology in the word stock of language and the place of idioms within phraseology has not been fixed up to now and thus remains one of the debatable problems in linguistics (Amosova N., 1963; Kunin A., 1996).

The analysis of 35 idioms revealed the following: the diachronic aspect of etymology of idioms and phraseological units is still a matter of discussion: out of 35 units, three units refer to Ancient Greece or Rome (they are Latin borrowings); ten units originated in the span of time around the Middle Ages; seven units came into use in the period of the New Times (17th–19th centuries); twelve units refer to Modern Times (20th–21st centuries); the diachronic origin of four units is unknown.

The results of the analysis of stylistic reference of the units under study are as follows: out of 35 units, 16 units are literary; 13 units are colloquial, two of which are slang phrases; six units belong to neutral register. Most of the idioms under study are used in belles-lettres or colloquial functional styles of speech because these styles are the most tolerant to expressiveness in language.

Conclusion

The 20th and the 21st centuries make the most productive time for the appearance of new idiomatic expressions and phraseology, and most of the idiomatic phrases can be described as coinages made by people in the process of speech. Since etymology does not possess reliable sources and exact data, some origins of the set-expressions are either unknown or variable from source to source. There is no reliable information in linguistic literature either about dating the idioms’ origin or of the exact amount of
borrowed units. That is why the conclusions we arrived at, may be considered approximate.

The results of this research may be beneficial in such linguistic fields as theory and methodology of teaching English as a foreign language, stylistics, etymology, idiomatics, and translation theory.

References


LINGUISTIC-CULTURAL IDENTITY OF “BRITISH DETECTIVE”
(BASED ON THE WORKS BY A.C. DOYLE)

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Abstract. The notion of linguistic-cultural identity “British detective” is a compound concept that is understood from the standpoint of both linguistics and linguistic-cultural studies.

The object of the article and the study itself is the linguistic-cultural identity of “British detective” as a phenomenon. The subject of the article is the view on the linguistic-cultural identity that is formed based on the study of text fragments which reveal conceptual, metaphorical and speech qualities of the character of a detective. The objective is to manage an analysis of the linguistic-cultural identity of “British detective” based on Sherlock Holmes’ character in the works by A.C. Doyle.

The relevance of the research is due to the following topics: 1) the study of linguistic-cultural identities are important for the full understanding of cultural dominants that represent any nation; 2) the linguistic-cultural field of different identities has not been studied enough; 3) the linguistic-cultural identity of “British detective” represents a recognizable image and it allows to evaluate some essential points in the worldview of the British.

The notion of a ‘linguistic-cultural identity’ is precisely studied in the article to further identify the most typical characteristics of the linguistic-cultural identity of “British detective” based on Sh. Holmes’ character.

The results of the study have suggested that the linguistic-cultural identity of “British detective” is a combination of a typical Englishman characteristics that correlate with such concepts as ‘isolation’, ‘secrecy’, and ‘emotional coldness’. However, “British detective” has its own unique characteristics. The main activity of a private detective is to find any suitable information to solve a crime while he is not interested in punishing criminals as his only task is to reveal the truth so that the police can punish the violators.

The main result of the article is to point out what a real image of “British detective” in the linguistic-cultural viewpoint is like. Since the image of “British detective” is beloved and well-known all over the world this topic can be interesting for further study based on the material of works of various authors belonging different linguistic cultures.

Keywords: linguistic-cultural identity, “British detective” identity, linguistic-cultural studies
Introduction

This research is carried out within the framework of the linguistic-cultural studies in the modern approach to linguistics and is devoted to the study of linguistic and cultural peculiarities of “British detective” identity.

The relevance of the research is due to the fact that the study of linguistic-cultural concepts is important for understanding cultural dominants of behavioral characteristics of representatives of a particular nation; besides, “detective” is a recognizable image in fiction novels that allows us to identify its essential mentality markers, while the concept of “British detective” has not yet been a subject of a complete research in this field.

Objectives of the study

The study of linguistic-cultural identity is the topical issue in linguistic-cultural studies and linguopersonology. This research is based on the works of such Russian linguists as V.I. Karasik, T.V. Bondarenko, O.A. Dmitrieva, etc.

The object of the research is the linguistic-cultural identity of “British detective”; the subject of the study is the characteristics of this identity observed with the help of dictionaries and literary works, namely the short stories by A.C. Doyle about Sherlock Holmes.

The objective of the study is the linguistic-cultural description of the “British detective” identity. In accordance with this objective, the following tasks are set: 1) to identify the conceptual and figurative characteristics of the concept under analysis; 2) to draw an image of “British detective”.

Methodology

The material for the paper is literary texts, namely detective stories by A.C. Doyle about Sherlock Holmes. To identify the conceptual characteristics of the linguistic-cultural identity, data from encyclopedic, explanatory, and etymological dictionaries and reference books were analyzed. The basic research methods used are contextual analyses, interpretive analyzes and continuous sampling.

The linguistic consciousness and communicative behavior of people are dominated by common human and nationally specific characteristics that are reflected in the society. They can be objectively determined using special methods of linguistic-cultural analysis (A. Wierzbicka, E. Sepir, I.A. Sternin). The study of the linguistic-cultural “identity” is the issue correlated both with language and culture; and it is studied throughout such corresponding concepts as “type”, “linguistic-cultural image”, “national character”, “linguistic personality”, “ethnic stereotype”, “role”, “character” and “modal personality” (Karasik V.I., 2002).
One of the main units of linguistic-cultural modeling of national mentality is the cultural context. It is after S.G. Vorkachev who understands the concept as a unit of collective knowledge or consciousness which has linguistic expression and it is marked by linguistic-cultural aspects or as a culturally marked verbalized meaning that is represented in terms of expression by a number of its realizations (Vorkachev S.G., 2001: 67). Therefore, V.I. Karasik defines the term “linguistic-cultural concept” as a conditional mental unit that is aimed at fulfilling a comprehensive study of language, consciousness, and culture (Karasik V.I., 2002: 9).

In this work, such notions as “linguistic-cultural concept”, “type” and “identity” are considered as synonyms, still the term “identity” is chosen as the basic one in order to actualize the studied concept that occurs throughout the illustrative material.

The main concept that allows to study the formation of mentality and national characteristics is a linguistic-cultural type. For this reason, the analyses of “British detective” identity is held within the framework of a number of research in this field. V.I. Karasik understands a linguistic-cultural type as a typical personality that has a representation of a certain ethno-cultural group, recognized by its unique characteristics of verbal and non-verbal behavior. The basis for the creation of linguistic-cultural types can be prototypical images of a real personality of a certain era, characters of fictional or cinema world (Karasik V.I., 2002: 11).

The model for linguistic-cultural identity analyses is based on the model suggested by O.A. Dmitrieva who suggested the same model for a linguistic-cultural type (Dmitrieva O.A., 2007). It implies the study of its conceptual, figurative and value components that are images of a certain linguistic-cultural identity that serves as the basis for the formation of different nations.

**Results and Findings**

The work with English-English dictionaries showed that the word *detective* has more than 100 synonyms, used in speech, in official communication, in colloquial speech and slang. Furthermore, the definitions of *detective* were analyzed. There is a synonymic row of lexical units that are close and denote the concept — a major part of these definitions describes a carrier of a corresponding person. The word *detective* includes official, stylistically neutral lexical units that do not have evaluative characteristics, such as *investigator, inspector, policeman, officer, sheriff*. They constitute the main group of synonyms that represent the linguistic-cultural identity of a “British detective”.
The most frequently *detective* is a noun derived from the verb *to detect* (to investigate a crime). The Latin verb *to detect* is a borrowing. It was used in the 15th century as a stylistically neutral word to speak about people who investigate something, mainly the crime. In the 19th century the word became equal in the meaning with *policeman*.

The noun *detective* in English-English dictionaries is defined as a police officer, solving crimes to arrest criminals, as well as a person who is hired to collect various information about someone or something. A detective can work for a government structure or be involved into private investigations. *Detective* in English denotes an agent of detective police, an officer, an investigator, or a criminal police officer.

Thus, in this research, an analysis of the linguistic-cultural identity “British detective” is been formed based on the Sherlock Holmes character.

The appearance of the famous detective is being described by the author in detail so that the reader can get an idea of the legendary detective image and what special features made him loved and recognizable. Dr. Watson describes him as a tall and thin man. The age is not indicated exactly, so we can only guess how old the detective is. His eyes were sharp, piercing with a rare exception of numbness. *In height he was rather over six feet, and so excessively lean that he seemed to be considerably taller. His eyes were sharp and piercing, save during those intervals of torpor to which I have alluded; and his thin, hawk-like nose gave his whole expression an air of alertness and decision* (Doyle A.C., 2014). Sherlock Holmes features are memorable. He has a thin and aquiline nose, a firm and square chin. His hands were stained with various chemicals, which did not prevent him from being delicate while handling instruments. *His hands were invariably blotted with ink and stained with chemicals, yet he was possessed of extraordinary delicacy of touch, as I frequently had occasion to observe when I watched him manipulating his fragile philosophical instruments* (Doyle A.C., 2014).

As for Sherlock Holmes’s character features, he has a unique manner of communication that does not fit into the framework of generally accepted norms. Holmes does not notice his interlocutors and often turns away from them. *Holmes stuck his feet up on the corner of the mantelpiece and, leaning back with his hands in his pockets, began talking, rather to himself, as it seemed, than to us* (Doyle A.C., 2014).

Sherlock Holmes needs rituals to do his job on a high level, according to his status and reputation he is used to solve the case with the help of them. *Sherlock Holmes clapped his hands softly together and chuckled* (Doyle A.C., 2014). After finishing a successful case, the detective allows himself to raise the mask of coldness and indifference and reveal his true
feelings. (There’s a cold-blooded scoundrel! Said Holmes, laughing, as he threw himself down into his chair once more) (Doyle A.C., 2014).

Sherlock does not spend all his time unraveling things; he is trying to find an opportunity for all his favorite activities. The Sherlock Holmes’s idea of getting used to the role of a dedicated professional helps him in his detective sphere as the character needs to reincarnate to make his plans real. He analyzes each case with a certain model of behavior in his head and always follows the chosen way to convey the case. (Accustomed as I was to my friend’s amazing powers in the use of disguises, I had to look three times before I was certain that it was indeed he) (Doyle A.C., 2014).

Sherlock Holmes treats the affairs of clients as an operation that can be successfully carried out only if everything is carefully planned. This case is no exception as he shows remarkable abilities in a detective planning. (I see it, I deduce it. How do I know that you have been getting yourself very wet lately, and that you have a most clumsy and careless servant girl?) (Doyle A.C., 2014).

Sherlock Holmes can also notice some little details that many other people are not used to pay attention to so that he came to the most unexpected conclusions that became obvious after a full explanation. To emphasize the outstanding abilities of Sherlock Holmes, the author wants us to mention his ability to build an impeccable inference which are based on a few details. (Those singular adventures which were the normal condition of his existence). (Doyle A.C., 2014). One cannot imagine Sherlock Holmes life without an adventure as it is too boring for him to handle.

Sherlock Holmes admits that his nature is a variation of self-criticism, despite his independence and obvious self-sufficiency. The detective needs a companion to share news and opinions on the case under study, as his own thoughts are hardly optimistic. Sherlock Holmes is well-known for his rational attitude towards the reality. The character has a stable habit to analyze everything and everyone through the detective methods. (Among these he rummaged and read, with intervals of note-taking and of meditation, until we were past Reading). (Doyle A.C., 2014). The entire image of the character is quite holistic. (As Holmes shot one of his keen, questioning glances at her). (Doyle A.C., 2014).

Sherlock Holmes has a rather vivid and diverse speech; he does not allow inaccurate statements and always controls the behavior and speech. He has several unique speech characteristics that are stable and the usage of them has made his speech recognizable. (My own little adventures. — These little problems. — A little theory of mine) (Doyle A.C., 2014).

Sherlock Holmes as one of the most typical examples of “British detective” can be described as a tall, thin man with a square chin and
a penetrating gaze; he is a person with sharp mood swings that is a style of his investigation. He has a lot of energy and he manages to complete several tasks at the same time. However, the end of the investigation is usually a stressful part as he seemed to be exhausting and moving into expecting a new case for the investigation to appear. Holmes is a man of a special nature that makes it possible to streamline the entire investigation process and the daily routine. His love for order can be seen in many situations so that he has started his own file for all criminals and even wrote a few monographs that related to his professional occupation. Sherlock Holmes is a real professional in his detective work, he has all the knowledge and skills that are necessary for a brilliant private detective. He is a person with his own rare speech characteristics that express his thoughts and mind as accurately as it is only possible in a witty way. Holmes is an individual who has formed his views on life and evaluate everything that happens objectively based on his logical conclusions.

Discussion

In this article, the linguistic-cultural identity of “British detective” was been analyzed based on the image of Sherlock Holmes, as a character of A.C. Doyle's works. Vocabulary definitions studied helped to depict main notions connected with the research on identity in the British linguistic culture, therefore it is necessary to analyze other prominent representatives reflecting the identity of “British detective”.

The practical relevance of the results is in the possibility of using intercultural communication, ethnolinguistic studies, lexicology, regional studies, linguistic-cultural studies and linguopersonology.

References


THE ROLE OF METAPHOR AND METONYMY AS A MECHANISM FOR THE CREATION OF VERBAL IDIOMS

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Abstract. Up to now, in research on the creation of euphemisms and dysphemisms, in general, the linguistic resource of metaphor and metonymy has received outstanding attention. Based on the study of these two most relevant euphemistic and dysphemistic creation resources: conceptual metaphors and metonymies, this paper deals with verbal idioms, defined as fixed combinations of words that function as elements of the sentence and have an idiomatic meaning that does not correspond to the sum of the meanings of its constituents. In addition to covering up and attenuating, the euphemism fulfills the function of enhancing the prohibited reality with the intention of emphasizing some aspects that evaluate it and allow to obtain a positive vision of it. This function seems to be more related to situations in which it is sought to give prestige to certain professions or trades. From a cognitive-pragmatic dimension this research describes the two phenomena, euphemism and dysphemism, as possible processes through which an interdicted reality is conceptualized, each of which has specific objectives and produces a different discursive effect. Specifically, the speaker makes use of a great variety of linguistic resources that allow him to conceal this reality, attenuate it and expressively enhance it, in the case of euphemism, or motivate and reinforce it evocatively, in the case of dysphemism. This approach corresponds to a conception of euphemism and dysphemism that defines them as discursive phenomena that are updated in the context and are subject to pragmatic elements derived from the concrete communicative situation. This research discusses and highlights the pragmatic-discursive approach that offers the possibility of investigating the functioning and actual use of euphemisms and dysphemisms in discourse. Regarding the analysis of euphemistic and dysphemistic verbal idioms, the pragmatic-discursive approach is complemented by another perspective of study that pays attention to the lexical-semantic aspects, as well as to the metaphorical and metonymic nature of this class of phraseologisms. Based on this idea, in euphemistic verbal idioms the metonymies tend to rely on a metaphorical conception based on beliefs or customs, dysphemistic verbal idioms, however, highlight the negative part of the speech, reflected in the process of the action.

Keywords: Metaphor, methonimy, fixed expression, idiomatic expression, verbal idiom
Introduction

To date, in studies on linguistic interdiction, the negative aspect is presented as the most universal taboo from ancient times to the present (Crespo Fernández E, 2008). Following authors such as Crespo Fernández (2005), the main cause that motivates the taboo is related to fear, the supernatural, or even the unknown. As an interdicted reality, in general, speakers try to avoid direct reference to what makes a negative impression, taking into account a whole series of factors that, in addition to fear, include respect for their environment, an attitude of courtesy facing a violent act, as well as religious issues and superstitions (Crespo Fernández E, 2008).

It follows from the foregoing that the negative vision is prone to the use of words and expressions that allude to it in a softened way, in order to minimize the offensive or annoying effect that its direct linguistic reference would produce. This approach is identified, as it cannot be otherwise, with the phenomenon of euphemism. The study of taboo has been widely discussed due to its relationship with the creation of euphemisms (Crespo Fernández E, 2008; Georgijev G, 2019; Blanch J.M.L, 1961). However, the negative can also be addressed in relation to the opposite phenomenon, dysphemism, although studies in this sense are scarcer, at least in the field of Spanish language (Blanco C.M, 2013).

On the other hand, in research on the creation of euphemisms/ dysphemisms, in general, the linguistic resource of metaphor has received outstanding attention, compared to metonymy (Alonso Moya M, 1978; Casas Gómez M, 1986). The present paper shows that the metonymy mechanism also occupies a significant place in the formation of euphemistic and dysphemistic verbal idioms about negative connotation events. This does not imply, however, that the metaphor becomes irrelevant, on the contrary, metonyms are often based on a metaphorical conception based on beliefs, religious symbols and even customs deeply rooted in western culture, the study of which constitutes a fundamental part of the research of Crespo Fernández (2008); Blanco (2013) and Zhou (2018), among others.

In general, the mechanism of metaphor is related to the attenuating function of euphemisms (Casas Gómez M, 1986), in the sense that euphemisms generated from metaphors are perceived as “softer and less harsh” than a direct reference to the forbidden reality (Zhou J, 2018). This euphemistic capacity of the metaphor is supported, following Casas Gómez (1986), on two fundamental approaches. First, in the “intrinsic and magical power of the word”, by which a total identification between the word and the reality it designates is produced and, consequently, constitutes the basis of linguistic interdiction (Casas Gómez M, 1996). Second, in an approach to
the metaphor in which, based on the relationship of similarity between an entity in the interdicted sphere and another entity outside it, the metaphor suppresses some features that are intended to be avoided and highlights others features common to both entities.

From the above it is clear that metaphors and metonymies are often combined in the formation of euphemistic verbal idioms. More specifically, there are general conceptual metaphors that reflect different metaphorical representations on which the metonymies also rely. These metonymies use a part of the action process or an action aspect to designate the action process as a whole.

Casas Gómez (1986) explains that, although metaphor and metonymy are generally conceived as mechanisms for the formation of euphemisms with an attenuating function, some studies show that metaphor does not always have a “concealing capacity”, that is, it does not deal with breaking the associations between “the substituent and the substituted”, but rather with reinforcing the aspects in common. In this sense, we highlight the paper research of Montero Cartelle (1973), in which the metaphor is defined as the fundamental mechanism of dysphemism, precisely because it allows to highlight certain aspects of the compared element which can be the most negative, pejorative and derogatory one and, at the same time, it hides others. Along with metaphor, metonymy can also participate in the formation of dysphemistic idioms and it is common for both mechanisms to act in combination, in the same way as in the creation of euphemisms.

Objectives/Purpose to the study

This article addresses the importance in the creation of euphemisms and dysphemisms from the study of the two most relevant euphemistic/dysphemistic creation resources: metaphors and conceptual metonymies. Specifically, the type of linguistic units that are addressed correspond to verbal idioms, defined as fixed combinations of words that function as elements of the sentence and have an idiomatic meaning that does not correspond to the sum of the meanings of their constituents (Penadés Martínez I., 2012).

For the elaboration of this paper, we have proceeded methodologically selecting some verbal idioms from the corpus created for this purpose that exemplify the euphemistic/dysphemistic processes that are described. Likewise, starting from the theoretical conception of ‘euphemism’ and ‘disphemism’ proposed by Gómez M.C. (2009), it was proposed a series of considerations that facilitate the treatment of the units that are analyzed, either as euphemistic idioms, or as dysphemisic idioms. In this way, in addition, an attempt is made to overcome the difficulties that may arise when identifying
euphemisms and dysphemisms, difficulties that are not always resolved with the lexicographic query given the scarce and, at times, inconsistent information on marking the euphemistic and dysphemistic substitutes in dictionaries, at least with regard to verbal idioms (Penadés Martínez I, 2019).

On the other hand, to describe the processes involved in the formation of euphemistic/dysphemistic idioms, the main methodological decisions made are based on the theory of conceptual metaphor by Lakoff and Johnson (1980), within the framework of cognitive linguistics. On this basis, to explain the units under study, the main metaphors and metonymies raised in previous research on euphemism/dysphemism are taken as a reference (Crespo Fernández M., 2008; Blanco C.M., 2013; Zhou J., 2018). In addition, following the conventional figurative language theory of Dobrovol’skij and Piirainen (2006), special attention is paid to the cultural knowledge associated with phraseologisms, specifically beliefs and customs that motivate the metaphoric/metonymic representation in some verbal idioms.

**Methodology**

As the studies on the euphemism advance, different definitions are followed, more or less related, about this phenomenon. Despite the varied approaches to the concept of ‘euphemism’, most of the authors agree in pointing out its concealing and attenuating function (Casas Gómez M., 2012), within the framework of an act of courtesy that contributes to preserving the positive image of the speaker and the listener. Thus, on the one hand, the euphemistic substitute can conceal the prohibited concept by means of certain linguistic elements that avoid the denotations or negative connotations typical of direct interdicted terms (Cestero Mancera A.M., 2015). On the other hand, the euphemism can perform the function of attenuating, using linguistic elements that, in this case, reduce or eliminate the social tension that would be a direct reference to the concept of injunction, in order to avoid threats to social relationships or images of the sender and receiver.

In addition to covering up and attenuating, the euphemism fulfills the function of enhancing the prohibited reality with the intention of emphasizing some aspect that revalues it and allows obtaining a positive vision of it (Casas Gómez M., 2012; Natalías V.E., 2009). This function seems to be more related to situations in which it is sought to give prestige to certain professions or trades for reasons of decorum.

As a phenomenon opposed to euphemism, dysphemism is characterized by accentuating the “proscribed concept” and breaking with “social conventionalism” (Casas Gómez M., 1986), focusing attention on the most negative and offensive aspects of the prohibited or taboo reality.
From a cognitive-pragmatic dimension, Casas Gómez (2012) describes the two phenomena, euphemism and dysphemism, as possible processes through which an interdicted reality is conceptualized, each of which has specific objectives and produces a different discursive effect. Specifically, the speaker makes use of a great variety of linguistic resources that allow him to conceal this reality, attenuate it and expressively enhance it, in the case of euphemism, or motivate and reinforce it evocatively, in the case of dysphemism. This approach corresponds to a conception of euphemism and dysphemism that defines them as discursive phenomena that are updated in the context and are subject to pragmatic elements derived from the concrete communicative situation (Casas Gómez M., 2009; Crespo Fernández E., 2005).

This approach of a pragmatic-discursive nature is considered to offer the possibility of investigating the functioning and actual use of euphemisms in discourse and also, dysphemisms. Regarding the analysis of euphemistic and dysphemistic utterances in particular, it has been observed that the pragmatic-discursive approach must be complemented with another perspective that pays attention to the lexical-semantic aspects, as well as to the metaphorical and metonymic nature own of this class of phraseologisms.

**Results/Findings**

The identification of euphemistic and dysphemistic verbal idioms of a certain forbidden reality could be developed taking into account multiple aspects. Of all of them, in this research we propose to address those that are framed in four specific dimensions: lexical-semantic, pragmatic, conceptual and discursive. In the first place, from a lexical-semantic dimension, it is essential to pay attention to the mental image caused by the literal reading of the combination of words. When the resulting image is violent, abrupt or threatening, this should be understood as an indicator that the idiom is approaching to dysphemistic values. For example, the literal reading of the elements that make up the locution *dejarse la piel* (litt. to peel off the skin) that means: to make a great effort, evokes an aggressive image in the mind of the speaker/listener that, in no case, softens or attenuates the direct reference of being without skin, but quite the opposite.

Second, and also in relation to the lexical-semantic dimension, from the pragmatic dimension, the use of a phrase like the previous one, with the consequent mental image that it evokes, can damage the image of both the sender and the receiver. That is, taking into account the phenomena of courtesy and public image, euphemisms allow the speaker to preserve their public image and social prestige, while offsetting the possible threat to the image of the interlocutor in order to promote good social relations (Crespo Fernández, 2005). Dysphemisms, on the other hand, do not act within the framework of courtesy.
Third, from a conceptual dimension, metaphors and metonymies constitute cognitive mechanisms involved in the formation of a good part of the utterances and motivate their idiomatic meanings (Lakoff G, 1987), so that they are completely independent of whether they are present a euphemistic/ dysphemistic character or not. In addition to this, metaphors and metonymies are presented as relevant resources that participate in the processes of formation of euphemistic/dysphemistic substitutes. In this sense, following Gómez J. (2019), normally, the greater the distance between the interdicted sphere, which acts as a metaphorized concept, and the metaphorical use, the greater the “euphemistic efficacy” is considered. For example, the verbal idiom *criar malvas* (litt. to grow mallows) that means: to die, refers to death from the reality of plant cultivation (Zhou J., 2018), with which it maintains a pronounced conceptual distance, which translates into a clear euphemistic efficacy. On the contrary, the verbal idiom *correr ríos de sangre* (litt. to flow rivers of blood) that means: to be in trouble, lacks euphemistic efficacy, insofar as it relies on a metonymy that directly links the consequence of killing with the action of killing itself. This is due to the contiguous relationship that these two elements maintain, framed within the same domain of knowledge.

Fourth, the discursive dimension is related to the functions of attenuation, concealment or expressive enhancement of euphemisms, and of motivation or expressive reinforcement of dysphemisms in speech (Casas Gómez M, 2009). This dimension can be especially useful for examining, through concrete usage examples, euphemistic/dysphemistic idioms that are not easily identified from the dimensions described above. For example, Blanco (2013) classifies the verbal idiom *estirar la pata* (litt. to stretch the leg) that means: to die, as a humorous dysphemism, while Zhou (2018) includes it in his corpus of linguistic euphemisms, noting that, depending on the context in which it appears, this idiom can perform an intensifying dysphemy, but also with a mitigating and euphemistic function. This example shows the difficulties that can arise when assigning a single euphemistic or dysphemistic character to an idiom, regardless of the context. Therefore, we must be aware that the use of an idiom in speech can assign different values (euphemistic or dysphemistic) to those it could have if only its canonical form is examined.

The formation of euphemisms and dysphemisms is supported by a series of varied mechanisms belonging to all linguistic levels (phonetic, morphological, lexical, semantic, textual, etc.), among which the metaphor stands out as the interdictive resource with greater functional dimensions and cognitive (Gómez J., 2019). According to the theory of conceptual metaphor (Lakoff and Johnson, 1980), conceptual metaphors are presented as cognitive
mechanisms through which concepts belonging to abstract domains are expressed that, in this case, are identified with the interdicted or taboo reality, to through concepts of other more specific domains, due to the similarity relationship that exists between both concepts. For example, the metaphor la muerte es el descanso (the death is the rest) allows us to address a notion as complex as “die” from a common and daily action such as rest, through a series of metaphorical projections that relate the two domains. This metaphor thus acts as the main resource involved in the euphemistic process from which the idioms dejar de sufrir (to stop suffering) and descansar/ dormir en paz (to rest/sleep in peace) are generated.

Discussion

From what is exposed in this paper, a series of conclusions can be drawn about euphemistic and dysphemistic verbal idioms, as well as the cognitive mechanisms involved in their formation. Going from the general to the particular, the first of these conclusions is related to the identification and characterization of euphemistic and dysphemistic verbal idioms. Although euphemism and dysphemism are often considered discursive phenomena subject to the context (Gómez J, 2019; Crespo Fernández E., 2005; De Molina Ortés E.F., 2014), it is considered that, at least, in the case of idioms, in especially verbal ones, it would be convenient to pay attention also to other aspects that allow offering a systematic treatment of these units, beyond identifying particular euphemistic or dysphemistic uses. Thus, in this article, we have started from a series of considerations that address four dimensions of utterances and relate them to their euphemistic/dysphemistic nature: a) lexical-semantic dimension, based on the mental image that evokes the combination of words that form the idiom; b) pragmatic dimension, in relation to the public image of the speaker and her interlocutor; c) cognitive-conceptual dimension, taking into account the metaphors and metonymies involved; and d) discursive dimension, referring to the functions of mitigation, concealment or expressive enhancement of euphemisms, and the functions of motivation or evocative reinforcement of disphemisms.

In relation to the interdicted sphere that constitutes the object of study of this research, the second conclusion leads us to consider that the study of euphemisms and dysphemisms given in any communicative situation should not be restricted exclusively to the process itself that explains such situation, but it must be expanded and also include actions related to the given situation.

It has also been observed that there are idioms that, in a certain way, represent the two faces of the event: the action of the situation and the process that involves the same action, based on metaphors and metonymies with a common foundation, but with some metaphorical and metonymic
projections that are arranged differently. For example, the verbal idioms 
\textit{traer por la calle de la amargura} (litt. to bring down the street of bitterness, 
that means: to irritate someone) and \textit{ir por la calle de la amargura} (litt. to 
go down the street of bitterness, that means: to be irritated) are based on the 
metonyms to make irritated someone for some reason for feeling irri-
tation and feel irritation for making someone irritated, respectively, which present 
a common metonymic foundation, despite the fact that each one is articulated 
in a particular way according to the specific event it represents.

The third conclusion that emerges from this article points to the 
 systematicity in the formation of euphemistic and dysphemistic locutions 
from the resources of metaphor and metonymy. Verbal idioms have been 
found to be formed on a metonymic basis that takes a part of the event to 
refer to the entire event. This shows, firstly, the relevance of the metonymy 
resource in the euphemistic/dysphemistic designation and, secondly, the 
possibility that certain processes that in previous studies have been 
formulated as metaphors, in reality, correspond to metonyms, since they 
imply only a cognitive domain.

Based on this idea, in euphemistic verbal idioms the metonyms tend 
to rely on a metaphorical conception based on beliefs or customs, through 
which the positive aspects of the idioms themselves are emphasized. 
Dysphemistic idioms highlight the most violent part of the speech, which is 
reflected in the process of the action (\textit{dejarse la piel, salvar el pellejo}). The 
production of dysphemisms to refer to some savage action such as killing is 
logical if one takes into account the violence that, generally, is inherent in 
this action, in contrast to the process of dying, which can occur naturally, 
without necessarily implying aggressive behavior.

To conclude, this paper aims to invite reflection on the possibility of 
expanding the aspects dealt with in linguistic research in order to pay 
attention to the creation of dysphemisms in this area, in addition to the 
production of euphemisms, to become aware of productivity associated with 
the resource of metonymy, in order to complement the attention paid to 
metaphors, as well as to consider the lexical-semantic, cognitive-conceptual 
and pragmatic aspects that add to the discursive function of euphemism/ 
dysphemism in the identification of euphemistic/dysphemistic verbal idioms.

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MINI-TEXTS OF ABSTRACTS TO MODERN ENGLISH DRAMA
IN THE CONTEXT OF LINGUOAXIOLOGICAL APPROACH

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Abstract. The article is devoted to the analysis of the liguoaxiological parameters of the contemporary English drama discourse. The research is based on the abstracts to the scenarios of modern English plays, taken from the internet site selling the performing rights for these scenarios. The abovementioned abstracts are treated as mini-format texts possessing a complete set of typical textual characteristics, and, being part of the modern drama discourse, fully representing the axiological paradigm of the modern Western society. The research is carried out in several stages: in the first stage the abstracts are analyzed in terms of evaluation markers; as a result, evaluative language means are selected and systematized. The second stage consists in analyzing semantic properties of the selected evaluative means and their subsequent classification into micro concepts. Further on, the evaluative micro concepts are grouped into several categories representing axiological vectors of the modern society. In the final stage of the research, quantitative analysis of the micro-concepts within each axiological focal point is carried out and the relative importance of the values is specified. The research shows that the most important value for the contemporary Western society if that of Creativity, which is realized through the micro-concepts of ‘innovative interpretation of a classical plot,’ ‘creativity in dealing with problems at work,’ ‘resourcefulness in resolving family problems,’ ‘inventiveness in dealing with unexpected hardships.’ The next place in the axiological paradigm is taken by the value of Good as an ultimate category. It is expressed through the micro-concepts of ‘intolerance to all forms of social extremism’ and ‘the necessity of making the right moral choice.’ Romantic relations prove to be the third most important axiological concept, followed by Self-cognition, Life in its opposition to death, Truth, and Diversity. A number of peripheral values are also registered, including Faith, Justice and Miracle, which, however, do not manifest themselves

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systematically. The suggested scheme of the analysis of mini-texts’ axiological parameters can be further applied to other discourse spheres thus completing and verifying the axiological chart of the modern society.

**Keywords:** linguoaxiology, drama discourse, mini-texts, abstracts, evaluative language means

**Introduction**

The realities of the modern world — the hectic pace of life, the constant lack of time, the abundance of information — dictate new conditions of existence, one of which is the need for quick communication. The answer to the challenge is the current trend towards reduction in the volume of communicative units and the widespread dissemination of small format texts or the so-called 'mini-texts', which, despite their limited volume, fully retain their communicative potential and serve as an instrument of full-fledged communication. Mini-texts have now firmly taken their place in all areas of human communication without any exception — we are surrounded by chats, blogs, tweets, SMS, posts on Instagram and messages on social networking sites, advertisements, announcements, short news, and the list goes on and on. For a researcher, mini-texts are of a particular interest, since, due to their brevity, they provide more opportunities for parallel observation of both their functional and linguistic properties (Tayupova O.I., 2005: 8).

Along with alternations in terms of expression, units of modern communication inevitably undergo changes in terms of semantic content, since rapidly changing external conditions cause the transformation of social norms and cultural attitudes, provoking a large-scale shift in the value system of modern society.

The values that are reflected in each and every piece of communication are social guidelines which present the vectors of public interests in a given time period. It is in the value paradigm that everything which is fundamentally significant and relevant for members of society is reflected (Starostina J.S., Kharkovskaya A.A., 2014: 8). At the same time, it is possible to identify and understand the designated ‘content level’ only through the analysis of the ‘expression level,’ i.e. reliable knowledge about the actual value system can be obtained primarily through the study of the verbal component of the discursive space. In particular, the drama discourse of the beginning of the 21st century can be considered the quintessence of expression of the axiological vectors in contemporary society. It is this genre that is particularly sensitive to changes in value orientations, being, on the one hand, a direct reflection of current social processes and topical issues, and on the other hand, adequately showing those evaluative linguistic means that are used by native speakers in the course of real, ‘live’ communication.
Thus, the study of the value paradigm of modern society on the basis of mini-texts within the framework of dramatic discourse seems to be a relevant and promising direction in the study of the language. Analysis of the linguoaxiological level of these discursive fragments allows one to come to conceptually significant conclusions regarding the central and peripheral components of the value system, as well as to build a system of axiological dominants that determine both social life as a whole and the behavior of each of its members.

**Objectives of the study**

The present research is devoted to the study of the linguoaxiological aspect of small-format abstracts representing modern English drama works. We proceed from the premise that contemporary plays are a true reflection of modern society in the entirety of its value orientations, including their linguistic representation. At the same time, it is obvious that social values are seldom present in speech directly, i.e. it is not possible to trace the direct interdependence of a specific value and a valuation linguistic tool. Between the axiological ‘content level’ and the linguistic ‘expression level’ there is always a transitional link, which can be designated as an evaluative microconcept or an evaluative vector.

Achievement of this goal involves the sequential solution of a number of discrete tasks, namely:

1) identification of evaluative linguistic markers in the abstracts of the works of modern English drama discourse;
2) defining the paradigm of evaluative microconcepts through the analysis of the identified linguoaxiological means;
3) systematization of evaluative micro-concepts according to their belonging to a particular axiological dominant with the further description of the concept-sphere of each axiological vector;
4) drawing up a hierarchy of value orientations that are significant for the contemporary English-speaking society.

**Methodology**

The study was carried out on the basis of a sample of 100 abstracts to the drama works of contemporary English-speaking authors. These texts are available on the website https://www.playscripts.com/; this online resource is aimed at selling theater scenarios and the rights to stage them. The offered plays are intended for theatrical performance and viewing by different age, social and professional groups, from primary school students to professional acting crews. Such a wide audience coverage determines the reliability of the results obtained in the course of the study: the linguoaxiological
parameters of the abstracts, due to their appeal to diverse theater groups and through them further to all social groups, adequately reflect the modern value paradigm and its leading components.


At the first stage of the research, the linguistic aspects of the English abstracts were analyzed and the evaluation means of various language levels were identified. Basing on the analysis of the semantics and functional orientation of the resulting corpus of linguistic units, microconcepts were identified that are constituent parts of conceptual axiological dominants; thus, associative linguoaxiological maps were compiled for each concept. At the final stage, associative cards were grouped according to their belonging to a certain value category, taking into account the quantitative linguistic filling of each concept. As a result, a hierarchically organized list of social value orientations was obtained within the considered linguistic framework.

**Findings**

As the analysis has shown, the most significant category in terms of value is CREATIVITY in solving life tasks of both household and professional levels. The axiological dominant “creativity” is realized in 28% of the reviewed abstracts. This value category is verbalized, in particular, through the mention of an extraordinary approach to the interpretation of a classical literary plot, as well as through the non-standard approach to solving problems at work, in the family, in everyday situations. The linguistic representation of the value concept CREATIVITY, mediated by the evaluative vector ‘interpretation of the classical plot,’ finds its expression in evaluative constructions with a predominance of positive evaluative
adjectives and nouns: a whimsical reinvention, fast-moving, and easy-to-stage adaptation, complete makeover, atmospheric interpretation, clever use of props and entertaining voices, and fresh theatrical context, refreshingly fast-paced and engaging new adaptation, a wild, fast-paced extravaganza. At the same time, an innovative creative approach to a familiar plot must invariably lead to the effectiveness of the production, that is, the achievement of success in the shortest possible time, which is also emphasized with the help of relevant evaluative messages, for example, you will be blown away, will mesmerize audiences of all ages, and is also further enhanced by evaluative tokens with the component fast. A similar value, represented through the microconcept ‘problem solving at work,’ has linguistic content in the form of a contrasting combination of negative evaluative verbs (for example, screw up), nouns (a nightmare), adjectives (completely unable) with positive evaluative lexemes (the easiest way, secret tips and tricks), often included in the interrogative model of expressive syntax: Want to know the easiest way to make it through the grueling abyss known as high school? The microconcepts of ‘solving family problems’ and ‘solving unforeseen non-standard tasks’ are structured in a similar way, when negative-evaluative means characterizing the problem itself or its details (like, impossible task, rambunctious, get fuzzy on details) are opposed to positive-evaluative means which highlight the creative and effective approach (handy solutions, strange, flexible, inspired, classics get creative).

The next most important value component of present-day social picture of values is the concept of GOOD and the need for a correct MORAL CHOICE. This concept is represented in 14% of the reviewed texts. In particular, the problem of moral choice is viewed through the prism of a personality’s clash with manifestations of social extremism — fascism, racism; as well as when interacting with modern media space and social networks. In addition, the problems of goodness and moral choice reveal their value nature in situations related to the upbringing of the younger generation, when children must find the answer to the question ‘What is good and what is bad?’ The microconcepts of ‘fascism’, ‘racism’, ‘online space’ are almost completely represented through axiological complexes with negative evaluative nouns, often used in their metaphorical meaning: controversy, a dark road, the rabbit hole of distraction. At the same time, the importance of GOOD and the need for a MORAL CHOICE for each individual is necessarily emphasized: the choices that allow evil to become ordinary, to justify her crimes, decide if she will enter the fray or watch her community come apart at the seams. Similar values, which are reflected in the micro-concept of “childhood”, have a slightly different evaluative vector and are embodied rather through references to the moral and ethical
potential of theatrical production: simple yet incredibly effective lessons, a lesson on ethics and empathy, provides children with great principles, messages of kindness and charity.

Human relations, and, mainly, love experiences are the next axiological dominant — ROMANTIC RELATIONS, which found its expression in 8% of the reviewed texts. The beginning of a relationship, romantic dates appear as an important component of life for a modern person and act as a linguaxiological concept, as well as a break in relations, which is usually painful, but has to be experienced with dignity in order to get out of the tough situation and to move on. Difficulties at the beginning or end of a relationship are represented through evaluative lexemes, reinforced by expressive syntax within the framework of interrogative or negative constructions: Dating can be hard, blind dinner dates that couldn't get any worse — until they do. You think your breakup was bad? A positive outcome of events can also be represented by a metaphorical construction that increases the evaluative potential of the remark: Could there possibly be a light at the end of the tunnel?

The next position in the hierarchy of values is taken by the need for SELF-REALIZATION and testing one’s own capabilities — this value orientation is manifested in 6% of the abstracts. It is realized through the concepts of competition / contest in various social contexts — in sports, in school, at work, etc. The linguistic level of discursive fragments reflecting the indicated microconcepts conveys a sharply negative attitude of members of society to the nervous tension that is necessarily present at competitions: the madness of auditioning, all committed to becoming the next champion, problems are mounting. At the same time, the way to overcome stress is seen precisely in accepting oneself and disclosing personal potential: it's about finding yourself, set herself free, finding the airness inside yourself.

LIFE as an opposition to death also acts as an axiological dominant and is reflected in 6% of the analyzed material. In this case, strong human feelings — friendship and love — are presented as an opposition to death and as a tool for overcoming difficult life situations, which at the linguistic level is manifested in the format of expressive positive-evaluative constructions: the triumph of life over death, the power of love is far greater. In addition, resilience and the ability to withstand force majeure — namely, in a situation of the apocalypse (this handy and hilarious guide to survive the apocalypse), also elevate life to the category of high value categories.

The same number of texts — 6% — represent the idea of TRUTH as a value-colored category. This view is verbalized through micro-concepts of mystery and intrigue (examples of linguistic representation through evaluative means: an incomprehensible event, the strands weave together into
an increasingly dangerous web) and the understanding that in the end everything secret always becomes clear (But the truth? The truth is more slippery ... and it may involve more Nutella than you could possibly imagine).

The next most important position in the hierarchy of value orientations of a modern person is taken by the idea of DIVERSITY as a phenomenon ontologically inherent in the modern world order. This includes ethnic diversity, cultural diversity, diversity of life scenarios, etc. The peripheral position in the system of axiological dominants is occupied by such values as FAITH, JUSTICE, MIRACLE, etc. Microconcepts verbalizing these value categories are found sporadically and are not systemic.

Discussion

Thus, the linguoaxiological analysis of the abstracts to the literary works within contemporary English drama discourse made it possible to find the evaluative vectors prevailing in the modern English-speaking society, and to present a general paradigm of actual value orientations. As the results of the study show, in our rapidly changing world, creativity in solving all types of problems comes to the fore, which is evident from the quantitative and qualitative diversity of the evaluative concepts representing the indicated value and the actual evaluative linguistic means. The “eternal” problems of moral choice, human relations, self-search, etc. also act as weighty elements within the system of topical axiological dominants. At the same time, the linguistic level of the abstracts effectively combines evaluative lexemes of varying degrees of categoricality and expressive means of various language levels that attract attention with their expressiveness.

Mini-texts, by virtue of their inherent characteristics, are the quintessence of evaluative relations prevailing in society. The proposed algorithm for studying the linguoaxiological parameters of discursive practice along the path from the expression level to the content level can be further applied to analyze other discourse practices, which could further supplement and clarify the value paradigm of modern society and determine the leading trends in its development.

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PROVERBS AS REPRESENTATIVES
OF THE NATIONAL COGNITIVE WORLDVIEW

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Abstract. Today linguistics tries to explore language together with such categories as human, nation, mentality, perception, consciousness, mindset, mind, etc. In this regard, scientific interest is increasing not only in the national and cultural aspects of the language, but also in the detailed examination of the language units that reflect the phenomena characteristics of certain ethno-cultural communities. According to the general studies in linguistics a person manages to perceive the world around him or her orienting to the language itself, since in language the national and general historical experience is recorded. Therefore, when a person or people begin to take an interest in their past, they directly turn to the language and its stable various expressions. The study shows the findings representing the British national cognitive worldview with the help of certain significant proverbs. This research is built up on the analysis demonstrating how British national proverbs verify specifics, character and values of the British people. The British national cognitive worldview through the linguistic representation considered to be the object of this study. British proverbs representing the cognitive worldview of the British nation is the subject of this scientific work. Proverbs being very important linguistic units considered to be fixed stable forms of the national phenomena. That is why they can truly represent the main idea of the formation and existence of the British national cognitive worldview. The selected proverbs were taken from British translation and etymological dictionaries: The Concise Dictionary of Proverbs and the Oxford Dictionary of English Proverbs, etc. With the help of the descriptive method it was possible to analyze the British proverbs that were chosen from dictionaries. The component analysis showed the attempt to figure out the British national cognitive worldview. The analysis helped to reveal that concepts understatement and home mostly form the vision of the British mindset. Very important British values as individualism and personal space formed due to the country’s geographical position, climate and weather influenced on this. Certain lexemes with a strong emotional coloring revealed national stereotypes and values of the British mindset. This article includes the findings of all collected data.

Keywords: cognitive worldview, mentality, nation, proverbs
Introduction

Today, cognitive linguistics, psychology, sociology and other important scientific spheres study the connection between mentality and language. The connection is clearly shown with the help of special linguistic units such as proverbs. Basing on the scientific studies of Yu.D. Apresyan, E. Benvenist, K. Fox, A.O. Wierzbicka, O.M. Kazakova, O.A. Petenko, L.A. Weisberg proverbs are understood as units of language that reflect the mentality of certain social groups. Thanks to them, the connection with the mentality of the nation and society of a particular country is clearly traced, which is reflected in the paremeological fund of the language. Particular attention is paid to the British proverbs that truly reflect the British national cognitive worldview (Petrenko, O.A., 2003).

Objectives/Purpose of the study

Studies of language, proverbs and mentality within the scope of cognitive linguistics are primarily the objectives of the article. The primary aim of the scientific research is to reveal the reflection of the British national cognitive worldview through proverbs. The formation of national values and mental images with the scope of the British cognitive worldview perception was under the special attention and examination.

Methodology and sub headings

*Definition Analysis of cognitive worldview*

To build the whole picture of cognitive worldview and its connection with language, the analysis of these both aspects should be considered. Cognitivism is a scientific field that studies human thinking, as well as mental features and processes. Cognitive science deals with the study of how a person, people and nation perceive, understand and analyze the world around them in general (Benvenist E.A., 2002).

In cognitive linguistics, the “worldview” is usually considered to be the ordered set of knowledge of reality that has been formed in the group, individual and public mentality (Kazakova, O.M., 2013). Thus, the cognitive worldview, is the empirical reality reflection and perception of a person or nation in the moment of thinking that form the global mental reality image (Kazakova, O.M., 2013).

The national cognitive worldview includes different semantic and lexical formations. Here we can name conceptual images, mental and national stereotypes and also general and specific knowledge of reality. Thus, it should be said that cognitive worldview is the cultural set of the nation’s mental stereotypes and images.
Human experience and its categorization have become one of the main issues of cognitive linguistics (Apresyan, Yu.D., 1995).

Memory, imagination, attention, and other components of cognitive activity are directly related to the categorization of human experience. The perceived categorization is the most important way to organize the information that comes to a person’s mind. The virtual environment that is created in the mind of an individual and is collected in one imaginary picture of reality, collects every single component of the alleged human activity.

Analyzing the way how the individual worldview corresponds to the reality depends on the level of reliability and completeness of a person’s knowledge, as well as on the ability to reflect personal and own worldview and arrange according to the updated flow of knowledge (Ellis R., 2009).

Further, the connection between cognitive worldview and mentality should be highlighted in this article. In cognitive linguistics, I.A. Sternin speaks about mentality as a specific way of understanding and perceiving reality, which is determined by a set of cognitive stereotypes of consciousness that are characteristic of an ethnic or social group of people, or for a specific person. In other words, the mentality is associated with the evaluation sphere, and acts as a set of value judgments (Petrenko, O.A., 2003).

In many linguistic works, there is a correlation of mentality with other terms and concepts that are closely related to it. For example, mentality and worldview, mentality and national character, mentality and language consciousness or language mentality.

The correlation between world picture and mentality is studied in details in scientific works of O.A. Petrenko. According to his statement consciousness points to the fragment of personality that is focused on the logical form of understanding the world, and mentality points to a spontaneous form of existence in the world and an intuitive form of understanding. Moreover, the uniqueness of the mentality can be judged by the specificity of the world picture (Petrenko, O.A., 2003).

**Language and cognitive worldview**

The detailed relationship between language and mentality is traced in the scientific works of Russian linguist Pishchalnikova V.A. Her works are focused on the statement that person’s cognitive and inner world finds its reflection in language. She describes language as the universal way of storing, presenting and forming various levels of general knowledge of the world. Language helps to analyze mentality. It determines the way reality is divided (Wierzbicka A., 2003).

However, the connection between language and cognitive worldview is clearly manifested in the language units that directly reflect the extra-
linguistic reality, such as world’s phenomenon and objects that surround us. Phraseological units, idioms, language aphorisms and proverbs belong to the number of such language units that were under the long historical record and development. These units are one of the most important ways of communication and storage of different social information. They transfer national experience and traditions from one generation to another. (Whiting B., 2007).

The important feature of proverbs is the factor of tradition. Most of all mentality reflects in nation’s history, culture, lifestyle, traditions and customs. M.Y. Vereshchagina, one of the most famous Russian linguist states that nation’s mentality is mostly revealed in proverbs, since they are *the most ancient, verbalized formulas of the external environment behaviour and reactions, transmitted from one generation to another.* (Weisberg, L.A., 2004).

The scientific interest in studying of proverbs as important language units has cognitive linguistics in the aspect of nations and people’s mentality reflection. This scientific sphere considers that proverbial mentality is the mentality of certain social groups, which is reflected in the proverbial fund (Wierzbicka A., 1999).

Therefore, this science relates to the belief that cognitive linguistics where cognitive worldview determines the perception of the world by the nation, mostly consist of proverbs. Different thought processes, attitude to the world and reality, set of specific social values of person or an ethnic group are mostly reflected in the language, i.e. in the language layer that is nationally specific (Weisberg, L.A., 2004).

**British national cognitive worldview**

The mostly decisive factors in the formation of the British nation, its character and mentality are: the island position of the country, which is characterized by isolation from the rest of the world, climatic factors and weather (Aslet C., 2007). In order to trace the important role of personal space due to the geographical position of the country in the value picture of the British world, it is necessary to turn to the proverbs where one of the main British feature *understatement* is clearly presented.

The proverbs are: *be swift to hear, slow to speak; there is a time to speak and a time to be silent; least said, soonest mended* (Cambridge Dictionary of Contemporary English, 2006). The semantic side of these proverbs contains the recommendation about the need to be restrained in British speech behavior and demonstrates that in the British mentality there is a clear distinction how understatement in conversation should be manifested during interpersonal interaction in society (Collins V., 2007).
To similar conclusions leads the review and analysis of the following proverb: *who knows much knows how to hold one's tongue* (Cambridge Dictionary of Contemporary English, 2006). In this case, the word *tongue* is accompanied by the verb *hold*. This shows that in the British understanding, a person who considers himself as an intellectual should be able to show understatement while communicating with someone (Storry M., et al., 2007).

The importance of the personal space phenomenon is revealed in proverbs where the main concept is *home*. For example, *every bird likes its own nest; home sweet home; home is where the heart is; home is home, thought it be never so homely* (English Proverbs: The Phrase Finder, 2013). These units of language demonstrate that the home concept is perceived by the British as a cozy (*nest*), pleasant (*sweet*) and native (*heart*) place where they are left to themselves and live according to their settings, organizing life space, referring to their preferences.

According to Kate Fox, for the British, their home is exclusively their territory, where only they have the right to create comfort and organize their personal space. Obviously, this is due to the desire of the British to mark the boundaries of their individuality. This is especially evident when settling in a new place to get rid of the feeling of the previous owners' presence (Fox, K., 2004).

In the proverbs *my house is my castle* and *there is no place like home* it is shown that the British understand the house as a safe space, a micro-model of the country in which they can hide and find protection (*castle*). These Proverbs also mean that *privacy* is the main principle of British life. This is probably why houses in Britain are located at a considerable distance from each other (English-Russian idioms…, 2012).

The importance of such proverbs as *far from home is near the harm; East or West-home is best and dry bread at home is better than roast meat abroad* (Oxford Dictionary of English Proverbs., 2008) is caused by British fears of being away from home. It can harm them (*harm*), where even the advantages of foreign life may seem to them worse than home disorder (*dry bread/roast meat*).

This is because of the fact that the British are afraid to leave their personal space, where everything seems familiar and understandable. They realize that if they leave it, they will inevitably encounter unforeseen circumstances and find themselves in an awkward position (Renier G., 2001). Thus, for the British, home is a micro-model of the state, that is why we can conclude that proverbs encourage the desire of the British to gain and maintain their personal space.
Result/Findings

The language picture of the world has a certain role in relation to the concepts of "mentality" and "cognitive picture of the world". It shows how the national mentality and understanding of the surrounding world are reflected in the language and make it more colorful. Also, language is identified as the mental style of a certain person, people or country and carries a certain communicative function, and what is no less important, it is a link to thinking.

The British national cognitive worldview was formed due to such main factors as the country’s geographical location, climatic conditions and weather. The mentality of the British people is represented by: *understatement, individualism, personal space and home*.

Proverbs carry the traditions, culture, beliefs, life and customs of the people. They include meaningful conceptual knowledge about reality, as well as a set of mental stereotypes. Thanks to them, the mindset and worldview of a certain group of people is known and is fixed in the language for a long time.

Due to the fact that they are stable expressions, they clearly reflect the cognitive picture of the world of a particular ethnic group, its national mentality, worldview and behavior. 13 examples of British proverbs verifying the nation’s cognitive worldview were under the analysis. 4 examples of the concept *understatement* and 9 examples of the concept *home*.

To summarize all the collected information, it must be said that proverbs are the global image of the world. In other words, they represent the world, being the result of its spiritual activity and help us to analyze and understand other peoples, cultures and nations.

Discussion

After analyzing the ways of the British perception of reality and cognitive mindset of this nation thanks to certain British national proverbs with the two main concepts *understatement* and *home* an effort to show the British cognitive worldview was made. The results of this research and findings allow us to understand the national features of the language and cognitive picture of the world of a particular ethnic group.

Since they have a traditional factor and are stable expressions in the language of each ethnic group, they clearly show the worldview of any nation. It is a comprehensive study of language paroemias as proverbs that make it possible to understand the specifics of the mentality and culture of particular people and nation and helps to take into the consideration the
culture and mentality of any country, develop and maintain international communication and relations.

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THE PARTICIPATORY GOVERNANCE: 
THE PUBLIC AUTHORITIES AND SOCIAL NETWORKS 
ACTORS INTERACTION

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Abstract. Nowadays Internet users are becoming active participants in the process of social management which leads to the search for its new concept. Such is becoming the participatory governance, which is based on an agreed value system and productive interaction between citizens and public authorities.

Diagnostics of the state of the social network space implies the identification of readiness on the part of citizens for participatory governance, and on the part of public authorities — for public governance based on the concept of public value management. The main issues that arise relate to assessing the readiness of public spaces in social media to organize a kind of a dialogue and partnership of stakeholders in solving socially significant issues, as well as determining the existing problems of involving citizens in participatory governance.

The article uses the results of the author's mass questionnaire survey of the population in Moscow “Social Media and the Government” (quota sample N = 450), supplemented by the results of VCIOM (The All-Russian Public Opinion Research Center) surveys and Global digital overview data presented by DataReportal.

Surveys show that residents of the Russian capital prefer to enter into communication with public authorities within the network communities formed
around the manager's account (manager — an employer in public service), with the possibility of commenting. Respondents highly appreciate the online surveys capacities to influence the solving socially significant problems, but they note that the online surveys are poorly organized. The experience of “the Active Citizen” portal shows an ambiguous attitude towards it: 47% believe that it only collects information about population problems, and 42% simulate active activity.

Many citizens consider it important not only to draw attention to a socially significant problem, but also to involve citizens of the city in the process of solving these very problems.

Half of respondents express their position in the social network space: they participate in single actions organized by other participants (20%), discuss news and socially significant problems in the Internet (18%) or involve other network participants in discussions (8%).

As a result, the authors conclude that society expects better forms of participatory governance.

**Keywords:** social media, network communities, participatory governance, public authorities, citizens

### Introduction

The Democratic Governance concept focus on Consensus Oriented Participation and Accountability (Sheng, 2009). Today, Internet users are becoming not only political actors who interact with public authorities, but also active participants in the process of social management. It relies on relevant socially significant information that promotes reflection and self-reflection in order to be aware of the consequences of joint action. There is a need for a common information environment, in freely interacting actors of digital society, tools for the accumulation and use of social and intellectual capital. For virtual interaction in a network environment, “socially involved” management will be dispersed in a common virtual digital environment, in which each person acts as a designer for himself/herself.

T.A. Nestik states that thanks to personalisation of social networks “settings” and cloud services all of us became social designers” (Nestik, 2019: 111). The citizen has an opportunity to quickly check demand in her/his own idea and its feasibility, to find adherents and to involve a wide range of participants in its completion and implementation. And it brings to a problem of configuration of relative networks in space of public communications by means of social media (Zotov, 2019).

### Purpose of the study

Diagnostics of the state of the social network space implies the identification of readiness on the part of citizens for participatory governance, and on the part of public authorities — for public governance
based on the concept of public value management. The main issues that arise relate to assessing the readiness of public platforms in social media to organize a kind of a dialogue and partnership of stakeholders in solving socially significant issues, as well as determining the existing problems of involving citizens in participatory governance.

Methodology

In the XXI century, new threats to socio-economic development are due to the intensive development of information and telecommunication technologies and the formation of the network structure of society and, as a result, there is the increase in the complexity of social processes. This together leads to the search for a new concept of social management as a process of influencing the society, social groups, particular individuals, to put in order their activities, and increase the level of organization of society.

This situation needs a socially oriented turn from digital policy towards “smart management” to be solved (Tikhonov, Bogdanov, 2020: 74). Globalization and digitalization expand social space by virtual one, with nearly endless opportunities for new cultural images development; and lead to modern values spread in the society (Kashina, et al., 2019: 27). Participatory governance is based on a coherent value system, which can act as an agreed set of principles that reflect a system of views on the world, recognized in the process of communication and productive interaction between citizens and public authorities, defining standards of behavior (Vasilenko, 2019).

Methods

The article uses the results of the author's mass questionnaire survey of the population in Moscow “Social Media and the Government” (quota sample among the population over 16 years old, N = 450). The survey was conducted in this region as a leader in the field of digitalization of public administration. Study data were supplemented by the results of VCIOM (The All-Russian Public Opinion Research Center) surveys and Global digital overview data presented by DataReportal.

Results

Readiness of public spaces in social media

Participatory governance implies the ability of citizens to participate in the management of the state and society affairs. Exchanges of sentiments and meanings in the social network space are based on the organized interaction of public authorities and the population. In this case, the question is about the opportunities provided by social media in terms of organizing
platforms in social networks in which dialogue between interested parties can be organized.

The social network space is “a space of interaction and active communication through portals, sites, forums, social networks endowed with certain meanings” (Zaslavskaya, et al., 2019). This space is represented by network communities as a place of expression of their personal position with the possibility of forming a new view on social needs.

Citizens prefer to enter into communication with public authorities within the network communities formed around the manager's account (a manager in public service), with the possibility of commenting.

At the same time, respondents note that online surveys of the population are poorly organized. Respondents expressed a negative attitude to such forms of communication as: the account of ordinary employees of the public authority in the social networks and discussions on the topic set on the website of the authority.

Today, the experience of “the Active Citizen” portal, launched at the initiative of the Moscow Government as a electronic surveys system, is increasingly being paid attention (Zakharova, et al., 2016). The number of participants involved in voting at this electronic platform is growing from year to year. At the same time, a survey conducted by the authors showed some contradiction in relation to these phenomena. On the one hand, 34% of respondents answered “yes, I heard something about them.” and 42% did not hear anything about them, only 12% are well aware of them, and 11% are a user of that portal. At the same time, some inefficiency of these forms of interaction was noted by many respondents. Among the reasons for the feedback are that they only “collect information about the problems of the population” (47%), “imitate intense activity” (42%), and 18% do not believe in the ability of this tool to “solve socially significant problems.” On the other hand, the usefulness of these forms of participatory governance by the majority of respondents is not questioned. Respondents overwhelmingly agree with the claims that online platforms are designed to collect citizens’ opinions, identify their problems, quickly pass information from government to the population, as well as participate in the discussion, develop decisions, vote on decisions made and put forward initiatives by citizens.

**Respondent’s social activity level**

The participatory governance is based on the activity of citizens, which depends on the awareness of citizens about the state of affairs in public life. It should be noted that the activity of the population is limited by the interest in short-term information about the event, which is quickly replaced in people's memory by the following news. The results of the
questionnaire survey showed that the majority of respondents (61%) “watch the news, know about the main events.” 16% “know very little” and only 15% of respondents are aware of all socially significant events.

The public authorities began to use social media to communicate with the population more and more actively. According to the results of the survey, the main source of information about socially significant events are the Internet media (86%), social networks (70%) and acquaintances, friends, relatives (rumour mill) (57%). Television as a source of news about socially significant events makes 39%, radio — 13%, and print media — only 6%). Such results are explicable. We expect the maximum level of engagement — among young people — in the group of 18–24 years: 91% use social networks almost daily, among those surveyed 25–34 years old, 69% (although in the group over 60 years old — only 15%) (VCIOM, 2018).

Today, a typical social media user is now a member of almost 9 different platforms (Kemp, 2020). In social media, there are more opportunities for the public authorities to give society about their activities. For example, one can duplicate the news on different social networks, submit it with a certain emphasizing, being important precisely in the target audience of this social network, apply various formats for submitting material corresponding to certain social media.

The most important factor in the participation of citizens in public governance processes is the possibility of showing activity, personal initiatives. More than half of respondents in one way or another actively express their position in the social network space: participate in single actions organized by other participants (20%), discuss news and socially significant problems on the network (18%) and involve other network participants in discussions (8%), organize public network actions (2%), moderate thematic groups of the social network (5%). According to the majority, social networks contribute, first of all, to drawing attention to a socially significant problem, to a slightly lesser extent, to the unification of socially active citizens and the exchange of positive and negative experiences with the public authorities. Many citizens consider it important not only to draw attention to a socially significant problem, but also to involve citizens of the city in the process of solving these very problems. But this factor is not yet sufficiently applied by the public authorities. So, satisfaction with the possibility of showing personal initiative in solving socially significant issues is noted by only a quarter of respondents, and more than 2/3 of the people surveyed are not satisfied or rather not satisfied. Self-assessment by respondents of personal initiative indicates their uncertainty in showing it.
There also should be noted the productive activity of public authorities
at all levels in Russia, but in the networked environment the public
administration system has so far less succeeded. That fact is shown by mass
polls of the population. One of the problems is identified at the beginning of
accepting administrative reform as follows: the orientation of public
servants to outdated regulations. Civil servants are not authorized to hold
preliminary consultations with representatives of non-commercial structures
on the principles of social partnership and are limited to unilateral
information.

Conclusion

Concluding the article, we will emphasize the important trend of
digital society — we are expected to have more and more advanced forms
of participatory governance. The concept of “soft power” is replaced by
“smart power” (Argyros, et al., 2007), “smart management” (Tikhonov,
Bogdanov, 2020): “digital citizenship” (Ruppert, Isin, 2015), management
of the nation's construction through “the American Presence Post” (Vaisse,
2006). Under these conditions, the readiness of public spaces in social
media for dialogue and partnership between public authorities and
representatives of interested parties (especially citizens) and a high level of
activity of citizens in participatory governance will determine our future as
an advanced powerful nation.

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FROM INTERCULTURAL COMPETENCE AND CULTURAL INTELLIGENCE TO SUCCESS IN BUSINESS COMMUNICATION

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Abstract. The article examines such important components of successful business communication as intercultural awareness, intercultural competence, and cultural intelligence. Values and beliefs among other measurable elements of culture are examined. Models of linguistic and communicative behavior in various business cultures that are based on the study of various approaches to value categories are presented.

Intercultural awareness involves the disclosure and understanding of one's own culturally determined behavior and mentality, as well as the behavior patterns of representatives of other cultures. This process includes not only the perception of similarities and differences in other cultures, but also the recognition of the intricacies of local culture or, as E. Hall emphasizes, our own “hidden culture” (Hall, 196: 162). R. Hanvey describes four levels of cross-cultural consciousness: awareness of superficial or very noticeable cultural traits (stereotyping), understanding of significant and subtle contrasting traits, which is additionally comprised of two separate levels, and awareness of the point of view of an insider regarding a given culture. Thus, Level 1 comes from initial or cursory observations of the culture such as those that come from reading magazines and travel guides or traveling as a tourist. Information gathered on this level is commonly interpreted with a level of surprise. Hanvey uses words “unbelievable”, “exotic”, and “bizarre” to describe the first impressions of a culture on Level 1. Level 2 is associated with
conflict and feelings of frustration. We tend to interpret those cultural traits as “unbelievable”, “frustrating”, and “irrational”.

Following the initial clash with the cultural traits that engender conflict, the interpretation shifts to rationalization of those traits. Hanvey characterizes this interpretation at Level 3 with words “believable”, “reasonable”, “explainable”. On the 4th Level the “transition to the homeland” happens. An individual fully immerses into the culture and becomes bicultural, interpreting cultural traits as “believable because of subjective familiarity”. Intercultural competence is a generic term for the ability to understand, value, and interact with people from different cultures. But in order to effectively use intercultural competence, it is necessary to develop cultural intelligence, relying on many valuable ideas received in the field of cultural competence (Livermore, 2015).

Keywords: intercultural competence, cultural awareness, cultural intelligence, values, beliefs

Introduction

The issues of communication in an intercultural business and educational environment are important and relevant, both in the context of the processes of the global economy, and from the point of view of academic mobility within the universal educational space. Therefore, specialists from different fields of knowledge show interest in the study of different factors which contribute to intercultural tolerance, reflecting in their research different aspects of these matters


The object of the study is the process of developing intercultural tolerance and competence. The subject of the study are models of linguistic and communicative behavior which are based on value orientations that are recognized across cultures. The purpose of this research paper was to show that models of linguistic and communicative behavior in various business cultures are based on the study of various approaches to value categories.

The first step towards cultural tolerance is cultural sensitivity, cultural awareness and, hence, cultural recognition and acceptance of a foreign culture.

While business and education have individual sets of competencies for effective communication in that particular environment, the two sets share a common component — intercultural competence. The most important traits of intercultural competence are values, beliefs and viewpoint, which are of internal character and change very slowly if ever even in our global world. The approach proposed in the study draws on a well-validated theory of the full range of basic motivational contents of values (Schwartz, 2003).
It specifies a set of ten value orientations that are probably comprehensive of the major different orientations that are recognized across cultures. By measuring each of these orientations, it would be possible to provide information on the basic values that are relevant to whatever topics might be chosen.

**Methodology**

This study employed a mixed-methods research design (quantitative — qualitative). Research questions were offered to the participants to examine the importance they attach to values, focusing on Schwartz's Theory of Basic Human Values. Ten sets of values were given to the participants of the experiment to prioritize in different environments: work today, work in five years, personal life, including, home, family, social activities, community, universal values. The questionnaire was written in English and the students were asked to prioritize the values using 1 to 10 rate according to their perception of basic values: 1 (highest or most important) to 10 (lowest or least important) for each area of life.

![Figure 1. Color legend of Schwartz's 10 Basic Human Values for Figure 2](image)

The survey was conducted among the students of the 4th year of the specialty “World economy” of the faculty of international relations of the Belarusian State University. The response rate was 63.3%, or 19 out of 30 people. The majority of participants (73.7%) were 20 years old at the time of the survey; 21.1% of participants were 21 years old and one participant (5.3%) was 22 years old at the time of the survey. In the gender ratio, 73.7% of the respondents were women and 26.3% were men; the “prefer not to
specify” option was not selected by any of the participants. The survey was conducted anonymously in the Google forms program in English.

**Literature review**

*Intercultural business communication through communicative competence*

The following stages pave the way to success in intercultural business communication through the correlation of the terms defining them: intercultural awareness, intercultural competence, and cultural intelligence.

Intercultural awareness involves the disclosure and understanding of one's own culturally determined behavior and mentality, as well as the behavior patterns of representatives of other cultures. This process includes not only the perception of similarities and differences in other cultures, but also the recognition of the intricacies of local culture or, as E. Hall emphasizes, our own “hidden culture” (Hall, 1969: 162). R. Hanvey describes four levels of cross-cultural consciousness: awareness of superficial or very noticeable cultural traits (stereotyping), understanding of significant and subtle contrasting traits, which is additionally comprised of two separate levels, and awareness of the point of view of an insider regarding a given culture. R. Hanvey correlates teaching and interpretation methods with these levels (Hanvey, 1979: 45). Thus, Level 1 comes from initial or cursory observations of the culture such as those that come from reading magazines and travel guides or traveling as a tourist. Information gathered on this level is commonly interpreted with a level of surprise. Hanvey uses words “unbelievable”, “exotic”, and “bizarre” to describe the first impressions of a culture on Level 1. Level 2 is associated with conflict and feelings of frustration. We tend to interpret those cultural traits as “unbelievable”, “frustrating”, and “irrational”. Following the initial clash with the cultural traits that engender conflict, the interpretation shifts to rationalization of those traits. Hanvey characterizes this interpretation at Level 3 with words “believable”, “reasonable”, “explainable”. On the final and the 4th Level the “transition to the homeland” happens. An individual fully immerses into the culture and becomes bicultural, interpreting cultural traits as “believable because of subjective familiarity”, according to Hanvey. Intercultural competence is a generic term for the ability to understand, value, and interact with people from different cultures. But in order to effectively use intercultural competence, it is necessary to develop cultural intelligence, relying on many valuable ideas received in the field of cultural competence (Livermore, 2015).
Values and Beliefs

Among the measurable elements of culture are, first of all, values and beliefs. Studies of values in different cultures have shown, for example, that religion, work, family, and career have varying degrees of significance in different cultures. Beliefs can reflect, for example, different attitudes towards the role of women in leadership, etc.

In their Values Orientation Theory, Kluckhon and Strodtbeck suggested that values are fundamentally based on five universal human problems associated with the relationship of humans with the environment, human nature, time, motives and human interaction (Hills, 2002). The authors further suggested that the preferences of any society can be mapped along these dimensions. Culture-specific profiles can be constructed by grouping social behavioral norms, rules, values, beliefs and assumptions. Sh.H. Schwartz suggests ten basic values “from three universal requirements of the human condition: needs of individuals as biological organisms, requisites of coordinated social interaction, and survival and welfare needs of groups” (Schwartz, 2003: 6). From the point of view of social interaction, the geography of housing space reflects four spatial zones of social relations. In this context, the American pattern can be described in terms of close distance (0–18 inches); personal distance (1.5–4 feet); social distance (4–12 feet), and public distance (12–25 feet or more). Each range has a close and distant phase (Hanvey, 1979). Timing is an important aspect of a business relationship. Proverbs and metaphors, familiar to most people in North America, to which many other cultures also subscribe, reflect the attitude towards time as a commodity, an entity, something that needs to be earned, not wasted: “Time is money”, “Don't waste time!”, “I need to spend some time with you”. “You are just in time”. “Be on time!”.

This consideration of the relationship to time is monochronic (M-time). The attitude to time, which allows many types of activity to be performed per unit of time, is characteristic of polychronic cultures, which regard time as a point, not a ribbon or a road, and this point is sacred” (Hall, 1977: 17). Attitude to time forms an important basis for appropriate behavior in relation to time. For example, North Americans are well known for their tendency in business people to “get down to business” and “not waste time” in preliminary conversations. Getting down to business is an important part of the negotiation. In cultures where status and role are clearly defined and formalities must be respected, engaging in the initial stages of communication can indeed take a very long time. The temporal and spatial orientations of a given group can have a lot to do with what is happening and where. For example, in the United States, as Gudykunst and Kim point
out, business “can be discussed almost everywhere, except, perhaps, in
church” (Gudykunst, et al., 2003: 39).

Linguistic behavior through values and beliefs

The following examples illustrate how proverbs, sayings and
metaphors can help you understand cultural values and beliefs. Here are
examples that characterize individualistic cultures: “A penny saved is
a penny earned”, “A man's home is his castle”, “Winning isn’t everything;
it’s the only thing”, “Success is just around the corner”.

The following phrases and sayings also reflect
attitudes towards certain value categories and beliefs of representatives of individualist
cultures and cultures of low context: “Seeing is believing”, “Get Going!”,
“Stand on your own two feet!”, “Join the Pepsi generation!”, “Do your own
thing!”, “Take care of Number One!”, “I believe in me!”, “Actions speak
louder than words”. They accurately project attitude towards career, time,
punctuality, orientation towards activities in achieving success.

Collectivist and high-context cultures focus more on family values than
on career, social harmony, or competition for success: “God helps those who
help themselves”; “A woman's place is in the home”, “It's not whether you
win or lose but how you play the game”, “Life is a lottery: it can be won with
a little luck”. In general, the fundamental differences between collectivistic
and individualistic cultures are reflected in different approaches to the saying
“Work to live or live to work”, since they reflect the essence of cultures
focused on existentialism, family, and neighbors, on the one hand, and
cultures that give preference to work and career on the other.

It is known that there are culturally preferred examples of rhetorical
style based on values and beliefs. For example, “three” seems to be the magic
number in American descriptive rhetoric: Tom, Dick, and Harry; red white
and blue. Anyone who has shopped in Japan knows that it is difficult to find
sets of four, since the number “four” is considered unlucky. On the other
hand, the choice in American-style pairs is reflected in the expressions:
“Fish or cut bait”, “Sink or swim”, “Put up or shut up”, “Love or leave”.

Individualistic cultures tend to describe teams in terms of sports and
associative metaphors. Sports metaphors reflect a conceptualization of
teams in which roles are clearly defined, hierarchy is weak, membership is
usually voluntary, scope is rather narrow, and goals are usually well
defined: “to go for the bomb”, “keep your head above water”, “to score an
ace”, “it’s time to cut bait and fish”. Conversely, metaphors reflecting family
and community were most often used by representatives of collectivistic
cultures. Here, teams are conceptualized using a family metaphor that
reflects a paternalistic hierarchy, broad scope, and more social goals. On the
contrary, community metaphors point to a conceptualization according to which roles seem informal and divided, actions and goals are broad in scope and somewhat ambiguous, Military metaphors are used less frequently and mainly by those who assess the distance of power (Gibson, et al., 2001). These metaphors reflect a strict hierarchical structure, limited scope and task-oriented results: “Your claims are indefensible”, “I demolished his argument” (Lakoff, et al., 2003: 4). These differences in the use of metaphors indicate the potential difficulty in building shared cognitive structures (e.g., shared mental models, transactional memory systems) in multicultural teams.

![Schwartz's Theory of Basic Human Values](image)

**Figure 2.** Schwartz's Theory of Basic Human Values (Schwartz, 2003)

An important aspect in the study of how culture influences success in business relationships is the issue of decision-making (problem solving). For example, cultures that are more collectivist (example, Mexico) tend to value socio-emotional outcomes over problem-based outcomes. Recently, the international community has widely adopted the term *collective intelligence* (collective intelligence), which encompasses the entire human intelligence that arises from the bottom up from a multitude of real human knowledge (Peters, 2015). It is expected that these relationships will be maintained at the collective level, so that knowledge of each person in the collective contributes to the ability of the collective to solve problems, that is, the collective mind is “flexible”. The study of the role of collective intelligence in the context of the formation of intercultural competence opens, in our opinion, new prospects for analyzing the prerequisites for successful business communication.
Results and discussion

The first block was made up of questions that suggest an assessment of the utterance on a scale from 0 to 10. In Figure 3, each column corresponds to the arithmetic mean of the value measurement in the order listed: 1) reflect on your current work environment and measure the value of each value on a scale from 1 to 10; 2) imagine yourself in 5 years and measure the value of each value in your future professional life on a scale from 1 to 10; 3) reflect on your personal life, including home, family, social activity, society and evaluate the value of each value on a scale from 1 to 10; 4) evaluate the place and role of each value in the ideal world you imagine on a scale from 1 to 10. Thus, for each of the 10 values, 4 questions were asked, forming the following clusters. The clusters were marked with individual colors, corresponding to each of the 10 values (see Figure 3).

![Figure 3. Aggregated results for ten sets of Schwartz’s Basic Human Values](image)

The highest score was given to the value of security in personal life, including home, family, social activity and society. In the same category of personal life, the value of achievement was given the lowest score. In the category of the ideal world, the value of tradition was given the lowest score. The highest scores in this category were attributed to the values of self-direction, stimulation, hedonism and achievement. The biggest gaps within the measurements of the same value are to be found between the value of achievement in personal life vs. its value in the ideal world and the current work environment; between the value of benevolence in the current work environment vs. its value in personal life. The value of conformity is distributed fairly equally among the categories, with the exception of its place and role personal life, where it is seen to be considerably higher. The
value of self-direction scores equally high in all the categories, except the current work environment, where its value is significantly lower. The value of hedonism scores equally high in all the four categories with a slight advantage in the current work environment.

The questions in the second block were formulated according to the Schwartz Portrait Values Questionnaire (Schwartz 2003), where the questionnaire participant was asked to assess how much the statement coincided with the respondent's ideas about himself (see Table 5). There were 6 possible answers to each of the questions: “very similar”, “similar”, “partially similar”, “slightly similar”, “not similar”, “not at all similar”. Each of the 10 values was measured with an average of 2.1 questions.

The result of the survey showed a weak commitment to the value of tradition among the respondents. So, when asked whether people should be content with what they have, 42.1% said it was not like them; 15.8% said it was not like them at all. For the second question, concerning the value of tradition and the observance of religious canons, 31.6% chose the answer “not at all like”; 26.3% answered “not like” which totals 57.9%. Positive responses totaled 42.2%, of which only one response (5.3%) was “very similar”; 21.2% was “partially similar”; and 15.8% was “slightly similar”. The responses also showed a low degree of conformity. The assessment of the value of influence, on the contrary, was very high. So, when asked about the desire to be rich and buy expensive things, 26.3% answered “very similar”; 31.6 — “similar”; 26.3% — “partially similar”; only two respondents chose “slightly similar” (10.5%) and one respondent — “not at all similar” (5.3%). The value of achieving success among participants is also high. So, when asked about how important it is for you to be successful and impress others, 33.3% chose “very similar”; 27.8% — “similar”; 27.8% — “partially similar”; the answers only “slightly similar” and “not at all similar” account for one respondent, making up 11.2%. One of the participants refrained from answering. Hedonism is the value that has received the highest number of high ratings. When asked how important it is to have a good time and “treat yourself”, 47.4% answered “similar”; 21.1% — “slightly similar”; 10.5% — “partially similar”; 10.5% — “not at all similar”. In response to the question about how similar is the statement that the respondent uses every opportunity to have fun and do things that bring pleasure, 26.3% chose “very similar”; 26.3% 6 — “similar”; 21.1% — “partially similar”; 21.1% — “partially similar”; 5.3% — “not at all similar”.

As countries can be characterized by their systems of value priorities it is important to know what people prioritize: achievement or justice, changes or traditions, wealth or spirituality, which values are more or less important as guides and justifications for the decisions taken by actors in
societal institutions (legal, political, economic, educational, family, religious, etc. The study of values in different cultures has shown that religion, work, family, and career have varying degrees of significance in different cultures. Beliefs can reflect, for example, different attitudes towards the role of women in leadership. The study reveals that the most efficient source of students’ business communication practice is understanding that values are guidelines for the decisions taken by the participants of business interaction in different societal institutions and spheres of human activity.

**Conclusion**

The study reveals that the most efficient source of students’ business communication practice is understanding that values are as guides and justifications for the decisions taken by actors in societal institutions (legal, political, economic, educational, family, religious etc.). Values and beliefs among other measurable elements of culture are examined and measured with sets of attitude questions in specific domains of life such as religion, morality, politics, work, etc. There are culturally preferred examples of rhetorical style based on values and beliefs. Models of linguistic and communicative behavior in various business cultures are based on the study of various approaches to value categories. Thus students’ linguistic competence in the process of teaching intercultural business communication should be taught in combination with teaching intercultural communication competence. The most frequent combination of values among the respondents was the combination of the values of influence, achieving success and hedonism, which points to the balance between doing-oriented and being-based tendencies: to place emphasis on accomplishment, productivity and competition and at the same time to favor quality of life. The implication of this study is that business relationships in our global world may show a kind of compromise between individualistic and collectivist traits thus facilitating the process of cultural tolerance. The process of developing intercultural tolerance and competence is highly dependent on such components of intelligence as cultural and collective intelligence.

**References**


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APPROACHES TO NATIONAL IDENTITY IN RUSSIA, IN THE REPUBLIC OF NORTH OSSETIA AND IN SOUTH OSSETIA

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Abstract. The article under consideration touches upon the problem of national identity, ethnocultural specificity of North Ossetia and South Ossetia, the people’s awareness of specific national traits and popular self-identification. The role and significance of the people’s awareness of the ethnocultural characteristics depend on a certain historical period and are subject to economic, cultural and political changes. Nevertheless, some ethnic differentiating and consolidating factors manifest stability. The study is aimed at finding common grounds for the creation of the unified civilization platform that would help develop intercultural cooperation, promote tolerance and assist in integrating representatives of different ethnicities into a single social, political and economic community. Russia, the Republic of North Ossetia and South Ossetia are historically tied and have developed in constant political and economic cooperation. The study is based on the analysis of the empirical material and research carried out by specialists in the sphere of political science, sociology, psychology and other fields of knowledge in order to encompass different aspects of the phenomenon of “national identity”. In order to work out the basis for the UCP the authors have a look at three major spheres characterizing the ethnicities as well as figure out possible similarities and differences. The three spheres are: the emotional and motivational sphere, the intellectual and cognitive sphere and the communicative and behavioural sphere. The authors come to the conclusion that despite the ambiguity of cultural, geopolitical and other ties of the Ossetians (they are originally tied to Alans, Scythians and Sarmatians, on the one hand, and are historically bound with Georgia and Russia, on the other hand), as well as despite ethnocultural specificity of national values and mindsets, it is regarded possible to work out grounds for integrating Russians and Ossetians into a single social, political and economic community based on the United Civilization Platform. The results of the current research are planned to be used for further analysis as the authors
suggest having a deeper insight into the problems of national psychology and national identity.

**Keywords:** unified civilization platform, North Ossetia, South Ossetia, national identity, ethnocultural specificity

**Introduction**

National identity forms an important part of a person’s self-identification as it marks his/her awareness of the ethnocultural specificity of the society he/she belongs to. As far as the study under consideration is aimed at finding common grounds to create a unified civilization platform (UCP) for Russia, North Ossetia and South Ossetia, approaches to national identity are viewed as vital for analysis in terms of revealing differences and similarities.

**Purpose of the study**

The purpose of the present study is to examine the United Civilization Platform (UCP) which is a set of cultural, social, historical, geopolitical and other conditions contributing to the development of intercultural cooperation, promoting tolerance and assisting in integrating representatives of different ethnicities into a single social, political and economic community. The UCP is regarded as a kind of forum for cooperation and consolidation of efforts aimed at resolving various acute problems essential for harmonious co-existence of people. From the perspective of the formation of the UCP it is deemed reasonable to address approaches to national identity and self-identification.

**Methodology**

National identity is not an invention of some government or state, it is rather some feeling. Like any identity it is difficult to put into words (Colls R., 2012). Many modern researchers note exclusiveness of a certain nation, unifying quality of national identity, i.e. the process in which people become more equal and similar.

National identity can be defined as a number of emotions and the manner of perception which reflect individual relationships with the nation (Barrett M., Davis S.C., 2008; Blank T., Schmidt P., 2003). National identity is a subjective construct, which differs from the notion of nationality and which is an objective marker of the fact that a person belongs to a particular nation. Nationality is usually prescribed through official registration and provision of corresponding documents. National identity is a complex notion that includes the following components (Barrett M., 2005):

- subjective belief (self-determination) what nationality the person belongs to;
— a strong feeling of belonging to the nation as part of a person’s identity;
— feelings (positive or negative) in respect of the nation;
— stereotypes in respect of characteristics and features typical for people belonging to either his national group or to other national groups;
— subjective experience of inclusiveness and perception of oneself as similar to other representatives of the group along with important characteristics defining the affiliation to the group;
— subjective opinion about current aims and problems of the nation;
— knowledge of the national culture and values or the desire to apprehend them and follow the behavioral norms typical of the nation.

National identity is a social construct, that is why it can change depending on psychological conditions (Davis T.C., 1999; Moscovici S., 1988). The majority of people express a certain degree of national identity, however, its expression increases in situations when affiliation to the nation becomes especially important, for example, during international sports competitions or when there is a potential threat to the national identity or in case of an international conflict (Carrington B., Short G., 1998).

The most often studied components of national identity include identification of oneself with the nation, attitude to the nation and national stereotypes. These components of national identity are measured with the help of the Likert scale, working with which the respondent evaluates how well the elements of the scale reflect his feelings and thoughts. Affiliation of oneself with the nation reflects what role a certain component of national identity plays in the general identity of the person. For instance, the scale devised by S. Roccas (Roccas S., Schwartz S.H., 1993) contains the following four statements:
— affiliation to the nation is an important part of my self-identification;
— when I am talking about the nation, I say “we” not “they”; 
— when the nation is being criticized, I accept it on my own account; 
— it is important for me to think about myself as a representative of the nation.

The attitude to the country reflects the person’s evaluation of the country as well as the positive and negative emotions connected with the country. The attitude can be measured in general or in respect of individual aspects (Smith T.W., Kim S., 2006). To evaluate the general attitude to the country the following questions may be used:
— I would rather prefer to be the citizen of this country than of any other country;
— There are certain things which make me ashamed of my country;
— The world would be better if citizens of other countries were more like citizens of my country;
— Speaking in general, this country is better than the majority of other countries (Smith T.W., Kim S., 2006).

Speaking about the attitude to certain aspects of the country, they are measured with the help of the elements which demonstrate the feeling of the person’s satisfaction and pride for his country, its economic achievements, social security system, achievements in science, technology, culture and sports (Smith T.W., Kim S., 2006, Tartakovsky E., 2010).

Scales measuring general and specific attitudes are positively correlated (0.74 according to the study of T. Smith and S. Kim) (Smith T.W., Kim S., 2006, Tartakovsky E., 2010). On these grounds the researchers claim that since the general positive attitude to the country is a norm, it is more likely be influenced by the bias of social preferences, while special attitude is based on rational approach and therefore is less likely be influenced by the bias of social preferences (Tartakovsky E., 2010).

**Findings**

According to L.H. Dzahova and J.B. Byazrova, globalization and other processes in the modern world affect traditional views to such extent that matters of national identity equate with problems of national security (Dzahova L.H., Byazrova J.B., 2015). The concept of national sovereignty has become vague in most European countries, and national interests have been transformed to spark off a national identity crisis in a number of states. Thus, a proper competitive strategy is regarded essential to ensure “national identity survival” in future.

This issue becomes even more acute when it comes to the problem of self-identification of the Ossetians. Taking into account historically depleted groups of North Ossetian and South Ossetians, it is deemed important to scrutinize the differences in their approaches to national identity.

Speaking on the formation of the South Ossetian identity, K.G. Dzugaev insists that the South Ossetian society identifies itself as a united whole sharing common language, territory, religion etc (Dzugaev K.G., 2020). The South Ossetian branch has developed in the contradictory interdependence with the Georgian people: resistance to the Georgian influence resulted in deeper self-awareness, self-identification and better culture preservation. To survive under the Georgian pressure, the South Ossetians heavily relied on the Russian culture resorting to it as to the last means of identity protection. As a result, ethnic identity of the Ossetians absorbed some distinctive traits of the Russian super-ethnos. According to K.G. Dzugaev, a specific feature of the South Ossetian ethnus is that it
tended to bridge both Russian and Georgian approaches to identity (Dzugaev K.G., 2020).

In recent years the basic moral values have been deteriorated under the influence of the Western culture, subsequently it has led to serious damage caused to the South Ossetian mentality, as well as to transformations in traditions, rituals, customs and mindsets. Nevertheless, consolidation and cooperation with Russia are still regarded as a priority by 85% of the Ossetians since many see it as the only way of national survival and preservation of self-identity.

The South Ossetian national identity emphasizes close ties between Scythian, Sarmatian, Alan and Ossetian ethnicity. National customs and rituals are still viewed as generators of ethnic specificity and safeguards of their traditional worldview. Cultural traditions and customs may be stressed as one of the ethnic consolidating factors as they shape national mentality and are fully recognized by the Ossetians themselves. While studying South Ossetian identity, it should be noted that much attention is paid to ethnic differentiating factors that help preserve national identity, contribute to cultural specificity and assist in apperceiving ethnicity.

Analyzing ethno-psychological and ethno-sociological approaches, K.G. Tuaeva names the national language as both an ethnic differentiating factor and an ethnic consolidating factor. The national language predetermines national standards, and, on the one hand, the Ossetians set themselves in opposition to the Slavic ethnos, the one that they are in the most frequent contact with, but, on the other hand, the national language lends a hand in finding common traits with other Caucasian ethnicities (Tuaeva K.G., 2016).

M. Sh. Guigolaeva subdivides the Ossetians into three parts specifying their cultural variety, unstable social, political and nonethnic environment and the trend for their national identity to be influenced from the outside (Guigolaeva M. Sh., 2008). Nevertheless, the research shows that younger generations tend to rely on the same cultural values (“courage”, “seriousness”, “education”, “moral”, “honesty” etc.) and have managed to preserve self-awareness and self-identity.

Another ethnic consolidating factor emanates from the perception of family relations by the Ossetians: family solidarity appears to be accentuated as an integral part of the upbringing. K.G. Dzugaev focuses on the concept “people — family” (Dzugaev K.G., 2019) and stresses that this concept acquires specific humanistic and mental meaning for the Ossetians as well as manifests emotional and cognitive experience of the ethnos. The memory of ancestry is sacrosanct for the Ossetians, thus, knowing their names in several generations is regarded as a “must-have” attitude.
National identity of the South Ossetians comes as a result of joint influence of a number of social, cultural and historical factors that in the long run sink into the mentality to form cultural and ethnic mindsets of individuals. Their national psychological features become apparent when motivated by national awareness, intellectual, cognitive or emotional experience as well as by purposes and situations of communication. The specificity of their mentality, mindsets, auto- and heterostereotypes, behaviour, motivation and perception lay a foundation for interpersonal and intergroup communication, on the one hand, and contribute to centering around core values and distancing from other ethnic groups, on the other hand.

It seems important to note that North Ossetians manifest the same trends and values as is shown by the research carried out by L.H. Dzahova and J.B. Byazrova: the majority of respondents, disregarding their ethnic origin, show patriotism, both national and local, maintain national and local identity, appreciate family and friendly relations and recognize citizens’ rights and duties. They are the main criteria determining self-identification of the young (Dzahova L.H., Byazrova J.B., 2015). However, North Ossetians tend to associate themselves with the Russian Federation as 60% of respondents provide reaction “Russia” to the stimulus word “homeland”.

**Conclusion**

In order to work out the basis for the UCP it is deemed vital to have a proper look at three major spheres characterizing the abovementioned ethnicities as well as figure out possible similarities and differences. The three spheres are: 1. the emotional and motivational sphere; 2. the intellectual and cognitive sphere; and 3. the communicative and behavioural sphere.

Firstly, in terms of motivation all the abovementioned ethnicities (with some slightest differences) tend to show collective mentality and stick to consolidation of the ethnos. Though some authors (for example, K.G. Tuaeva (Tuaeva K.G., 2016)) suggest that the Russian approach is more of an “individualized” character as the Ossetians even now support a “clan” organization of a family while Russians are mainly inclined to form “nuclear” families.

Secondly, the intellectual and cognitive activity of both Ossetians and Russians is based on curiosity, enterprise (Russians tend to demonstrate go-go spirits more often) and efficiency.

Finally, when it comes to the emotional sphere, the ethnicities tend to have more differences rather than similarities. Russians focus on individual values, while Ossetians emphasize collectivism, demonstrate deeper respect to elderly people and women as well as take a more active position in life and better recognize specific national traits. Nevertheless, both Russians and
Ossetians rely on similar moral values, show hospitality and name the common historical past as the main factor for future cooperation.

Thus, despite the ambiguity of cultural, geopolitical and other ties of the Ossetians (they are originally tied to Alans, Scythians and Sarmatians, on the one hand, and are historically bound with Georgia and Russia, on the other hand), as well as despite ethnocultural specificity of national values and mindsets, it is regarded possible to work out grounds for integrating Russians and Ossetians (both South and North) into a single social, political and economic community based on the United Civilization Platform.

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MILITARY-HISTORICAL ASPECTS OF INTERNATIONAL COMMUNICATION: PECULIAR PROPERTIES OF THE MILITARY TRANSLATOR’S ACTIVITY

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Abstract. Our contemporary society is developing on the way of expanding the interconnections of various countries and cultures. In the context of rapidly growing globalization, all members of society are in constant interaction, which frequently leads to armed conflicts at the turn of cultures. The leading role in solving the contradictions is played by people who not only fluently speak the languages of two opposing nations, but also know the peculiarities of perception of certain objects by bearers of different cultures. The history of our state is inextricably linked to the conduct of wars and military conflicts, which required the development of the translation service in our country. The need for military interpreters was particularly acute during the period of the Great Patriotic War. However, even in the post-war period, this profession has remained in demand when local wars and military conflicts arise. Military interpreters, on an equal footing with commanders and workers on the home front, make a great contribution to resolving military conflicts. Representatives of this profession are people who are at the crossroads of two cultures, but advocate only one side, have a unique ability to smooth and bypass the peculiarities of perception of the world by different people, as well as compensate for cultural differences and delicately present information in already difficult conflict conditions. Besides, materials of military texts differ significantly from the content of any other type of texts. Military translation reflects in the most concentrated form the features and properties of all subtypes of translation in a variety of areas of professional communication: scientific, medical, legal, and etc. This creates a certain difficulty in training military interpreters. This article reveals the role of military interpreters in wartime, as well as the essence and professional competence of the profession of military interpreter and describes the basic requirements for a representative of the profession. Special attention is paid to the training of military translators and the history of military translation. In addition, the work presents actual and historical data on the development of military translation in Russia and abroad, distinguishes individual personalities and historical events related to military translation and affecting its development.

Keywords: military translation, military conflict, translation history

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Introduction

A characteristic feature of our time is the constantly accelerating changes in all areas of our lives. Almost single day we have to face new achievements of civilization, which contribute to the expansion of relations between different countries, peoples, and cultures. There is hardly any culture in the modern world that has not been influenced by any other culture. In the context of rapid globalization, all members of society are in constant contact. There is an expanding number of contacts between individuals, social groups and state institutions, which also leads to increased cultural exchange. Quite frequently there can be misunderstandings between participants, who often have significant differences, which can lead to armed conflicts at the turn of cultures. The main reason for such disagreements is the difference in worldview and in different perception of the world and people. People perceive other cultures through the prism of their own one, without considering the fact that the attitude of carriers of different cultures to the same things is different. Thus, in various countries the same gestures may have completely different meanings. For example, chin scratching in Russia does not have any negative shade, while the French, Belgians, residents of Northern Italy use this gesture when they are extremely aggressive. Representatives of different nations of the world understand the meaning of words and actions of bearers of other cultures with great difficulties. Not to mention the fact that carriers of some cultures are initially negative towards “others” without any interaction.

The leading role in solving these divisive is played by people who not only do ideally speak the languages of two opposing nations, but also know the peculiarities of perception of certain things by bearers of different cultures. Speaking about the war, one hardly remembers representatives of such a profession as an interpreter. Although military interpreters contribute as much to solving military conflicts as rear workers and officers since they mediate between opposing parties. Characterizing the degree of importance of having a profession of military interpreter, Norwegian politician Trygve Lie said: “The fate of the world depends first and foremost on politicians, and secondly, on interpreters.” highlighting the crucial role they play in preserving and maintaining peace. Representatives of this profession are people who are at the crossroads of two cultures, but advocate only one side, have a unique ability to smooth and bypass the peculiarities of perception of the world by different people, as well as compensate for cultural differences and delicately present information in already difficult conflict conditions.
Objectives/Purpose of the study

This article will focus on the specific features of military interpreters. The relevance of this research is due to the need for adequate, correct translation for effective international military cooperation in the life of modern society.

Methodology

In order to identify the specifics of the military interpreter, a study was conducted using the following theoretical methods: analysis, synthesis, generalization, abstraction, categorization.

The theoretical base of this paper is the scientific works of L.L. Nelyubin and G.T. Khukhuni.

Results/Findings

A military interpreter is a specialist who provides operational translation and interpretation services. The object of this translation are military materials, which differ due to the use of well-known and highly specialized military terminology. The work of the military interpreter is versatile. For example, the duties of a member of the profession include: negotiating with the local population in places of military operations, working with military documents, and mediating dialogue between senior officials at international conferences and courtrooms.

The emergence of the profession of military interpreter is due to the presence of ancient military conflicts. According to historical research, the starting point for the development of military translation is the military campaigns of Alexander the Great in Egypt. In the works of L.L. Nelyubin and G.T. Khukhuni mentioned translators, immigrants from Egypt who worked as interpreters with the Greco-Macedonians. Their duties included participation in workflows, translation of local residents' speeches addressed to tsars, tsarist orders and messages, etc. There are several Greek translations of Egyptian documents that begin with the words: “A copy of an Egyptian entry translated as accurately as possible”. Consequently, there were two different types of translation, which were based on different principles: in one case, adaptation prevailed, in the second — the desire for maximum completeness. The latter type is the prototype of military translation. (L.L. Nelyubin, G.T. Khukhuni, 2006: 22, 24)

In the history of our state, the need for experienced specialists, who are not only familiar with the language, but also know the morals, traditions and customs of one or another country, was particularly acute during the formation of the Moscow state due to the increasing complexity of foreign policy tasks. The first institution to have international relations in its office
was the Embassy Order founded in 1549 under the direction of Deacon Ivan Viskovatov. In 1689 its staff consisted of 22 translators and 17 tolmachians who spoke such languages as Latin, Greek, Dutch, Swedish, English, Armenian, etc. However, over the next two centuries, the training and use of translators in Russia, both in the diplomatic and military fields, has been uniform and almost indistinguishable. (Genealogy of military interpreters, 2020)

Since the beginning of the 18th century, the reforms of Peter I have affected all spheres of life, including translation science. The tasks and goals of translators were fixed at the state level by decree of Peter I of January 23. After Peter's reforms, the nobility's knowledge of foreign languages became widespread and mandatory, which was associated with a significant growth in the noble culture.

The need for officers with managerial skills, political, military and diplomatic abilities, knowledge of Oriental languages, as well as awareness of cultural peculiarities of the nations of the captured regions, was particularly acute after the strengthening of Russia's influence in the Eastern Black Sea and East. Thus, on November 19, 1885 officer courses were created for the first time at the Asian branch of the Eastern languages training department of the Ministry of Foreign Affairs. The main task of their activity was to train military specialists who spoke foreign languages.

The program included a large number of Eastern languages, English and French, and international and Islamic law. Later these translators served in neighboring countries of Asia or the Caucasus. Alexander III approved a special academic sign for graduates of Oriental languages courses on January 30, 1890. It was a silver wreath, there was the rising sun in the lower part of it. Later the breastplate of an officer-translator was supplemented by the image of a Greek shield with golden letters “M.E.” (for Middle Eastern language students) and “F.E.” (Far East). At the end of the 19th century almost every officer could boast of foreign language skills. This knowledge was first and foremost used in interrogations.

On May 21, 1929 the order of the Military Revolutionary Council of the USSR No. 125 “On the Military Revolutionary Council of the USSR” was issued, which is a formal beginning of the history of the profession of military translator.

In 1933 in Khabarovsk, three-month courses were created to train interrogation specialists who spoke foreign languages. Languages were selected based on the region in which the specialist was to conduct translation activities. For example, translators of the Far Eastern front studied Japanese, Chinese and Korean languages, military translators of the Transcaucasian Military District studied Persian and Turkish languages. Later, training
courses for specialists in military translation began to be organized at civil institutions of Oriental Studies as well.

The range of tasks and requirements for a military interpreter changes over time. The Second World War put many countries in a difficult situation. The need to address global problems together has led to the problem of intercultural communication. Until then, the U.S. foreign affairs had been governed by a policy of isolationism based on the idea of their non-involvement in the conflicts of the outside world. However, with the outbreak of war and the emergence of world problems, it became necessary to participate in intercultural communication. In order to explain the peculiarities of behavior of both enemies and allies, based on cultural differences, anthropologists and linguists were convened for the first time. The anthropologists Margaret Meade, Ruth Benedict, Weston La Barr, Geoffrey Gorer were some of the specialists who could cope with this task. (Leontovich O.A., 2005: 12–13)

The need for professional military interpreters had worsened by the beginning of World War I, since before that their functions were often performed by untrained people who spoke a foreign language. Thus, military interpreter training courses began to open at the faculties of foreign languages of pedagogical institutes. Special attention on such courses was paid not only to language training, but also to military disciplines. At the end of the course there were specialists who were fluent in the language, its dialects, as well as those who had elementary knowledge in military affairs, had received combat training and were able to handle firearms.

First of all, military interpreters played an important role in interrogating prisoners of war. In the memoirs of the publicist Lev Bezy’menskij, even the German POWs were impressed by the Soviet soldiers' excellent command of German. In addition, their main tasks also included active campaigning activities. For example, the Soviet interpreter-synchronist E.E. Shemeleva-Stenina had to be on the front line during the fighting and urged the German soldiers to surrender. The military translators wrote leaflets and communicated with local residents in the enemy's territory and territories occupied by them.

In addition, the operation of the military interpreter was closely linked to documentation. They drew up interrogation protocols and also translated trophy documents (orders, decrees). The letters from the opponents to their relatives were of particular value, as they were used to determine the morale of the opponent. The military interpreters had to be constantly aware of what was happening at the front, alert to the operational and tactical situation, since they had to work in intelligence as well.

“The military interpreter at the front was always one of the first to learn about the enemy, and in this regard, he had great moral responsibility.
He was obliged to have an impeccable knowledge of the language, military terminology and organization of the enemy army, to be able to translate the enemy document correctly and to draw up a record of interrogation of a prisoner of war. The military interpreter often had to perform, in an interchangeable manner, the manifold duties of a staff officer arising from a particular combat situation.” (Torsukov E.G., 2010: 120–121)

Military interpreters were of particular importance during negotiations at the Tehran, Yalta and Potsdam conferences.

Thus, this examples show that the activities of military interpreters are conditioned by numerous tasks.

Speaking about the role of interpreters in the war, Hero of the Soviet Union V.V. Karpov wrote: “Without them, people who not only speak the language of the enemy, but also familiar with his military machine, able to navigate freely in the trophy documentation, to catch the necessary information, it was difficult to conduct a battle or a military operation ... Yes, for us scouts, it would be simply pointless to go on a dangerous hunt for the enemy, if we were not sure that an experienced interpreter will get the most valuable information from him, those that will help our command make the right decision.” (Karpov V.V., 2000)

Simultaneous Interpretation officially appeared as an aspect of military activity during the military tribunal over the fascist command in Nuremberg in 1945–1946, where military interpreters played an important role. At such a fateful event, the ultimate accuracy was required of the interpreter, since any word could cause undesirable discussion.

Thus, on the basis of all the above, we can conclude that the military interpreter combines two professions. Therefore, in the course of their professional duties, a military interpreter needs to have such skills, which are inherent to both an interpreter and a soldier.

The specificity of military activity is that it is an action unfolding in an environment of constant danger, in which the life of the military team depends on the speed, accuracy and correctness of actions. The specifics of the activity imply such features of speech as brevity, conciseness, utmost clarity, and accuracy, eliminating any ambiguity.

A military interpreter must possess a series of different competencies (Figure 1):

1. Language competence. This competence implies the possession of all communication styles (official style, unofficial style) and the ability to recognize and adequately use language markers of social relations, as well as the standards of courtesy (forms of greeting, farewell). This ability may be needed to negotiate with the local population in enemy territory, territories occupied by them, or in a war zone.
2. Text-forming competence. The activity of a military translator is closely related to working with documentation and various texts. Therefore, for a military interpreter it is necessary to know the specifics of text construction in different languages, as well as the ability to conduct linguistic analysis of the text, navigate through it and select the necessary information.

3. According to the professional competence, military interpreter must be able to perform simultaneous translation from Russian into foreign language and vice versa, consecutive translation, translation from a sheet of paper. In the course of translation activity, it is also important to be able to preserve the characteristics of the source text and to observe grammatical, stylistic, syntactical, and lexical equivalence norms of the translation text.

4. The operation of a military interpreter differs from that of an ordinary interpreter with a higher degree of responsibility. Thus, a representative of this profession is required to have special personal qualities and to adhere to special forms of behavior (Bunman P.P., 2015: 109).

Personal requirements include the ability to concentrate, quickly switch between two languages, constant self-control, predictive skills, cultural literacy and a high level of presentation.

The activities of the military interpreter are connected with being in risky and life-threatening situations. For example, military interpreters must have such personal qualities as courage, resilience to stress, endurance, the ability to remain calm in stressful situations and make immediate decisions.

Although military interpreters help resolve conflicts based on cultural differences and ensure peaceful coexistence, it is dangerous to have any interaction with interpreters in Afghanistan since the local population considers them collaborators.

Among the additional competences of the military interpreter are distinguished:

1. A huge number of interpreters are killed during military operations. For example, Italian photo reporter Andrea Rockelli and his translator Andrei Mironov died in a mortar attack during an armed conflict in eastern Ukraine in 2014. Thus, a military interpreter is required to be able to operate and translate even in life-threatening conditions.

2. During the battle, in situations where there is a lot of noise and when it is necessary to remain unnoticed, the best and most effective means of communication is sign language. The interpreter must be proficient in non-verbal means of communication and understand these gestures.
First of all, a military interpreter is required to have a high degree of knowledge of foreign languages, their dialects, military sublanguages, as well as knowledge of everyday language and social and group jargon. In his works, B.L. Boyko gives a vivid example of a misunderstanding that arose due to the transfer of military jargon when translating texts from German into Russian. Translating the speech of the company commander to his subordinates, the incompetent translator, because of ignorance of the subculture language, distorted the linguistic picture of the world of the Russian-speaking reader, which reflects the realities of another's culture. Thus, a special place in the training of a specialist in military translation is given to ethnopsycholinguistic erudition and cultural specifics of particular regions.

**Discussion**

On the basis of all the above, a representative of the military translator's profession can be defined as a specialist, ideally speaking a foreign language and its varieties, capable of implementing various types of translation, who knows military terminology and is able to translate military documents and interrogate prisoners of war.

This profession dates back to ancient times when military campaigns against other nations began. It is obvious that for many centuries of the development the profession of military translator has not lost the value. On the contrary, in the modern world in which wars are still conducted, the profession of military translator — vital operation which should be estimated on advantage. In the future, the need for military translation will only increase...
due to the expansion of the sphere of international relations, and at the same time the demand for professionals of military translation will also increase.

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Nelyubin, L.L., Khukhuni, G.T. 2006. The science of translation. History and theory from ancient times to the present day. Flinta, Moscow, 416 p.

Abstract. The aim of the study is to consider the role of intercultural communication as a factor in the interaction of science, business and society in the development of an innovative economy on the example of Germany. Intercultural communication is defined as a series of actions between people from different cultural backgrounds that require a process of exchange, negotiation and conveying of cultural differences through language and non-verbal gestures. The main focus of intercultural communication is the ability to be aware of the way in which cultural differences affect a communication process and its outcome. In this regard, it is interesting to note the experience of Germany, in which, to increase the innovative power, there are processes not only of investment in research on the part of the state and companies, but also real assistance in the formation of innovative processes with everyone who participates in the production of innovations. The paper demonstrates that strengthening intercultural communication, integrating persons with migrant backgrounds are aimed at making society more attractive. Only with the participation of cultural factors will all desirable and acceptable technologies be integrated into everyday life. Research results are quickly applied in practice and reveal their effect — an idea becomes an innovation.

The main research method is the analysis of strategic planning documents in Germany, open departmental documents. It is emphasized that looking ahead, innovation should be anchored even more strongly at the center of society. Intercultural communication strengthens everyone’s openness to social and technological innovation and change, enhancing scientific and business communication. Experience shows that it is important to encourage interested citizens to participate in the formation of innovation and political processes.

The author concludes that intercultural communication provides a new quality of collaboration between science, business and society along the entire innovation chain. It plays the role of a factor that ensures the friendliness of the economic and business environment. Most likely, the advantage of this approach is that the knowledge and research needs of potential users are included in the process from the very beginning, and the relevant multipliers themselves take on the role of co-authors.

Keywords: intercultural communication, cooperation, science and society, Germany’s strategic planning
Introduction

Innovation is created as a result of the interaction of socio-cultural demand, scientific developments and technological capabilities. In this regard, it is interesting to note the experience of Germany. To increase its innovative power, Germany not only invests in research from the government and companies, but also helps shape innovation processes with everyone involved in the innovation production process. Strengthening intercultural communication, integrating persons with migrant backgrounds are aimed at making society more attractive.

Research results find practical application faster and reveal their effect — an idea turns into an innovation. Contemporary intercultural communication strengthens dialogue and the participation of diverse actors in the economy. Innovation must be anchored at the center of society. Intercultural communication strengthens openness to social and technological innovation and change. It enhances scientific and business communication. Experience shows that it is important to encourage interested citizens to participate in shaping innovation and political processes. To this end, new formats are being developed, including for civic dialogue and civic research. It is advisable to make research funding more transparent and create new processes for strategic forecasting.

Objectives

The object of the research is the modern discourse in Germany about intercultural communication in its connection with the economy. It is about the need for transparent research funding when integrating researchers from different cultures. This strengthens the relationship between science, business and society. The German Federal Government attaches great importance to a clear, uniform and easily accessible statement of goals, priorities and initiatives in the field of economic-scientific connectivity. A comprehensive communication strategy is also being developed to improve public perception of research and innovation policy. This refers to the expansion of the presence of German innovations abroad. The article focuses on analyzing various federal initiatives as the German federal government uses its strategic foresight to identify and evaluate future social and technological advances and informs companies.

Methodology

The main research method is the analysis of strategic planning documents in Germany, open departmental documents. It is emphasized that looking ahead, innovation should be anchored even more strongly at the center of society. Intercultural communication strengthens everyone's
openness to social and technological innovation and change, enhancing scientific and business communication. Experience shows that it is important to encourage interested citizens to participate in the formation of innovation and political processes.

**Results/Findings**

Translating research findings and innovation processes into understandable language should be a regular part of research projects and agendas or innovation processes. The attitude towards new technologies increases significantly through the right information. Therefore, the Federal Government of Germany makes the parallel development of scientific and intercultural communication one of the centers of its policy (BMBF, 2014). Dialogue formats play an important role and increasingly define the modern frontier of science, which focuses on socially significant topics of the future. Industrial cooperation processes are becoming more varied and complex to plan. Amid these increasing demands for flexibility, companies are increasingly changing how they operate. Mutual transfer of knowledge by employees can help develop skills together. Digital support for the planning process can provide age-appropriate and cross-culturally appropriate work designs.

The development of digital technologies in the process of creating value increases the possibilities of cross-border networks, but also complicates production processes. For example, German companies based overseas in China are faced with the challenge of giving their employees the new types of competencies they need to overcome challenges. First of all, we are talking about competencies that allow you to holistically understand production processes and work with new technologies (cloud technologies, with a focus on the user). These necessary competencies are increasingly needed to be acquired in various disciplines, as well as transferred in practice in a multicultural community.

In Germany, a study of the competencies of employees at different hierarchical levels is carried out in order to be able to analyze and optimize production processes using Industry 4.0 technologies. The developed modular and mobile learning modules can be networked at different locations. They enable the mapping of a complex production network to convey a holistic understanding of the process. The innovation development model can be investigated empirically using the methods of qualitative sociology. Empirical testing using a comprehensive set of methods, for example in the form of long-term experimental research, can provide interesting results. This can be complemented by more detailed expert interviews with representatives of corporate communications and journalism.
At this stage, it would also be interesting to trace the development on a specific example of innovation. It is necessary to study the process of shaping decision-making among various groups of people in order to be able to draw conclusions for integrated communication (innovators, early majority and laggards). Examining innovation processing models within international and therefore cross-cultural experimentation is also important.

Intercultural communication at the regional level can span four levels — universities, companies, authorities, citizens and the general public (Bannenberg A.K., 2010). At these four levels, you need to learn to communicate better. In industry, this means abandoning technical language and popularizing knowledge among various interlocutors. Promotional efforts are valued too little, often by mistake. This is especially true for engineering specialties. Companies are unaware of the diversity of competencies developed at universities, despite the many connections made by university students during corporate internships. This is the case, for example, in the field of intercultural communication and communication. However, internships and short-term visits are important tools for collaborating between universities in different regions and the business world and finding solutions, especially with regard to sustainable and innovative technologies. Some SMEs have a negative attitude towards academic research and the specific type of language in which they present their skills. This also raises the question of intercultural interaction with various actors involved in the implementation of sustainable and innovative technologies. It is necessary to work with stereotypes to translate the different languages, cultures and technical jargon of these participants, so that the participants can better understand and share information with each other. It is necessary to learn to listen to each other, especially in the case of belonging to different cultures. In most cases, mediation is necessary to create a real dialogue. Thus, an intermediary is important who understands and expresses the needs of users and provides them with the solutions offered by universities and companies. For example, to make users aware of the importance of the environmental science and technology agenda, this footprint must be visible.

To create a partnership in innovation, each participant must learn to break down the “scattered blocks” in which they develop. High-tech enterprises, university research laboratories, and their business partners need to rely on solid intercultural skills to work across borders, and encourage university-business collaboration (Busch D., 2015). An important challenge is to tackle this problem in a practical way in order to jointly support cross-border projects in the field of promising topics (for example, on renewable energy sources). Intercultural communication tools can be used to break the
boundaries between competencies. At the same time, the term “transfer” means the idea of a one-way transition from university to business and society. The modern goal is to forge a multi-faceted intercultural dialogue, to create bonds between participants who can learn from each other, and then start or continue to work together. The diversity of competences and different intercultural backgrounds (with certain common points of contact) prevent the working group from making routine decisions.

This means that working in diverse teams is especially important for corporate consulting. However, this raises a number of problem areas. Research shows that culturally diverse teams — compared to monocultural teams — are either particularly effective or particularly ineffective. Therefore, it is important to develop concepts that go beyond identifying the causes that increase the likelihood of successful intercultural team collaboration. In terms of educational prospects, of course, the knowledge society, digitalization and constant changes in the world of work place various demands on graduates in the professional world. Purposeful communication and coordination with different people or groups is essential for responsible execution of tasks.

High-tech companies, which are highly research-oriented, clearly integrate recruiting foreign skilled workers into their HR strategy. If companies want to improve intercultural competence and if the position requires high requirements for external communication at higher hierarchical levels, then there is a tendency to hire candidates with a migration background who have already socialized in the host country. This creates an opportunity to combine the fight against the shortage of skilled workers with the professional integration of immigrants in the interests of innovative development.

**Discussion**

Possible actions and measures to enhance the impact of intercultural communication on innovation processes:

— expanding management consulting and coaching to develop growth / internationalization strategies for companies and develop management skills in innovation;
— conducting seminars on innovation and the formation of industry circles with close interaction with leading territorial clusters;
— further development and expansion of offers of cooperation (for example, “transfer vouchers”);
— intensification of the dissemination of knowledge and transfer of technology, in particular the professionalization of intermediaries in the field of knowledge and technology transfer;
— further development of consulting services in the world market.
For Russia, it is advisable in these conditions to create a nationwide initiative to promote innovation and entrepreneurial culture, if necessary accompanied by appropriate consulting and support measures related to companies. It is necessary to promote entrepreneurial activity in schools (for example, within the framework of organizing school and student mini-projects). Integration of Russian and foreign specialists into local companies will give a positive return in order to develop intercultural interaction skills and improve their presence in international markets.

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COGNITIVE ASPECTS OF POLITICAL COMMUNICATION IN GERMAN NEWS BLOCKS

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Abstract. This article will focus on communication realizing within the political discourse of German language area. It defines the character of how the information space is being formed. This fact affects the reader, his assessment of a situation and conclusions which are made according the analyzed message.

Speaking about a special genre of the political discourse named news blocks we should underline that the organization of such texts is mostly strictly defined and regulated, and their standards are fixed. This issue is explained through the vast amount of factual information that contain news compared to figural impressional or metaphoric elements. We can see this using the example of the following German news block: Eine mögliche Kollision könnte das Leben zahlreicher Pinguine und Robben auf der Insel bedrohen, teilte das britische Forschungsprogramm British Antarctic Survey (BAS) mit. Südgeorgien gehört zum britischen Überseegebiet, wird aber wie die 1300 Kilometer entfernten Falklandinseln von Argentinien beansprucht. (Eisberg bedroht Robben und Pinguine, 2020). But in fact, we usually meet some language instruments that show us the other emotional side of the deal. Used by the author they are to influence the reader in different ways. In this way the journalist let him feel the whole atmosphere, humor, irony etc. of the presented text. The combination of emotional and rational elements of the message is due to generate the intrapersonal cognitive conflict inside the audience. The author uses such an option to get and keep the attention and to focus it on necessary details. The audience can concentrate on the most important moments. They are should be underlined with the help of a headline or the main text too. The stylistic devices for it can be different, but they all are to create an effect to activize the cognitive conflict and hold attention of the reader. This conflict should be only constructive not to become interpersonal. This helps the journalist to stay objective and a professional writer. His main function is to inform his audience and lighten some interesting and essential news. How much emotional and rational components the author choose for his text it depends on the policy of a magazine or newspaper.

Keywords: news blocks, political discourse, cognitive conflict
Introduction

In fact, the political discourse in Germany is realizing in the similar way to other countries. The author is analyzing the discussed issue, pays mostly attention to facts, objects and numbers, statistical data. The reader should always concentrate on the information that the journalist wants to present him.

Speaking about a special genre of the political discourse named news blocks we should underline that the organization of such texts is mostly strictly defined and regulated, and their standards are fixed. This issue is explained through the vast amount of factual information that contain news compared to figural impressional or metaphoric elements. Let’s examine it further through the next abstract of a German news block: Der Castorzug mit Atommüll aus der britischen Atomanlage Sellafield hat den niedersächsischen Hafen Nordenham mit Ziel Biblis verlassen. Der Zug soll in ein Zwischenlager an dem stillgelegten Kernkraftwerk in Hessen rollen. Erwartet wird eine Ankunft des 600 Meter langen Zuges mit sechs Castoren dort nach Angaben der Transportfirma GNS am Mittwochmorgen (Castor-Transport nach Biblis abgefahren, 2020).

Objectives/Purpose of the study

The main function of this linguistic genre is to report and explain some facts. However, we should not forget that each news text includes both features of media and verbal texts. This might indicate that we can relate them to hybrid genres. It’s also worth to remark the rising tendency to the expansion of author’s attendance in the text he is producing. Sometimes the reader’s opinion and evaluation of a problem can be influenced by the narrator: „Wer die Dinge benennt, beherrscht sie. Definitionen schaffen, Realitäten‘. Wer definiert, greift aus der Fülle möglicher Aspekte einen heraus, natürlich denjenigen, der ihm wichtig erscheint.“ (Greiffenhagen M., 1980)

It should be also underlined that the character and the choice of linguistic means can also be related to specific features and the political focus of a German newspaper or a magazine. We will analyze it on some examples of different news blocks texts:

Das Arbeitspensum werde **immer größer.** Personal **falle aus** und sie habe das Gefühl, **nicht mehr jedem Patienten gerecht werden zu können.** Die Situation **nagt an ihrer Substanz,** dennoch hält Ellen die Stellung — obwohl sie Vorerekrankungen hat und damit selbst zur Corona-Risikogruppe zählt. Warum sie trotzdem **an vorderster Front** gegen das Virus kämpft? **Weil** sie weiß, dass Kranken- und Pflegepersonal jetzt mehr gebraucht werden je. **Weil** sie weiß, dass **ohne sie unser Gesundheitssystem zusammenbricht.** (Krankenschwester kämpft an vorderster Front gegen Corona: Nun hält sie einen flammenden Appell, 2020)
This abstract deals with the complicated situation in German hospitals because of the pandemic nowadays. The author uses special tools to show us the main mood of the text. The verbs ausfallen and zusammenbrechen serve to create a negative effect. Such lexical items as an seiner Substanz nagen, an vorderster Front help the reader to feel the whole drama of what is happening. In addition to it the anaphor beginning with the conjunction weil intensifies the idea. At the head of this article we can see the important intention: Mit einem eindringlichen Appell wendet sie sich jetzt an die Öffentlichkeit. (Krankenschwester kämpft an vorderster Front gegen Corona: Nun hält sie einen flammenden Appell, 2020). This one reflects through a doctor working in a hospital with COVID patients. But we also can feel the point of view of the author here.

Then we would like to consider another piece of an article:


This text is published in another online magazine. And we can see that the sense is milder and quieter. We are coming across some heavy impressive verbs (verschärft, überlastet) which add to the gravity of the situation. But they are simultaneously neutralized by some positive and hopeful expressions. The author seems to use the contrasts to create a kind of a balance to save the objectivity and the soft narrative approach. He is showing these contrasts in one sentence: rät zur Vorsicht — rechnet mit Besserung; nicht beendet — deutlich zum Positiven verändern können. If we compare the first example wit this one, we will see that lexical tools are more reserved (keine schnelle Normalisierung instead of nagt an ihrer Substanz; in den Griff bekommen instead of mit einem eindringlichen Appell).

Methodology and sub headings

Further we would consider the role of news headlines. The headline in modern paper-based or electronic mass media is one of the main ways of drawing attention of the reader. Headlines offer them the information which they are looking for. To create an expressive effective and successful text for a headline is the great art and a very demanding challenge. This text
should be outstanding, meaningful and serve sometimes as a trigger. In this way the headline plays the role of a link between the subject (mass media) and the object (audience). With the help of the right choice of words in the headline the journalist can assert influence over the reader. It can be negative or positive, contain the point of view of the employer. We provide some examples to illustrate the forgoing:

*Die Angst vor dem No-Deal* (Die Angst vor dem No-Deal, 2020)
*Zwei Rivalen auf Tuchfühlung* (Zwei Rivalen auf Tuchfühlung, 2020)
*Trump befürchtet “chaotisches Durcheinander”* (Trump befürchtet “chaotisches Durcheinander”, 2020)
*Kampagne zur Desinformation aus Russland?* (Kampagne zur Desinformation aus Russland? 2020)
*Mit dem Lachen ist’s jetzt erst mal vorbei* (Mit dem Lachen ist’s jetzt erst mal vorbei, 2020)
*Wie Trump und Biden im Netz nach Stimmen fischen* (Wie Trump und Biden im Netz nach Stimmen fischen, 2020)

From these examples we can see that the author uses different approaches to lead the audience to pay attention to a problem and to create an according effect. Here we deal with loanwords, expressive lexical items, metaphors etc. медиатекстов. In this genre we always mark the journalists’ addiction to decorating texts with this stylistic device. “Metaphor is often used for influencing the emotional-willed sphere of the addressee and creating a suitable attitude toward considered real things” (Chudinov A.P., 2012: 59). We would like to draw attention to some following examples:

1. Modern Monetary Theory gilt manchen als neue ökonomische *Heilslehre*. Ihr zufolge kann der Staat sich so viele Kindergärten bauen und so viele Flugzeugträger bestellen, wie er mag. Doch sie sollte misstrauisch machen. (Die Sache mit dem Füllhorn, 2020)

2. Die Propaganda zeigt ihre Wirkung. Die ARD-Sender werden in den sozialen Netzwerken zum Teil *bombardiert* mit Nachrichten, warum man verscheibe, dass die Demonstranten in Moskau bewaffnet seien und warum man die russischen Behörden kritisiere, die französischen aber nicht. (Demos gegen Putins Reform, 2020)

The metaphor *Heilslehre* adds the ironical effect in the first abstract. The verb *bombardieren* emphasizes the idea that the demonstrations in Moscow are not allowed and criticized in the world.

Allusion is also one of the most important stylistic methods to focus the addressee’s attention on an element: *Nach vier Jahren unter Donald Trump stehen sich zwei Amerikas so erbittert gegenüber wie seit dem Bürgerkrieg nicht mehr. Am Dienstag wird gewählt. Eine Reise durch ein zerrisses Land.* (Früchte des Zorns, 2020)
Results/Findings

At the cognitive level the repeating negative associative flow paves the way for the emergence of intrapersonal conflict. It has afterwards an impact on the whole perception of the object. This process is regarded in the information delivery methods concerning Russian politics as viewed by German-language mass media.

The prenotion of German mass media has been discussed in the society for a long time. It also concerns Germany. In this way an old reporter of ARD in Moscow Gabriela Krone-Schmalz has written several books about this issue. There she raises the problem of non-conformity of information that is showed to German language readers about Russia to the true situation. She also urges to refuse bashing of such an image of the country. It can be a result of such an interpretation of events which are connected with Russia. C.f.: “Auf Russland bezogen, bedeutet dieser Zusammenhang, dass in den westlichen Medien praktisch nur noch Raum für negative Nachrichten über das Land bleibt”; “Denn, was aus Moskau kommt, kann nur falsch sein. Viele Journalisten haben sich offenbar abgewöhnt, genauer hinzuschauen, wenn es um Russland geht, da die Sache ja ohnehin klar scheint: Putin ist der Gegner der freien Welt, der sich der Verbreitung des “Guten” in den Weg stellt.” (Pötzgen G., 2018)

“The proneness to conflict of the publicistic text influence a variety of factors: these which characterize the specificity of the media sphere and the journalistic creation in general, special characteristics of mass media communication language, language factors as such” (Obelyunas N.V, 2012: 100). To regulate the conflict the author has always to focus our attention on some things or details. And this focus can be presented in different ways. We would like to analyze further some abstracts of some articles. They all deal with the same subject — the latest earthquake in Turkey.


We can notice that the text is concentrated on the describing of the area. This shows us the atmosphere of the happened earthquake. The journalist uses elliptical sentences and a metaphor (*eine riesige Schichttorte*) to let the reader feel the disaster level through the objects, not through a person. This image has no spirit, only buildings and rests as a way to explain that there are many injured people.

This abstract seems to be more dynamic because of mentioning people in it. There are many factual informations. The author pays attention to survived people and some figures and facts. The description looks like a neutral media message without special emotional elements.


Discussion

In the last news block we see less numbers and facts, but come across real information by eyewitnesses’ account about the earthquake and its consequences. The direct speech is a rather effective and right way for the journalist to keep the objectivity of the narration and to reduce the cognitive conflict to a minimum.

Based on the analysis comparison of all three afore illustrated messages we could come to the conclusion that the character of communication of divers periodicals and journalists working there is different with reference to the main policy of a magazine, newspaper or their online version. As main characteristics which we make out are following: 1) accent — if the author concentrates on the emotional or the rational (informative); 2) the way of calling attention — if the journalist uses the objects or subjects of action for this purpose; 3) narration methods — the tendency to the subjectivity or objectivity of the situation, which stylistic devices does the author use for it and насколько прямо или how far does the narrator start these processes with his text directly or indirectly.

We can also emphasize a fact, that nowadays the most news blocks include some emotional components which cause a cognitive interpersonal conflict. It is due to focus on some elements or moments which are important for the author or the publishers. For these methods different instruments can be used such as expression of metaphors, epithets, emphasis on some negative
or positive characters of that which is happening. The combination of political discourse conventions and some conflict-generating components are helpful to concentrate the reader’s attention on a needed appreciation of a situation.

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ATTRACTION FACTORS OF RUSSIAN UNIVERSITIES FOR FOREIGN STUDENTS OF SOCIO-HUMANITIES IN THE CONTEXT OF LANDSCAPE TRANSFORMATION OF INTERNATIONAL STUDENT MOBILITY

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Abstract. The article discusses the impact of global changes in the structure of international student mobility on the attractiveness of Russian universities for foreign students. The author believes that the motivation of foreign students of socio-humanitarian specialties in the context of global changes has specific characteristics. Understanding and taking into account these features will help optimize the policy of internationalization of Russian universities. The aim of the study is to identify the factors that determine the choice of socio-humanitarian areas of training for Russian universities by foreign students. The article analyzes the world trends in international student mobility; specifies the factors that are significant for foreign students of social and humanitarian specialties when choosing a university in Russia.

The problem of attracting foreign students has many aspects due to the complexity of modern society. Many factors of socio-economic, political, cultural, environmental, technological create a special landscape of international student mobility, which is currently beginning to undergo major changes. Both the conditions of the external and internal environment of the Russian educational space are changing. In the external macro-environment against the background of factors of political, economic instability, as well as a complex epidemiological situation, the conjuncture of the educational services market is transforming. In this context, the factors of the attractiveness of Russian universities for foreign students in socio-humanitarian areas of training, considered in the article, form the field of opportunities and limitations for national policy in the field of internationalization of universities. The modern market of educational services is characterized not only by competition in terms of creating special conditions for the training of foreign students, covering factors of the socio-cultural environment, living conditions, but also by a wide variety of educational forms and information technology solutions. The most competitive are the most technologically advanced market players. Also a significant factor today is the factor of the country's epidemiological security. The export strategy of Russian education should show particular adaptability, due to the flexibility and receptivity of global social and
technological changes and understanding of the internal motives of foreign students in various fields of study.

**Keywords:** International student mobility, university attractiveness factors, foreign students

**Introduction**

Foreign students are the impotent elements of the internationalization of higher education and a factor of advancement in the global rankings of universities. The increase in the number of foreign students in Russia testifies to the demand for graduates of Russian universities in the world education market (Project 5-100, 2020), (Passport of the priority project…, 2017).

Education of foreign students is not only an economically profitable area of development in terms of the possibility of achieving results in the short term, but also an element of “soft power”, which is important for the sustainable international cooperation, cross-cultural communications.

Global demographic, political and economic changes over the past 5 years have significantly transformed the landscape of international student mobility and created new challenges for key stakeholders. The COVID-19 was the biggest shock to the international education system. In this context, it seems relevant to analyze the factors of the attractiveness of Russian universities for foreign students in order to improve the process of attracting foreign students, formulate proposals for optimizing the state policy of internationalization, and increase student satisfaction.

**Objectives/Purpose of the study**

The aim of the study is to identify the factors that determine the attractiveness of Russian universities for foreign students in socio-humanitarian areas of training in the context of global trends in international student mobility.

**Methodology and sub headings**

The empirical part of the study consisted of expert interviews with foreign students; representatives of the administration of universities, teachers. An analysis of sociological studies of internationalization processes in Russia and abroad was carried out. We used data from monitoring the processes of internationalization, obtained as a result of federal statistical observation and research conducted by NRU HSE, RANEPA.

**Results/Findings**

Obtaining education abroad is a global trend in student mobility. About 5 million students study outside their home countries. The international
education market is constantly evolving and, according to expert estimates, could reach. By 2025, the number of international students in the world may increase to 7.2 million (Portal THE, 2020).

Leading countries have accumulated quite a lot of experience in attracting foreign students, but not always foreign experience can be applied to Russia (Sharonova, Trubnikova, 2017; Vasilenko, 2018). In particular, Croesus M.Sa. writes about the absence of a consistent policy towards international students in such developed countries as Australia, Canada, Great Britain and the United States (Croesus M.Sa., 2018).

Experts note the rapid change in the landscape of internationalization of higher education (Philip J. Altbach, Hans de Wit, 2018; Mihut Georgiana, Altbach Philip G., De Wit, 2017). As the main reasons hindering the internationalization of higher education in European countries and the United States, experts note barriers in obtaining visas, hostile attitude towards foreigners (against the background of the crisis and the influx of refugees), the development of training programs in national languages (reduction of training programs in English).

Dirk van Damme notes the improvement in the quality of education in developing countries (China, India) as a factor constraining international student mobility (Dirk van Damme, 2018). Experts from the Times Higher Education (THE) World University Rankings 2020 confirm that developing countries in Asia will play an increasing role among the global higher education elite (RANEPA, 2019).

The development of online education is also a deterrent to physical student mobility, since thanks to digitalization, students have gained access to educational content of the world's leading universities in a distance form.

At the same time, in recent years, there has been an active development of such a form as forced internationalization due to global migration processes. For example, Turkey is home to over 3.5 million Syrian refugees and hundreds of thousands of refugees from other countries. These processes determine the structure of the contingent of foreign students.

In the context of the transformation of the global educational landscape, the issue of the competitiveness of Russian universities and the attractiveness of Russian education for foreign students becomes relevant for Russia.

The number of foreign students in Russia in the period from 2010 to 2019 doubled from 153 thousand to 297.9 thousand people (TASS, 2019). The objectives of the National Project “Education” by 2024 are to increase the number of foreign citizens who study in Russian universities to 435 thousand people (Ministry of Education, 2020).

The COVID-19 pandemic was the worst shock for the entire higher education system. It is worth noting both the overall negative impact
associated with a decrease in the number of foreign students in universities around the world, and the expected redistribution of student flows.

University revenues in developed countries have plummeted over the 2019–2020 pandemic (University World News, 2020). Losses to American universities will amount to about $3 billion, according to preliminary estimates by NAFSA (NAFSA, 2020). Experts fear that further tightening of visa policy will further negatively affect the attractiveness of the United States for international students.

Such challenges can be typical for all universities in the world and should stimulate the search for new economic, organizational and technological solutions. In particular, Australian universities plan to develop cooperation with business enterprises, attract private investment, and create an independent advisory council for research and innovation.

It is important for Russia to use the successful experience of other countries. However, it must be borne in mind that the situation that is developing against the backdrop of the COVID-19 pandemic is characterized by its uncertainty. Countries have different approaches to countering the spread of the virus.

Along with the traditional indicators of the attractiveness of foreign universities, students in the current situation will take into account indicators of epidemiological safety and state support for universities in emergency situations. Taking these indicators into account, Russia has a chance to become a leader in the global education market (Education Export Magazine, 2020).

According to many experts, the situation of the pandemic has pushed society to the development of virtual student mobility through information technologies of distance learning. This format allows you to minimize the risks of infection and quarantine, reduce the cost of transfer and accommodation in another country (Taradina, 2020). Thus, the quality of online education under the current conditions can become the main driver of the success of Russian universities.

Another trend is the development of flexible forms of interaction with foreign students. In this regard, the RANEPA experience of working with foreign students is also of interest — the concept of academic mobility “free-movers”, which implies the possibility of foreign students participating in various educational programs, regardless of interuniversity partnership agreements (Taradina, 2020). In the trend of developing flexible forms of interaction, one can expect the emergence of new market players from non-governmental educational organizations.

In order to study the available theoretical models, the conclusion of M.A. Safonova is of interest (Safonova, 2012) on the importance of the factors
of belonging to the same political structure in the past for understanding the modern processes of student mobility. Some studies also show significant differences in educational and life trajectories of students of technical and humanitarian faculties (Vershinina, Kurbanov, Panich, 2016).

By no means always the main motives are such rational factors as obtaining a new specialty, the quality of the educational program, the possibility of learning from the best teachers (Pimonova, Fomina, 2019). Calling the reasons for choosing one or another foreign university, Russian students noted, first of all, “the opportunity to visit another country”, “language practice”, then it is “a change of scenery” and “new acquaintances.”

In our opinion, various studies do not distinguish between internal motives and external circumstances that determine the choice of a foreign university by a student. We propose to separate the factors of attractiveness due to the main motives and needs of foreign students in obtaining education abroad and factors-barriers that create certain obstacles in obtaining education abroad.

Internal motives can be:
— desire to learn new life experience;
— acquaintance;
— curiosity;
— getting a quality education;
— the possibility of further employment.

Factors that can be considered as the main barriers to admission and study at a foreign university:
— financial expenses (tuition fees, transfer, cost of living);
— quality of educational programs (knowledge, practical experience);
— difference of cultures (language, traditions);
— living conditions (comfort, safety);
— the complexity of the educational program to master;
— bureaucratic barriers (visa, registration);
— prestige (prestige of the country, university diploma, specialty).

The research hypotheses we have considered were confirmed in the course of a pilot study in the form of an unstructured expert survey of foreign students, teachers, and representatives of university administration.

**Discussion**

The export of Russian education today faces strong global competition. At the same time, the ongoing changes in the global educational landscape open up new opportunities for market players who are able to quickly adapt to new realities.
The theoretical significance of the study lies in the ability to form a model of the attractiveness of a Russian university for foreign students, taking into account modern trends in internationalization.

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HUMANITARIAN COOPERATION IN THE SILK ROAD FORMAT AS A PRIORITY AREA OF THE INTERCULTURAL COMMUNICATION BETWEEN RUSSIA AND CHINA

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Abstract. The integration of the Russian Federation into world international relations is closely linked with the development of the cultural context of other states. This makes the development of intercultural communication one of the priority humanitarian tasks. Such cooperation between Russia and China in the format of the Great Silk Road is of scientific and practical interest.

In established meaning phrases “Silk Road” has become widely used in science. At the same time, the Silk Road itself has never been a highway. Archaeologists have found only scattered and changing their location caravan paths, converging only at oases and cities. Experts believe that the very fact of the emergence and existence for two thousand years of the Great Silk Road is the unique communication project in the history of human civilization. This way contributed to transmission for Central Asia and Europe advanced achievements of Chinese science and technology, religious and philosophical beliefs. Its fate attracts increased attention of domestic and foreign researchers.

The creative potential of the Great Silk Road is in demand in modern China., A modernized version of the Silk Road has adopted by leadership under the title “One the belt — one way”. It allows China to come up with this initiative as a new global humanitarian project.

This sphere is the main part of the general cooperation between Russia and China. The science of high technology, tourism, media, become as independent spheres with its objectives and perspectives.

In this sphere there is a significant breakthrough in Russian-Chinese relations achieved an unprecedented high level of trust. The created favorable conditions for the development of intercultural communication take into account the mentality of the two nations, the priority of public interest over private, the traditional hierarchical organization of political life. The Chinese leadership praised the gesture of Russian President V. Putin, the first of the heads of major powers, to express solidarity with China in the fight against the COVID-19 epidemic. Russia also became the first country to send experts to provide the medical care for Wuhan.
Numerous facts and trends indicate that Russian-Chinese cooperation has stood the test of time, demonstrating a strong socio-political foundation and high stability. For 8 months of 2020, the volume of bilateral trade amounted to 68.6 billion dollars, which is in line with the previous year. A “roadmap” is being developed to achieve a trade turnover of $ 200 billion by 2024.

The results of the public opinion poll in 2020 became a confirmation of good neighborliness. They showed a high assessment by ordinary Russians and Chinese of the ongoing transformations, the level of intercultural communication. The new official documents demonstrate that the parties intend to further strengthen cooperation.

Keywords: Russia, China, intercultural communication, the Great Silk Road, the Russian-Chinese relationship, the cooperation

Introduction

Cooperation between Russia and China in the Silk Road format has a long tradition and goes back centuries. The scientists found that in ancient times it was the route passed and on the territory of modern Russia. In particular, along the northern coast of the Caspian Sea, where Astrakhan was an important staging post. This path also passed through the territory of the Trans-Urals. In 1992, through the efforts of Chinese and Mongolian archaeologists, a new, previously unknown route was discovered, which ran much to the north of the traditional route and included Mongolia and Siberia. China's Russian-backed initiative to create an economic belt of the Silk Road has brought these countries to a qualitatively new level of partnership. Their interaction in various sectors of the economy and social sphere provides for measures to attract the potential of the Eurasian Economic Community to this project. It is important that China and Russia, moving along the Silk Road, are aimed at the comprehensive development of intercultural communications, especially in the field of humanitarian interaction.

Objectives

The main goal of the article is to analyze modern Russian-Chinese interaction in the field of intercultural communication, including the priority areas of humanitarian cooperation.

Methodology

China is distinguished by a cyclical historical development, when incredible power was replaced by decline. Another fall at the turn of the XIX–XX centuries was interrupted in October 1949 by the proclamation of the People's Republic of China and the course towards the construction of
a new China (Zuenko I., 2019: 17). In support of the theory of cyclicality, after 70 years, China became the second superpower in the world.

Scientists note an important role in such upsurges of a unique communication project, which is the Great Silk Road. This way had a tremendous impact on the development of the entire human civilization, the formation of global intercultural communication. It is still in demand in modern practice of socio-economic and cultural construction in the PRC and the countries of the traditional route of the Silk Road, and attracts the attention of the scientific and expert community.

Among the scientific achievements of recent years, the fundamental work of Russian scientists stands out — “History of China” in 10 volumes, published in 2013–2017, monographs of Russian and foreign researchers, such as V.A. Abramov, Y.M. Berger, Lu Xuei, Y. Tavrovsky, P. Frankopan, V. Hansen, Y. Qin, G. Zhou, V. Luo, etc., as well as numerous scientific articles published by Bakhalov T., Vorobiev V., Lisevich I., Nazarov A., Korableva I., Nazarova E., Sergeeva M., etc.

The works on intercultural communication of domestic specialists I. Namestnikova, A. Sadokhin, F. Sharkov are also very informative.

Russia supported the strategic initiative in contemporary China for resuming the traditions of the Silk Road, brought our country to a qualitatively new level of partnership. This new powerful channel brings clear positive results for the mutual exchange of ideas, achievements of science and technology, the establishment of trade and economic cooperation. The most significant are achievements in the field of intercultural communication, where scientific and technical interaction in the field of astronautics, tourism and the media sphere are distinguished (Shchepin K., 2016: 21).

Scientific and technical cooperation in the field of astronautics

In the field of science and technology, such a new form of interaction as the Years of Scientific and Technical Innovative Cooperation (2020–2021) is being tested. Within the framework of this complex measure, it is planned to carry out more than 1000 major events. It is intended to demonstrate the enormous potential of such interaction, to facilitate the conjugation of the efforts of the Eurasian Economic Union and the Chinese project “One Belt and One Road”, known as the New Silk Road.

The implementation of this strategic project was preceded by the creation in 2018 of the Russian-Chinese innovation park “Silk Road”, which united two sites: the Chinese one in Xi’an (Shaanxi province) and the Russian one (Moscow, the World Trade Center). Since its inception, the Russian and Chinese segments of this park have provided a number of opportunities for the cooperation between enterprises of both countries, the implementation
of scientific, technical, trade, economic, humanitarian projects developed by their universities (Hao Zhihui, 2020: 34–36).

Using the opportunity of the Years of Scientific, Technical and Innovative Cooperation, the Russian-Chinese Innovation Park “Silk Road” is intended to play a leading role in creating a brand center for science and technology, economy and trade, and world-class culture. Its main task is to provide professional services to interested enterprises and universities of both countries.

Practice has shown that the strengthening of high-tech cooperation between the Russian Federation and the PRC is facilitated by the mutual addition of their significant scientific and technical resources. This also applies to Russian-Chinese interaction in space exploration. Fruitful Russian-Chinese cooperation on global satellite navigation systems was further developed. It allowed the PRC to enter, along with the American Navstar GPS, the Russian GLONASS and the European Galileo, a cohort of prestigious global systems supported by the UN (Mo Qian, Pei Xiaotong, 2020: 22–25). This will increase efficiency in international road transport, rail transport, agriculture and forestry.

The unfolding development of a bilateral regulatory and legal framework will make it possible to move to other promising areas of space activity. This concerns the exploration of the moon and deep space, the development of rocket propulsion, the creation of spacecraft (Volkov K., 2017: 25–27), etc.

Cooperation in the field of tourism

Increased Russian-Chinese cooperation in the field of intercultural communication has led to a boom in the tourism industry. If in 2010 158.1 thousand tourists from China arrived in Russia, then in 2019, according to our calculations, their number reached 26 million people. This was facilitated by the facilitated procedure for tourist exchange. Visa-free organized group flow to our country now accounts for 80% of guests from China. Tourists from the PRC often visit the sites of “red tourism”. Up to 10% of Chinese travelers tend to visit museums associated with the name of Lenin, the history of the Soviet state (Avdeev V., 2017: 36–37). In 2017, in St. Petersburg, specifically in honor of the 100th anniversary of the October Revolution, themed tourist routes “The City on the Neva — the Cradle of the Revolution in Petrograd” and “Chinese Comrades in Red Petrograd” were laid, which have gained popularity among Chinese tourists.

The objects of tourist display in Russia for Chinese tourists are 2368 museums, 590 theaters, 477 historical cities, 99 thousand monuments of history and culture (Sokolova M., 2020: 68–72). The most popular subject
in Chinese tourists in Russia is its capital — the city of Moscow. Interest in it continues to grow — for many years, the Chinese have occupied the first place in the number of tourists entering the capital. At the same time, measures are being taken to develop cross-border tourism, to involve a number of subjects of the Federation in this activity.

China, in turn, opens up new opportunities and tourist routes (Vinogradov A., 2018: 47–50; Bateneva T., 2019: 45–48). As a result, more than 2.5 million Russian tourists visit major cities and resorts of this country every year. They are convinced of the organic compound of the present and the long history of philosophical about the wisdom of Confucius and technology XXI century.

A number of Chinese provinces have accumulated interesting experience in the development of inbound tourism. The experience of Hainan province in expanding duty-free shopping for tourists is interesting, increasing quotas for them by more than three times (Chun Yatu, 2020: 30–31). There is a useful practice of attracting foreign tourists in Beijing, such large cities as Shanghai, Xi’an, Hong Kong, and coastal resorts.

Regarding the situation in world tourism, it should be noted that the total number of tourist trips in 2019 amounted to 1.5 billion, an increase over the previous year reached 4%. The growth of international tourism has continued for 10 years. It has become one of the fastest growing industries in the world economy. The number of countries benefiting from tourism more than 1 billion dollars per year, has doubled since 1998.

Recommendations of the Federal Tourism Agency to refrain from trips abroad in connection with a complex epidemiological situation on 19 March 2020 remain relevant in E today. The second wave of the coronavirus epidemic, which has swept through most countries in the world, has made these and other forecasts of a widespread resumption of tourist travel in 2020 highly problematic.

**Media sphere: cooperation for years to come**

Along with the majority of Russian and Chinese mass media, the “Breathing of China” magazine plays an important role in establishing Russian-Chinese relations in the field of intercultural communication. For more than 10 years it has been published within the framework of Rossiyskaya Gazeta in Moscow and almost 20 Russian cities. It publishes articles by Chinese and Russian journalists, experts, interviews with politicians about current events in China and Russia.

The Breath of China magazine competently builds intercultural communication, responds to the needs of the Russian audience. He tells about the life of the neighboring state, the success in its development, the
thousand-year history of China, the culture, manners and customs of the peoples inhabiting the PRC. The parties are confident that “the work of the media in Russia and China is shaping a new world information order, the main features of which are responsibility, honesty and increasing media literacy and the population.”

Rossiyskaya Gazeta also actively covers the life of China, forms a positive social climate, and contributes to the strengthening of mutual understanding and trust between the peoples of the PRC and the Russian Federation” (Volkov K., Avdeev V., 2018). Prospects of the cooperation in the field of media industry discussed in the IV Forum of media in Russia and China in November 2018 in Shanghai. On it were marked “growth points”, which now focus our main media attention.

An important role in the development of intercultural communication was played by the media tour “China and Russia on the Silk Road”. In the course of it, journalists from the leading media of the two countries visited the “strongholds” of the emerging Silk Road Economic Belt. They became convinced of the effectiveness of the ongoing conjugation of the new Silk Road with the Eurasian Economic Union created by Russia (Shchepinin K., 2017: 32–35).

New opportunities in establishing intercultural communication are opened by the use of artificial intelligence and smart media in journalism. This places higher demands on the new generation of media workers. The experience of the People's Daily, which conducted a series of studies on artificial intelligence, is useful (Lu Xinyin, 2018).

A great public outcry was caused by the launch in Russia on the eve of the 70th anniversary of the PRC of a video series “Favorite catchphrases of Xi Jinping”. The video series helps Russians better understand the origins of changes in the social and economic life of modern China (Andreev F., 2019). The Festival of China was held in Moscow with great success, which gave a new impetus to international communication (Musabaev K, 2019: 60–61).

And the issues of practical implementation of intercultural communication projects are becoming topical. To serve its growing interaction with Russia, China needs more and more Russian specialists. Chinese students are increasingly abandoning English to learn Russian. The task is being updated — to remove all language barriers on the new Silk Road.

A study of the image of Russia in the Chinese media for 2014–2016 revealed a number of unused resources, most of which were subsequently taken into account. Media representatives are confident that Chinese readers would be interested to get acquainted with various aspects of Russian culture. This generally corresponds to the measures taken to develop various areas of intercultural communication.
Results

The study showed that intercultural communication, uniting various spheres of activity in Russia and China, demonstrates very positive opportunities and prospects. This is indirectly confirmed by the data of sociological research — in China, the prospects for Sino-Russian relations are positively assessed by 91.9% of respondents (Li Yonghui, 2020: 36–37). This indicator in Russia is also significant and amounts to 82.6%. These results have been achieved thanks to an increase in the level of bilateral relations within the framework of the Great Silk Road, their sustainable and pragmatic development. In particular, the parties are now closely cooperating and supporting each other in the fight against the COVID-19 pandemic, overcoming the adversity of the current time.

Conclusion

New horizons for the development of Russian-Chinese cooperation are outlined in 2019 in a joint statement by President of the People's Republic of China Xi Jinping and President of the Russian Federation Vladimir Putin on the rise of Chinese-Russian relations to the level of comprehensive partnership and strategic interaction in the new era continue to play an important role in the development of intercultural communications. They arouse great interest and resonance in China and Russia, and attract enormous attention of the world community. Experts is confirmed by the fact that, firstly, reached unprecedented heights of trust between the two heads of state, and secondly, and established a new orientation in the Russian-Chinese relations, and thirdly, the world is an example of strategic cooperation to build international relations of a new type.

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INTRODUCING AFRICAN CULTURE AND COMMUNICATION TO ASPIRING DIPLOMATS

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Abstract. While the need for training in African language and culture for students of diplomacy and IR focusing on the region might appear obvious, it was not always the case in Russia. Despite the country’s strong tradition of African studies, underpinned by close political connections with the continent in Soviet times, in the 1990s the government considered the idea of wiping African studies altogether from the curriculum of all major universities in Russia, including the ones run by the foreign ministry. A renewed call for African studies took root in Russia’s recently growing interest in Africa for potential military, political and economic partnership. Yet, the revival of the subject at the diplomatic school has offered little insight into the generic communication issues that anyone dealing with a totally different culture may well encounter. Once posted in Africa, Russian diplomatic agents will typically engage with the locals in three main cultural contexts: the international diplomatic milieu, i.e. a shared professional culture in diplomacy, based upon the norms of conduct, rules and institutions more or less universally accepted by diplomats worldwide; the bilateral milieu, in which both formal and informal contacts with diplomats representing the host country occur, with more opportunity and more need to take into account one another’s national protocol, etiquette and communication styles; and informal communication outside the diplomatic circle, including cultivating day-to-day relationships with the locals. As Moscow continues its march to captivate the hearts and minds of African leaders and their people, more effort has to be invested into teaching intercultural communication to Africa professionals, embracing all the three contexts in concert. This objective has to be translated into reality by incorporating culture studies into the curriculum, encouraging early student internships and pre-graduation training at Russian diplomatic missions in Africa, introducing contemporary African media to students, and more. Organizing and stimulating student participation in social events revolving around the topic, especially ones attended by foreign dignitaries and Africans studying in Russia, would indispensably help to review cultural expectations and make diplomatic engagement per se more smooth and efficient.

Keywords: intercultural communication, Africa studies, diplomacy
Introduction

Intercultural communication in African contexts has mostly been studied from the perspective of the Global North (Muller L., 2019). Despite the diverse political outcomes of the more developed world, and the West in particular, having come into contact with Africa on a variety of occasions, it is an open secret that African cultures were for centuries portrayed in a less than flattering light, with Africans themselves depicted as infantile at best and savage and backward at worst. “African culture”, “African psychology” and “African mentality” have been described as evils that have to be rooted out for development to happen [Ibid]. With the emergence of newly independent states on the continent in the second half of the 20th century, however, this caricature image proved to be highly ineffective to achieve the main objectives of interstate diplomacy, whose key focus is on successfully advocating one’s national interests in another country. And while diplomacy is, in essence, about achieving political goals, it always takes place in a cultural context, where engaging in any international dialogue is barely possible without being fully aware of the cultural differences and similarities between the parties (Bolewski W., 2008).

Objectives/Purpose of the study

The main objectives of this paper are to analyze the approach to teaching African studies to future Russian diplomats intending to specialize in the region, identifying possible issues with the curriculum, outline the primary cultural contexts in which diplomatic engagement takes place, and based on the above decide if a case has to be made for more pronounced emphasis on incorporating African culture and communication into it. Practical solutions to the issues raised in the paper are also to be offered.

African studies for future diplomats: key challenges

Since the 1940s, Russia’s two primary diplomatic schools have been Moscow State University of International Relations (MGIMO, founded in 1944) and the Diplomatic Academy (established in 1934), both supervised by the Soviet and then Russian foreign ministry. (While other universities, such as the Institute for Asia and Africa, Saint Petersburg University and other educational institutions have contributed an increasing number of graduates for Russian diplomatic service, their curriculum is mostly focused on theoretical and applied linguistics, rather than diplomacy and international relations.) Russia’s leadership was experiencing a growing demand for professional diplomatic training, which corresponded to USSR’s expanding geopolitical reach at the time.
The skills and competences of an aspiring diplomat were supposed to cover a variety of foreign languages. In particular, African languages have been taught at Moscow State University of International Relations since 1959. The need to study them was an inherent part of the Soviet visionary drive to assist Africa’s ongoing liberation from colonialism and forge ties with the new allies. The first African languages launched at MGIMO were Swahili (East Africa) and Amharic (Ethiopia), later followed by Fula, Hausa and Yoruba (all three spoken in West Africa). In 1974, the department introduced Malagasy (Madagascar) into the curriculum. The 1980s saw the addition of the Somali language, and in 1990, Afrikaans (South Africa) completed the list. Early teachers of African languages at MGIMO University were by and large proficient in Western languages, most of them with PhD degrees in Linguistics, and they assumed the responsibilities of learning and teaching completely new material in earnest.

However, the 1990s saw a gradual reduction in teaching African languages: axing the number of groups studying them was accompanied by removing some of the languages from the curriculum. Underfunded and understaffed, with foreign policy priorities having made a strong pivot to the West, the Russian foreign ministry apparently did not see the point of preserving the teaching of African languages at the same level as before and for some time was seriously considering forsaking them to historical oblivion. Over a ten-year period, Fula, Yoruba, Somali, Hausa and Malagasy all disappeared from MGIMO one after another, and by the end of the 1990s the Department of African Languages finally ceased to exist, merging with the Department of Indo-Iranian Languages. Currently, the only three “survivors” on the curriculum are Amharic, Swahili and Afrikaans.

A similar situation occurred in African studies. The rapid change that took place in the world as the colonial system collapsed in the 1960s and the 1960s resulted in starting a program for training IR professionals in African studies. Nevertheless, by the early 2000s, there were only two lecturers in non-linguistic Africa-related subjects at MGIMO, and this number has remained unchanged ever since — as distinct from the twenty professors and assistant professors specialized in Asia studies at the university, not to mention the fact that Africa studies are currently carried out at the School of International Relations alone.

Another important issue that has mostly evaded the attention of both scholars and foreign policy makers consists in the fact that at MGIMO, the African continent is studied in its entirety, with political, economic, cultural differences between countries and regions largely overlooked, if not ignored altogether. However, 21st century mainstream academic thought should be actively questioning the existence of “African mentality”, since it is doubtful
that all Africans would be eager to identify with the concept (Ratele K., 2019), given the major disparities between the countries and a resolute campaign in many contemporary societies to shed the remnants of colonial prejudice.

All of the above lead to a rather limited curriculum when it comes to African studies: at the Bachelor’s level, it contains an African language together with English for four years, two courses in African colonial and contemporary history, and one course in African economy. All other subjects offer general IR and diplomacy knowledge, in addition to Oriental Studies, which make a large part of the curriculum and revolve mostly around Asian countries. Naturally, all of the above makes one question the skills and competences in African studies that aspiring diplomats acquire as they graduate. In other words, students do get some basic knowledge of how African governments work and are able to track the underlying causes of certain political and economic patterns, but they remain in the dark as to how to speak to Africans, in a broader sense of the word.

**Cultural contexts of diplomatic engagement**

Once posted in Africa, Russian diplomatic agents will typically engage with the locals in three main cultural contexts: 1) **the international diplomatic milieu**, i.e. a shared professional culture in diplomacy, based upon the norms of conduct, rules and institutions more or less universally accepted by diplomats worldwide; 2) **the bilateral milieu**, in which both formal and informal contacts with diplomats representing the host country occur, with more opportunity and more need to take into account one another’s national protocol, etiquette and communication styles; and 3) **informal communication** outside the diplomatic circle, including cultivating day-to-day relationships with the locals. A lot of communication also happens through the media these days, especially social media, as diplomats go to Twitter, Facebook and Instagram to convey their official stance quickly and neatly to a larger audience, which provides an excellent opportunity to connect and build rapport directly with the public, bypassing the governments. Online and offline, diplomats should be able to understand and acknowledge both the long-standing and burgeoning values and cultural practices of the host country in order to be able to correctly interpret assumptions and implicit meanings. And while the price of ignoring specific cultural features could look comparatively low in day-to-day situations, it may prove critical whenever any foreign official is involved: where a blunder committed by an ordinary expat or tourist might be readily turned a blind eye to, anything a diplomat does, ranging from breaching officially observed protocol rules to violating — even unwittingly — the unwritten norms of traditionally accepted behavior, will be carefully examined, judged and very often publicly dissected.
Therefore, given Moscow’s current foreign policy priorities and in particular its comeback to Africa, the authors of this paper strongly believe that much more effort has to be invested into teaching intercultural communication to Africa professionals, embracing all the three above mentioned contexts in concert. Not only are diplomats to be knowledgeable about the history, politics, economic and social setup of the country they are working with, but they also need to develop and hone professional communication skills. According to I. Zotkina, professional communication is a special communication pattern that consists of verbal components (lexical units, grammar structures, speech patterns), non-verbal components (gestures, intonation, rules of physical distancing etc.), and communication strategy (opening and closing phrases in a conversation, expressing opinion/doubt etc.) (Zotkina I., 2017). Hence professional communication should be taught in action based on integrated theoretical and practical training of students, cultivating the ability to analyze the cultural features of a given country or region through relevant language means, interpret patterns of behavior in a cultural context, and most importantly, exercise tolerance and empathy towards representatives of other cultures. As Ambassador Wilfried Bolewski put it, “intercultural sensitivity [...] paves the way for the acceptance and tolerance of other cultures and allows members to be open to values which are universal among all groups, such as law and justice, which globalized society should then build upon together” (Bolewski W., 2008).

This objective has to be translated into reality by incorporating African culture and communication studies into the curriculum, encouraging early student internships and pre-graduation training at Russian diplomatic missions in Africa, introducing contemporary African media to students, and more. Political translation classes, as part of the African language curriculum, should take into account all the three cultural contexts of diplomatic engagement, rather than concentrate solely on necessary, yet convenient and well-known cliches of diplospeak alone.

Organizing and stimulating student participation in social events revolving around the topic, especially ones attended by foreign dignitaries and Africans studying in Russia, would indispensably help to review cultural expectations and make diplomatic engagement per se more smooth and efficient. Some great opportunities for the latter are well provided by the MGIMO African Club, which brands itself as “a meeting place for like-minded future specialists, linguistics, diplomats and Africa enthusiasts”, and whose status allows it to hold regular research and social gatherings, including concerts featuring African bands, that raise awareness of Africa in general and provide much-needed exposure to African culture. It is especially essential as students of area studies at large frequently lack in-depth
knowledge of the developments in the region they focus on and tend to communicate very little with people outside of the Russian-speaking environment in their daily lives (Glagoleva A., 2019). Solving that problem would allow them to progress into a more successful and seamless linguistic, cultural, social and economic internalization [Ibid].

Results/Findings

Learning intercultural communication is a crucial part of diplomatic training, and aspiring diplomats to be posted in Africa should be no exception. Diplomatic schools must encourage students to recognize, accept and adapt to various styles and norms of behaviour and interaction in the potential host countries. Some practical solutions would include exposing students to more contacts with Africa in an informal, social setting, organizing internships in Russian embassies in Africa, and more. The curriculum of African studies at MGIMO would certainly benefit from being expanded so as to cover intercultural communication, with due regard to the three main cultural contexts in which diplomatic interaction takes place. As Harvard professor Akira Iriye put it, all international relations are, after all, cultural relations (Zaharna R., 2012).

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PSYCHOLOGICAL ADAPTATION DURING INTERCULTURAL COMMUNICATION

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Abstract. Intercultural communications have become an integral part of our modern society and an interesting topic for investigation. Communications are the primary tool for information transfer. However, this process is interrelated to some psychological difficulties.

During communication, our psyche carries out different functions, including information processing and adaptation to the situation. Any new information is perceived as stress.

Communication with people is the stress itself, and communication with other cultures representatives can significantly impact the psyche.

When having intercultural communication, most frequently, the speakers are stressed fur to the following factors:

1. Language barrier;
2. Fear to be misunderstood;
3. Fear of the opponent's social or cultural norms.

A small survey (50 people were asked) identified that only five people are psychologically resistant (e.g., staying calm and confident) when communicating with other cultures' representatives. Other interviewees preferred to communicate through the interpreter or e-mail. Unless people have an opportunity to involve an interpreter, there is a possibility that the communication might fail or the sense of communication will be lost. The following points can become the main contributors to the communicational failure:

1. Use of the wrong vocabulary due to the stress impact;
2. Use of inappropriate body language that can lead to misunderstanding;
3. Selection of the wrong topic for discussion.

Therefore, one's psychological status and knowledge about other cultures' peculiarities are essential for communication success.

To ensure successful communication and stable emotional status, one should become psychologically adapted to the situation. Psychological adaptation can be divided into two parts: passive and active adaptation. It is a well-known fact that during communication, the speaker plays both active and passive roles. Hence, the social adaptation process stipulates both the environmental impact on the subject and its impact on the environment.

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This article aims to provide examples of psychological adaptation during intercultural communications, investigate and present new methods to overcome psychological difficulties during intercultural communication. It gives ideas on how intercultural communications can be facilitated. The investigation is conducted based on a sociological survey, questionnaires, and Internet materials.

**Keywords:** intercultural communication, psychological adaptation, psychological status, emotional status

**Introduction**

Adaptation is an individual's vital need. The adaptation has also been an essential factor in an individual's survival both among people and animals. Historically, adaptation is traced as a species' attempt to adjust to the environment to either survive or make the environment more comfortable.

Initially, all adaptations can be divided into two categories: structural and behavioral. Structural adaptation are those that occur at a physical level, and they can be seen (e.g., change of the body form, change of the voice, etc.) These adaptations usually evolve with evolution though sometimes it can happen within shorter periods.

Behavioral adaptations are those that occur at a mental level and touch upon our behavioral and social aspects. Behavioral adaptations are not as visible as structural ones; however, they have a common goal-fit in the environment. It is believed that people get adapted and used to new behavioral patterns within 21 days of continuous practice.

The adaptation can also be divided into different levels: low, medium, and high. The higher the level is, the easier one can get adjusted to new conditions.

Intercultural adaptation is a category that impacts personality development, success in the activity, and preservation of physical and mental health. The success of the intercultural adaptation is determined by the knowledge of the differences that effectively interact with a new ethnic group and eliminate inter-ethnic conflicts or misunderstandings.

Three factors have a significant impact on the adaptation:

Psychic resilience. The more resilient the psyche is, the easier one gets adapted and overcomes difficult situations;

Self-exploration. The individual's readiness to learn more about himself/herself and, as a result, to work on and eliminate weaknesses. Self-exploration helps people to understand their reactions and emotions in particular situations;

An objective and critical assessment of the situations and feelings involved. (Snob, 2017)

Therefore, adaptation stipulates a flexible behavior aimed at the change of the situation. The opposite phenomenon of adaptation is mental
rigidity. Mental rigidity involves a lack of flexibility and open-mindedness towards seeing ideas from different perspectives (Exploring your mind, 2016). It's worth saying that all individuals are rigid in a way; the most crucial factor here is its density. The rigidity can also be characterized as a comfort zone. Any attempt to leave a comfort zone is painful. Thus, we can say that adaptation is painful, too.

**Purpose of the study**

This article aims to provide examples of psychological adaptation during intercultural communications, investigate and present new methods to overcome psychological difficulties during intercultural communication.

**Methodology**

Psychological adaptation is a process of the individual's psychological involvement in social systems, professional and social-psychological relationships to fulfill role functions.

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Psychological adaptation of a personality consists of the main types (social, social-psychological, professional, and environmental) and integral types (professional, family, personal, and others). The psychological adaptation process is characterized by the individual's activity to transform the surrounding reality and environment using different means. (Scientific electronic library, 2020).

Intercultural communications are characterized by a number of different cultural representatives or people who speak other languages. Hence, it involves different cultures, languages, accents, traditions, behavioral norms, body language, and even topics appropriate for a discussion.

The communication process stipulates the following types of energy conversion: input of sensor stimuli, filtration of the obtained information, the codification of information using words, or any other signs. Hereafter, the information is sent to the addressee who receives it with hearing and mentally decodes it. These aspects can become more complicated and can be modified in a particular environment. The cognitive process is a complex set of mental operations based on previous experience. During communication with the representatives of the same culture, the information is perceived within the existing frames and patterns. When interacting with other cultures representatives, cognitive perception can no longer rely on the same pattern and script. (De Gruyter, 2020).

Joy Paul Guilford outlines two leading cognitive models based on convergent and divergent thinking. These notions explain why
misunderstandings may appear, why information is so frequently misinterpreted among different cultures. The convergent thinking stipulates that observing the facts of another culture similar to the “home” culture; the communicator will bring them following the well-known and habitual notions. On the other hand, divergent thinking enables the communicator to show the difference between two different cultures and explain them adequately (Guilford J.P., 1979: 35).

A competent participant in intercultural communication knows how to “build bridges” between two different cognitive systems. It is supposed that knowledge of two and more languages and communication in another cultural environment leads to cognitive flexibility. As a result, the representatives: 1) are ready to perceive notions that they have encountered for the first time; 2) refuse to bring the new experience into tough frames of the previous experience; 3) understand that other cultures representatives have a right to have a different point of view; 4) can overcome stereotypes.

It’s worth mentioning that each culture has its own peculiarities in terms of topics for discussion and how the discussion is held. For example, some cultures love small talks and will never get down to the real topic unless they have had a short conversation. In comparison, some cultures can easily do without small talk and can start discussing the issue.

It’s also essential to consider that all speakers will have different accents and intonations and speed of the speech that may lead to miscommunication.

Body language is essential in communications with others. We convey 80% of information verbally and 20% — nonverbally. Thus, 20% may convey such information as the speaker’s mood, intentions, feeling, and many other aspects. When having a conversation with someone, people do not rely on words only but also the posture, intonation, mimics, eye direction. All these factors may show whether the person is interested in the conversation; they can convey the speaker’s mood and many other things (Pease B., Pease A., 2016: 8).

Several more peculiarities and any psyche would perceive them as a significant burden, and it will have to get adjusted to them.

According to A. Leontiev, the psyche and mental perception form during the activity. Hence, the more frequently the activity is done, the quicker the individual gets adapted to the conditions. The main factor that the psyche is adapted is that the body is not stressed. (Psyfactor, 2003)

Michael Makarov states that cognitive models are not fixed; they are not permanent. They are continuously reproduced in verbal communication and based on the verification of probable interventions. (Online library, 2003).
The article is based on the scientific materials written by such authors as Lyudmila Ermakova (2014), Joy Paul Guilford (2020), Walter Buckley (1998), specialists in intercultural communication, and psychological adaptation. These data have helped to complete an online survey with reliable results successfully (Instructional design, 2020).

Results

The survey was conducted as a questionnaire. Fifty people at the age of 20–40 years were asked. The participants were asked to complete two types of tests. The first one was related to communication with the people who speak the same language but represent another nationality. And the second test referred to the communication with foreign representatives who speak other languages. The participants were asked to choose the answer most suitable for them.

The two different tests helped to identify the primary source of the fear and under what conditions the interviewees might feel better and more comfortable. It was essential to understand the stress factor and ways to reduce it.

Based on the survey results, 95% of interviewees do not feel and stress when talking to a person of a different nationality but who speak the same language. On the other hand, vice versa, 5% of interviewees realize that they have no stress when talking to a foreigner who speaks another language. Hence, people are not so afraid of communicating with a foreigner rather than of a different language they might need to use. The questionnaire also revealed that people are not concerned about the mistakes made in the body language but about the verbal language mistakes. The factor that causes the most uncomfortable feeling is listening. People find it most challenging since it’s interrelated to accents, speed of the speech. The majority of the interviewees stated that they feel miserable when they misunderstand what was said, and when the other party noticed it. It is worth mentioning that all interviewees stated that more practice and knowledge of the topic would help them to feel more relaxed during the conversation.

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<thead>
<tr>
<th>Interviewees</th>
<th>People aged 20–40 years</th>
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<tbody>
<tr>
<td>95%</td>
<td>Interviewees think that they will look weird unless they understand what was said</td>
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<tr>
<td>5%</td>
<td>Have no stress when talking to a foreigner who speaks another language</td>
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<tr>
<td>The main stress factors</td>
<td>1) Fear to be misunderstood</td>
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<td></td>
<td>2) Fear to be unable to express the thoughts and hence look weird</td>
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<td>Interviewees</td>
<td>People aged 20–40 years</td>
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<tr>
<td>25%</td>
<td>Interviewees think they are lacking in words to convey the meaning</td>
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<tr>
<td>2%</td>
<td>Only several interviewees were concerned about the body language</td>
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<tr>
<td>30%</td>
<td>Interviewees wished to have an interpreter</td>
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<tr>
<td>40%</td>
<td>Interviewees think they will mishear the speaker</td>
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**Discussion**

The modern world has undergone lots of changes within the last 50 years. The changes touched upon every sphere of life due to globalization. However, people's psyche cannot get adapted to changes within a short period. The psyche and the reflexes have been developing for hundreds of years, and it is not easy to change their responses.

Today, most spheres require the knowledge of foreign languages where the English language has a leading role. English has become the global language and the language of international conferences, science, and all developments.

For many reasons, people are afraid of communications supposed to be held in a foreign language. The main reason appeared to be the fear of looking weird. Other reasons refer to the loss of important information or wrong interpretation that may lead to negative consequences.

The status of the individual's psychological comfort and adaptation is the result of the adapted and habitual activity achieved by the resolution of adaptation difficulties and contradictions.

30% of the interviewees stated that they would prefer to learn as much about the speakers as possible: background, hobbies, occupation, and workplace. This information would help them to find a start point for the discussion.

30% of the interviewees also said they would try to find some examples of the representative's accent. They think it will help to prevent misunderstanding.

2% of the interviewees are convinced that it is a must to learn peculiarities about this nation's body language. Avoid postures and gestures that are not acceptable for the representative.

25% of the interviewees are convinced that the most important thing is to look confident. They stated that the speech practice and simulate small talk in front of the mirror helped understand what they look like during a conversation.
13% of the interviewees find a recording of their speech and listening to it very helpful. Thus, they can make it more intelligible and unless it sounds persuasive, re-record it until it becomes persuasive.

The questionnaire and the theoretical basis proved that the most efficient and effective ways to adapt to the intercultural conversation are to have more practice.

References


STEREOTYPING IN THE CONTEXT OF CROSS-CULTURAL COMMUNICATION

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Abstract. The aspect of peoples’ active immigration to foreign countries is critical in the modern world. Despite the adoption of multiculturalism and tolerance policy by many countries, there are still certain barriers that make intercultural communication quite complicated. One of the most significant reasons for that is stereotyping, which affects society in every field. Many individuals tend to hold certain opinions, which may in reality be partially or completely wrong, about other social groups identified on grounds such as gender, ethnicity, race, religious beliefs, and treat them in a way corresponding to their convictions. Humans develop stereotypes when they are either unwilling or unable to obtain all of the information they would need to make fair judgments about people or situations, which is an inevitable process in the modern world. Bombarded with information from social media, which is not always accurate, one learns to accuse certain groups of political and cultural clashes. Representatives of such groups may find this type of behavior insulting, which, as a result, could potentially lead to conflicts. Seeing as conflicts are what cross-cultural communication is supposed to prevent from occurring, as it is also supposed to develop strong and lasting relationships between people of different cultural backgrounds, it is essential that we recognize such issue as stereotyping which is very problematic for successful communication today. Acknowledging cultural peculiarities and engaging in intercultural dialogue is especially critical for international trade in form of negotiation, transactions, and deals. In fact, stereotyping is a cross-cultural phenomenon, which is almost inevitable due to people’s behavioral patterns and psychological components. Therefore, an in-depth study is required for unifying people and preventing all possible misunderstandings in business communication and daily life situations.

The main aim of the study is to identify stereotypes about various social groups and cultures, outline their positive and negative effects on human perception, and introduce possible solutions to the problem based on the analysis of scientific studies and publications. Focusing on specific examples the study represents the reasons for certain opinions about various nationalities based on historical, traditional, and cultural aspects. The research serves the purpose of
becoming a foundation for further studies in cross-cultural communication, as well as helping to execute a deeper examination of teenage and adult behavior based on stereotyping.

**Keywords:** stereotype, stereotyping, communication, culture, immigration

**Introduction**

The issue of stereotyping has become crucial in recent years due to the rapid increase of its presence in multicultural communication. It has already resulted in several political and cultural consequences including wars. Stereotyping has long been described as a relatively inevitable consequence of the need for cognitive simplicity, of intergroup competition, and of the societal prevalence of negative representations of certain groups (e.g., Devine, 1989; Guimond, 2000; LeVine & Campbell, 1972; Pettigrew, 1958; Wigboldus, Sherman, Franzese, & van Knippenberg, 2004). In fact, stereotypes oversimplify image and give an extreme idea of objects. Systems that are characterized by the idea that people of certain groups or nationalities are fixed in their behavior or character create a fertile ground for stereotypes to flourish. (Priyanka B. Carr, Aneeta Rattan, Carol S. Dweck, 2012: 30).

However, meaning systems characterized by a belief in malleability and dynamism are much less conducive to stereotyping. These findings illustrate that, in fact, humans are unwilling to take into consideration cultural diversity. That is why stereotyping is a consequence of people’s beliefs about the value of labels and their motivation to protect such ideas. Comparison with other groups helps one to feel the uniqueness of being a member of one. For instance, English people are often thought of as selfish and snobby, Germans — aggressive, but disciplined, Russians — kind and courageous, Frenchmen — arrogant, and blond women — unintelligent. A way out of certain misunderstandings is a stereotype, which serves as a prompt for creating a statement or an appraisal on the part of a person.

**Objectives/Purpose of the study**

The object of this work is the process of intercultural communication and its features.

The subject of this work is stereotyping and simplification in the process of intercultural communication.

The central aim of this study is to identify the roots of stereotypes, get a closer look at strong and weak aspects of stereotypes, inspect their potential consequences and compare solutions.
Methodology and subheadings

Intercultural communication requires a deep psychological and psycho-semantic approach to distinguish the reasons for stereotyping. This study is carried out using such theoretical methods as analysis — the process of studying or examining something in an organized way to learn more about it, or a particular study of something (Cambridge Dictionary), synthesis — the act of combining different ideas or things to make a whole that is new and different from the items considered separately (Cambridge Dictionary), categorization — the process of putting things or people into categories (=groups with the same features) (Cambridge Dictionary), and problematization — going into the roots of the idea or the concept and questioning its basic tenets (www.quora.com).

Results/Findings

Stereotypes emerged due to the cross-cultural and interethnic communication, in the process of which the most typical characteristics of various groups and their representatives arose. In accordance with those characteristics and qualities, the groups are divided into categories. Consequently, ethnocultural stereotypes are formed, representing generalized conception about the most common features specific for representatives of certain groups or ethnicities.

Therefore, stereotypes are caused to appear by the habitual features and lifestyle of people. Some of their activities or actions are continuously repeated. This sameness is transferred from day to day, which results in the fixation of conventional schemes or models of behavior in one’s brain. Stereotypes are formed by virtue of human consciousness to memorize information about congenerous phenomena, facts, people in the shape of stable connections. These objects are instantly fixed in the form of corresponding conceptions, values, and images through which representatives of the same group can communicate, understand each other, and develop mutual settings. In the field of cultural studies stereotypes are defined as a ‘stable idea about facts and humans typical for representatives of groups or groups themselves’. (Sadohin A.P., 2014: 132, 133) The Cambridge Dictionary represents such definition ‘a set idea that people have about what someone or something is like, especially an idea that is wrong’.

Stereotypes represent a social experience that contains all the typical things associated with a certain group. In the context of stereotyping lies a concentrated expression of these features and qualities, which can schematically convey their essence.
Psychological mechanisms of the emergence of stereotypes are based on the principle of saving time and effort, which is intrinsic to daily-life thinking. This means that people do not try to give an explanation of events that happen around them. Instead, they try to use so-called ‘categories’ to give judgment. The modern world, which is constantly changing, bombards one with too much data, so it is more effective for the human brain to classify it to specific models of behavior. In this case, the cognitive process stays on the level of ordinary consciousness limiting one to everyday experiences. (Sadohin A.P., 2014: 134)

There exist different perceptions of stereotypes. O.A. Leontovich describes them as “simplified mental representations of different categories of people, exaggerating the similarities between them and ignoring the differences”. According to her, stereotyping presupposes a static view of society and a person, inability to perceive the uniqueness of the human personality, and desire to imagine all people as having a limited number of types with a standard set of characteristics (Leontovich O.A., 2006: 236–240).

By refracting the communicative signals coming from the outside through the prism of their own perception, people tend to favor the exact information that meets their internal logic and corresponds to their values and priorities. Ignoring the significance of the knowledge that contradicts the views of the individual or does not fit into the framework of their views and ideas may be seen as a means of self-defense against everything new and unclear (Belaya E.N., 2008: 29). Stereotypes limit the realm of possibilities and constrict the world outlook.

But we must not treat stereotypes as an unambiguously negative phenomenon. S.G. Ter-Minasova argues that, despite their generalization and schematicism, stereotypical ideas give knowledge about other peoples and cultures and thereby pave the way for communication with those groups (Ter-Minasova S.G., 2000). E.I. Rogov shares the same opinion, defining a stereotype as “a stable and, at the same time, a simplified image of a phenomenon in conditions of a lack of information” (Rogov E.I., 2006: 193). Such concept as culture shock is a completely natural occurrence whenever a person encounters a culture different from theirs, and stereotypes effectively help overcome this feeling. The simplicity of stereotypical thinking is not strictly a bad aspect as well; some deem stereotypes helpful seeing as they make their lives easier. Being able to rely on such a simple thing is convenient in stressful or awkward situations. In the context of intercultural communication, this approach implies attributing characteristics known, justifiably or not, to be typical of a certain cultural group as a whole, to a single individual whom one encounters, as opposed to trying to adapt to the situation and ascertain the best model of behavior.
E.N. Belaya names several principles which must be followed for successful communication with representatives of other cultures (Belaya E.N., 2008: 49). They include but are not limited to the following rules (Figure 1):

1) It is important to maintain a positive attitude towards the partner in the process of cross-cultural communication, as a negative one has the potential to cause imbalance in the perception of a foreign culture. What’s more, at the initial stage of communication with representatives of a foreign culture, it is better to avoid using culturally specific words and idioms.

2) Any national culture can be characterized by a number of traits, such as language, cultural values, behavioral etiquette, and others. Therefore, one should be open to the knowledge of a foreign culture and the perception of the various cross-cultural differences.

3) It is important to learn to distinguish between the collective and individual communicative behavior of representatives of other cultures. Very often, representatives of collectivist cultures view individualism as indifference, selfishness, and alienation, which could lead to communicative problems between communicants of different cultures. To avoid them, one should remember that members of an individualistic culture rely on personality and personal freedom.

4) It is important to have at least minimal knowledge about the environment of communication and the degree of its formality, as well as the understanding of the communicative status of its participants. It is necessary to keep in mind that information is transmitted at the non-verbal level just as well as the verbal level. It is needed to learn to listen to the person one is talking to.

5) It is important to learn to overcome ethnocentrism, which is one of the obstacles to appropriate communication between different cultures. People who feel a sense of superiority over others cannot appreciate and understand other cultural values and ideas.

6) It is important to learn to analyze and overcome culture shock and to be able to adapt to a new cultural environment.

7) It is important to observe basic etiquette norms and rules of conduct, and try to achieve the symmetry of communication.

8) It is important to form a tolerant attitude to anything new and “alien”.
Summing up all the aforementioned in this article, the correct approach to stereotypes is to perceive them critically and either justify or refute them only via practice. It is recommended to esteem stereotypes merely as primary ideas about various peoples and cultures, and through the process of communication determine whether they hold true or not which will thereby allow drawing one’s own conclusions.

Thus, it is of significant importance to avoid one-sided stereotypical acts of communication, as they have the potential to lead to unwanted conflicts. Therefore, the problem of being able to contrive the appropriate pattern of behavior with the consideration of stereotypes remains greatly relevant.

References


SOCIAL MEDIA BEHAVIOR PATTERNS OF ADOLESCENTS: CHOOSING A COMMUNICATION STRATEGY

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Abstract. Over the past decade, the development of social media and the digital arena has shaped new communication scenarios. The rapid inclusion of new technologies in the lives of young people is increasing the risk posed by the Internet, which causes concern for researchers. It is necessary to explain to adolescents the risks and threats of uncontrolled use of the Internet, and in order to form a competent youth policy, it is necessary to analyze the impact of social networks on a teenager, that is, to understand what social networks teenagers prefer, what attracts them to social networks, and how they perceive social networks. The purpose of the article is to study the patterns of behavior of adolescents in social networks and identify the main target groups. In connection with the goals and objectives set, a quantitative study was carried out on a representative population of Russia aged 14 to 19 years, the sample of which was 505 people. Based on the results of the study, target groups of users were identified, inclined to different types of behavior in social networks. In accordance with the user's belonging to the group, it is necessary to choose one or another communication strategy to build effective communication. The respondents were asked to mark statements with a positive or negative load with which they most agree. The statements were formed from pilot in-depth interviews with teenagers in which they talked about their typical use of social media. Based on the marked statements, as well as gender, age, involvement in social networks, areas of interest and referential personalities for adolescents, the respondents were profiled by segment. Factorial and cluster analysis was carried out to profile the respondents by segment, and the questions of the questionnaire were used to describe the segments. Segments differ by gender, age, attitudes towards social networks and media in general, use of social networks, areas of interest, purposes of using social networks, as well as personalities that are referenced for adolescents. The article provides recommendations for working with target groups: when targeting communication strategies, the effectiveness of communication between adolescents and organizations that form youth policy increases.

Keywords: social networks, teenagers, network communication
Introduction

Over the past decade, the development of social media and the digital arena has shaped new communication scenarios. Millennials and Generation Y are very familiar with information technology, but they are especially immersed in digital media in Generation Z, whose conscious life and personality formation came inherent in digital technology. To understand the social background of modern adolescents, consider the generational theory of William Strauss and Neil Howe (Howe N., Strauss W., 1991). Generation “Z” includes people born after 2003. This is the generation of the internet and social media. They are characterized by an understanding of the world as an infinite space and a space of options, where intangible values come to the fore. Modern adolescents do not want to go to school where their parents force them, and already have a relatively formed opinion about who they want to work as. Most often, these are specialties related to IT technologies, digital, marketing, advertising or creative fields. Many people want to have their own business, for example, an online store. It is important to do what you are really interested in and enjoy the process of activity. It is now important for young people to be talented, smart and self-actualized in life, maintaining a balance between work/study and leisure. Modern teens don’t watch TV, YouTube has replaced it. They like YouTube because the content is close and understandable — they speak their language there. They believe that video bloggers are sincere, frank, informal in communication, there is no censorship. Teens feel that the choice of content is limitless despite the fact that most of the time they watch a limited number of channels. Social media is undoubtedly an important socialization agent that was hard to think of half a century ago.

Objectives/Purpose of the study

According to the results of a survey conducted by VCIOM on January 28, 2019, conducted by the method of telephone interviews on a random sample of landline and mobile numbers, during which 219 respondents aged 14 to 17 were interviewed, the vast majority of adolescents (98%) go online every day. On a daily or almost daily basis, social networks in Russia are used by 89% of adolescents aged 14 to 17 years. At the same time, more than half of the surveyed adolescents (54%) believe that social networks do not have a significant impact on themselves. That is, we can say that they do not realize that they are constantly under the influence of social networks (VCIOM, 2019). Social media is deeply woven into society and is present in every aspect of daily life, becoming an indispensable platform for maintaining relationships and communication (Skaar H., 2009: 249–267).
Nevertheless, socialization remains one of the most important processes in the course of which the personality of young people is formed, and it is important to understand that in the modern world the Internet and social networks are an important component of this process.

According to the theory of social learning by Albert Bandura, socialization is associated with the processes of attention, retention, motor-reproductive and motivational processes and the further reinforcement and reproduction of social behavior (Bandura, A. 2000). Interacting with the social environment, the individual acquires and accepts skills, social roles, norms, knowledge and values that prevail in society, which are transmitted through the agents of socialization. In this sense, social networks, where young people interact with peers, acquire knowledge, skills, learn the rules of online interaction, act as a platform for interaction with socialization agents and an implicit factor of socialization.

Social media is a unique phenomenon that integrates interpersonal communication and mass communication, offering users many benefits. Social networks for adults and adolescents are turning into whole virtual worlds. They are becoming more and more popular, forcing people to spend more time in them, making significant changes in social practices. Such platforms combine aspects of gaming, communication and digital technology.

The inclusion in virtual worlds has a great impact on the social identity of the user, so in the course of virtual interaction he assimilates many decisions of other users. Social media play an important role in transferring experience and learning norms of behavior in the course of tasks solved in cyberspace. That is, these virtual worlds are also means of conveying information about roles and social values, and they are accepted by network users. Virtual games offer a wide range of opportunities, and by participating in them, users translate accepted norms and behaviors into offline reality. In the modern world, technologies blur the line between reality and virtual space. Through social media profiles, users create their virtual identity in accordance with their desires and expectations. A variety of resources and a high degree of freedom allows users to create a new or improve their personality from the real world. However, it is impossible to draw a clear line between virtual and social identity, since they are two identities that are a continuation of each other. Each identity has aspects of the individual's personality that influence and complement both identities.

The rapid inclusion of new technologies in the lives of young people is increasing the risk posed by the Internet, which causes concern for researchers. It is necessary to explain to adolescents the risks and threats of uncontrolled use of the Internet, and in order to form a competent youth
policy, it is necessary to analyze the impact of social networks on a teenager, that is, to understand what social networks teenagers prefer, what attracts them to social networks, and how they perceive social networks.

**Methodology**

In connection with the goals and objectives set, a quantitative study was carried out on a representative population of Russia aged 14 to 19 years, the sample of which was 505 people. Based on the results of the study, target groups of users were identified, inclined to different types of behavior in social networks. In accordance with the user's belonging to the group, it is necessary to choose one or another communication strategy to build effective communication.

The respondents were asked to mark statements with a positive or negative load with which they most agree. The statements were formed from pilot in-depth interviews with teenagers in which they talked about their typical use of social media. Based on the marked statements, a cluster analysis was carried out for further profiling of respondents by segment. Hierarchical clustering was applied by Ward's method with a fixed number of clusters. It was experimentally found that the optimal solution is six clusters. Six clusters provide approximately equal fullness of clusters, their increase would reduce the differentiation between clusters, and a decrease would not allow forming a portrait of the audience.

**Results/Findings**

Thus, on the basis of the six identified target groups, six approaches to the formation of communicative messages can be formed.

The group “Future bloggers”, young girls (14–17 years old) can be found on VKontakte, Instagram and YouTube, social networks are the main news channel for them, where they read news in publics dedicated to cinema, TV series, music, favorite actors and musicians. Reference personalities for them are some of the most popular bloggers — Danya Poperechny, Yuri Dud, Evgeny Bazhenov (BadComedian), Nikolai Sobolev, that is, humorous bloggers who specialize in entertainment content. They cannot imagine their life without social networks, they have a high degree of trust in social networks. It is easiest for them to convey communicative messages through popular personalities, since, firstly, they trust them, and, secondly, they will definitely follow their content, since without social networks and a smartphone they feel like they have no hands. Social networks allow them to keep abreast of current trends and timely news.

The second group “Surfers of social networks”, older girls (18–19 years old), spend a lot of time on VKontakte, Instagram and Pinterest,
and more than other groups are focused on visual content that can be viewed by going from page to page. Due to their age, in addition to news from the world of music and celebrity, they are interested in news related to the field of study and future work, however, when reading useful information, they are easily distracted, note that they are prone to procrastination. They watch entertainment videos, from bloggers they mark only Danya Poperechty. It is easier to convey communicative messages to them if it is easy, without a push message built into the feed of a social network, for example, contextual advertising.

The third group is “Cautious rationalists”, boys and girls, who more than other groups use social networks from a laptop, that is, I do other things in parallel, and spend 3–6 hours a day or less on networks do not trust social networks, fear for security of your personal data and breach of confidentiality. More than other groups are interested in news about politics, economics, sports and careers. They trust their friends more as a source of information. Do not trust popular personalities. Thus, it is possible to influence them and convey a communicative message to them through their friends belonging to other groups that trust social networks to a greater extent, for example, the “Adult Children” group.

The fourth group “Adult children”, boys aged 16–19 spend 3–6 hours or less in social networks, do not worry about posts and the number of likes on social networks, since they do not spend much time there and do not post a lot of information about themselves. However, they are interested in politics, and the main source of information is the Internet (news and other sites, with the exception of social networks). Therefore, the necessary communicative message can be conveyed to them through news sites with the image of serious news sources, since due to the insufficient formation of critical thinking and the feeling that they are older than their peers, as they read serious news, they will uncritically perceive information from such sources.

The fifth group “Geeks” are boys of 16–19 years old, more than other groups spend time on Youtube (since there are reviews of games, films and videos on other topics of interest to them). They spend less than an hour on social networks, are afraid of cyberbullying and are embarrassed to upload their photos to the network. Just like the third group, “Cautious rationalists” express concerns about the security of personal data, breaches of confidentiality and inaccurate information on social networks, but these experiences are hypertrophied and manifest more strongly than in the third group. “Geeks” deny everyone as a reference person and do not trust anyone (only themselves). They want to work in the IT or computer games industry, are interested in the news of the relevant areas. The communicative message
can be woven into telegram channels, news sites of the industries they are interested in.

The sixth group “Recreation in social networks” young boys of 14–15 years old, spend an average amount of time on social networks (3–6 hours), do not consider that they depend on social networks. The main function of social networks for them is recreational — watching movies and videos, listening to music. They are not very interested in any news or popular personalities, they are not yet the target group of adolescents, to whom it is necessary to convey socially significant communicative messages.

Discussion

Despite a large amount of research on the negative impact of social media on adolescents and attempts to counter it, the process of inclusion in social networks from a very early age is irreversible. Traditional agents of socialization (state, school and media) recognize the legitimacy of social networks as an agent of socialization, in which there is a high degree of trust among adolescents. It is necessary to take into account social networks as a new agent of socialization in the formation of youth policy.

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COMMUNICATIVE METHOD OF AIR TRAFFIC CONTROLLERS TEACHING

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Abstract. The article deals with the analysis of communicative language teaching methods. Nowadays, the most popular and effective method is the communicative approach. Aviation specialists are taught in classes when the teacher interacts with each other and helps them work in groups. The most useful task is listening to real radio communication and responding to the pilot's request. Group work helps to predict every possible situation that can occur. This way helps an air traffic controller to get used to non-standard conditions and assist the crew in any possible way. The teacher gives examples of the problem that a controller can face. Afterward, the group has a discussion and role-play in class to solve the problem in the conclusion. Such individual methods help every controller in the group share their personal opinions, develop colleagues’ ideas, and imagine situation development. As a result, the controller should efficiently operate extended vocabulary concerning random scenario: meteorological reports, uncontrolled aircraft, unruly passenger or medical problems on board, any request for assistance during the flight, or upon arrival. The article gives some examples of communicative activities that refer to daily and routine communication and interaction between an air traffic controller and a pilot. Here are the most often used terms by air traffic controllers. These terms are organized in special groups concerning their origin, meaning, use, and importance. The classification of terms divides into reduction, acronyms, full words. Aviation terms are widely used by specialists and don't have a lot of synonyms as professional language. Some abbreviations have two meanings that can confuse communication. Some terms are used as acronyms in radiotelephony communication. It can lead to misunderstanding. But up-to-date and modern technologies also help the pilot and controller to exclude misunderstanding. The pilot can contact the ground services by typing all necessary information on the board computer and flight management system. The controller receives all the required information from the crew. This information is presented as a form of typing, so the specialist should read it quickly and respond correctly. So communicative method includes grammar competence in reading, listening, and speaking.

Keywords: communicative approach, communicative method, air traffic control (ATC)
Introduction

At the end of the XX century, there happened the “revolution” in teaching English methods. The most common priority was referred to reading and translating earlier. The students were taught to read and translate publications, translate texts. The routine grammar practices did not cover the field of international communications and could not be used in daily life. The only informative function was realized. But nowadays, reality represents the high intensity of worldwide communications and traveling. Cultural exchange of music, TV shows, internet services, and social networks encourages learning English.

The main reason to change teaching English methods was to help students communicate with each other. The role of the teacher also was innovated. Instead of being a strict educator, the teacher becomes a part of the class group. The teacher gives advice, listens to every opinion. He becomes a mentor, a tutor, a part of the interaction.

One of the most popular and efficient methods of teaching English is the communicative approach. During the studying, the teacher focuses on the way the students can communicate consciously. The students are taught to listen and comprehend information. They have discussions and interactive activities with the teacher also. Speaking practices help to cope with shyness and make students more confident even with low vocabulary (Basturkmen H., 2001: 10). The communicative method opens student’s ability to express an opinion, make conclusions and understand an interlocutor.

Objectives/Purpose of the study

This article refers to the way teachers can organize teaching the foreign language in the classroom so that students can communicate consciously. The students are an aviation specialist, specifically air traffic controllers. Nowadays, air traffic flows are spread all around the world. One of the international aviation languages is English. An air traffic controller listens to the crew’s requests, passed information, and replies immediately, aloud. Both specialists (a pilot and an air traffic controller) have to be sure no misunderstanding occurred. The statistic cites air transport to be the safest in the world. But sometimes it happens that pilots and controllers experience emergencies. Such problems should be clarified and assisted with them.

The article gives some examples of communicative activities for air traffic controllers. These activities can be developed in a class from a communicative point of view. The students listen to real radio
communications, and learn how to respond, discuss possible consequences. An air traffic controller will obtain information that could be given. The controller should be familiar with many aviation terms and abbreviations. During the studying, the vocabulary of an air traffic controller extends. The experience of discussion in the class can be used during the work shift.

**Methodology**

The article is based on the scientific materials from such authors as E.I. Passov, S.E. Zaytseva. These specialists in the communicative approach presented some principles of teaching: individual attitude, speaking program, explorer situation, etc. These data have helped to complete basic lesson, to structure the tasks (Zaytseva S.E., 2016: 336).

The speaking program is divided into how the student plays a role in communication he is interested in. Three situations can be performed. First is the real standard situation like a family party or hobby.

The second situation comes from movie watching, news discussion, or hotel booking. The third situation suggests the student makes the speaking process in an imaginary situation. For example, the student needs to explain to the space travelers difference between a cat and a whale. E.I. Passov as the representative of the communicative method, said that the learning process should be organized as everyday communication (Passov E.I., 2011: 36). Every possible action helps students enter the English-speaking environment and operate the vocabulary and improve language practices. Communicative methodology concentrates on the use of the information gap (Johnson K., 1982: 163).

**Results/Findings**

The communicative approach method seems to be useful for small groups of students — air traffic controllers. Such groups should be parted from six to ten people. The situations to be discussed are taken from real air traffic controller and pilot communications. The experience of each air traffic controller or their proficiency should not be taken into consideration. Besides that, every opinion and vision are most needed to be discussed. It means that every air traffic controller should improve his or her understanding of the situation.

For example, we will show the way of a listening task. The teacher plays the audio of real radio communication twice. Firstly, the group listens to it and takes necessary marks: all numbers were spoken, for instance: flight level, heading, runway in use or runway conditions, cloud base, etc. Another information necessary — position, altitude, identification acknowledgment.
The teacher turns on the same audio to make students sure they got all the necessary information.

Mind that the call sign and ground service name are given before the task.

Here is (Table 1) scripted communication of the crew of Pakistan 661 and the air traffic controller of the Islamabad Approach.

Table 1

<table>
<thead>
<tr>
<th>Radio communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Air traffic controller</strong></td>
</tr>
<tr>
<td>Pakistan 661 Islamabad Approach</td>
</tr>
<tr>
<td>Lost radar contact 36 miles northwest of Islamabad</td>
</tr>
<tr>
<td>661 radar contact established 34 miles northwest now</td>
</tr>
<tr>
<td>661 report altitude</td>
</tr>
<tr>
<td>Roger Pakistan 661 this is Islamabad Approach you can set course directly for overhead RN, your last position observed was 33 miles northwest of Islamabad east</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

The main aim for the class is to initiate three connected problems, at least. For example, we will consider communication between the crew of Pakistan 661 and the Islamabad Approach controller.

As a result of listening, the class will figure out the first situation that happened to this crew. They were informed about unstable radar coverage. As we know, this situation is not defined as an emergency. Many reasons can lead to identification loss, but this radio communication shows a ground equipment problem or radar dead zone.

The students should consider this fact and mind that it could be either problem or a routine situation. After recognizing the identification problem, the main task is the way the controller of Approach informed the crew about it, was it clear and understandable.

The group should discuss how the controller has informed the Pakistan pilot (Table 2).

The conversation combines different opinions, but the conclusion should be common: synonyms or paraphrase.
For instance:

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Controllers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did the controller say?</td>
<td>He said “radar contact lost”</td>
</tr>
<tr>
<td>Did the crew understand him?</td>
<td>It’s hard to say because he said “standby”</td>
</tr>
<tr>
<td>I think the pilot could have asked to wait because he was checking transponder, didn’t he?</td>
<td>Yes, maybe I think he noticed some indication warning as we know that engine failure happened next</td>
</tr>
<tr>
<td>Wright, this is one of the reasons</td>
<td>Yes, we can also say… (radar service terminated, not identified, no radar coverage, “I don’t see you”, etc)</td>
</tr>
<tr>
<td>Are there other variants to inform the crew about radar contact loss?</td>
<td></td>
</tr>
<tr>
<td>For example — negative radar contact.</td>
<td></td>
</tr>
<tr>
<td>Do you have any idea?</td>
<td></td>
</tr>
</tbody>
</table>

The next stage of the lesson is the recognition of the problem by the controllers in the class. Firstly, we should remind the group how to respond to such a situation.

The air traffic controller should pay attention to the controller’s response — whether right or incorrect. During the flight, the pilots faced the problem as engine loss. They reported about this un-standard situation on board to the controller in the regulated form. The report was relayed according to distress and urgency radiotelephony communication procedure: “MAYDAY MAYDAY MAYDAY, Sir, we've lost one engine.” But the approach controller forgot to confirm the message was understood correctly. The message addressed to the aircraft in distress was ROGER. But the regulated phrase is ROGER, MAYDAY (ICAOint, 2005).

The main task concerning this part of the lesson is to remind wright responses and discuss it with colleagues. The audio is played at that part where the pilot reports distress situations on board. After that, the controller from the group responds aloud and correctly. The second part of the discussion consists of reminding other possible scenarios in urgency or distress situations (Table 2). For example, the pilot can also report “pan-pan situation”, or another mayday: fire indication, sick passenger, pilot's incapacitation, etc.
The program of the session should have the following algorithm:

**Table 3**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Controller’s possible answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>so as we’ve heard the pilot reported mayday, did he?</td>
<td>yes, he did</td>
</tr>
<tr>
<td>did the pilot informed atc about it correctly? How/why?</td>
<td>yes he did he said mayday three times and clarified they’ve lost one engine</td>
</tr>
<tr>
<td>did the controller respond correctly? Why?</td>
<td>no. he forgot to repeat mayday</td>
</tr>
<tr>
<td>so what is the correct confirmation by atc unit - Mayday mayday mayday we lost engine</td>
<td>roger mayday (engine loss)</td>
</tr>
<tr>
<td>what are another reasons the pilot can declare mayday/emergency situation?</td>
<td>medical, fire, depressurisation, fuel etc….</td>
</tr>
<tr>
<td>could you play in role any situation? The report and response, please?</td>
<td>— Magadan control, AFL123, MAYDAY MAYDAY MAYDAY fire on board/ fire indication in cargo holding — Afl123, magadan control, roger mayday (fire on board)</td>
</tr>
</tbody>
</table>

The main idea of such questions is to remind the controller of the necessary information and make sure the specialist understood it correctly. The controller should respond to each mayday message — “roger mayday.” The cognitive reaction of ATC (Air Traffic Controller) is trained to address messages automatically and pay all attention to the aircraft in distress.

During the classwork, there is no necessity to discuss the problems that caused any of this situation. The reasons leading to any problem are vital but precautionary. In a case of emergency or any non-standard situation, the only thing the controller should consider is how to assist the crew and how to exclude misunderstanding. Roleplay for each of the students helps listen to the pilot’s message carefully and respond to each situation correctly. The communicative approach helps the teacher and the students imagine the possible problems during the flight and predict the necessary air traffic controller’s actions.

We can discover two problems the crew experienced — unstable radar identification and engine problem in the conclusion of the tasks.
The communication approach as the method of teaching English is beneficial for air traffic controllers. Such studying helps to interact with colleagues, express own opinion in different situations. The teacher becomes a mentor, not a strict supervisor, so the discussion goes in a comfortable atmosphere. During the conversation, the teacher expresses his or her own opinion and leads the colleagues to different conclusions, asking each and combining groups. (Philips D., 1998: 118). Such a method aims to teach specialists fluently and not be afraid of incorrect grammar use.

References


FRENCH ADVERTISING AS DIDACTIC MATERIAL

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Abstract. Many textbooks on French as a foreign language were published in France over the past two decades. Of course, the methodological goals and linguistic accents of the content changed. This article will examine advertising as a linguistic and socio-cultural component of the content of textbooks and textbooks on the French language of French publishers over the past two decades.

Advertising from a methodological point of view can have a double benefit: linguistic and cultural.

Language learners should know the culture of the country, its political structure, its history, literature, everyday culture, understand the mood within the country, and know what people think and what is constantly around them. Everyday culture in General is difficult for foreign-language students. Therefore, what is even more important from the point of view of the educational function of advertising is that it shows the realities of French everyday life: products, brands, stores, famous personalities.

Another important aspect to study is the attitude to advertising. Advertising can be perceived both as part of a culture that reflects the mentality and dreams of the French, and as a malicious and unceremonious invasion of private space that destroys the French language.

The purpose of this study is to examine how advertising is used in French language textbooks. As a material, we selected textbooks from French publishing houses that have been present on the Russian market since 2000. They are also the most used authentic manuals in the educational process.

After analyzing the various training complexes, we can draw the following conclusions.

Based on several textbooks, it can be seen that the French associate advertising with the image of the modern dream.

Textbooks mostly select a negative point of view on advertising. This view seems to reflect some ideology that the authors of the manuals want to impose on students.

From a methodological point of view, commercials remain out of sight, although new-generation textbooks are usually accompanied by video discs or links to Internet sites in a printed publication.

From the point of view of grammar, advertising is used to explain the degrees of comparison and excretory turns.

Keywords: advertising, French language textbooks, grammar, French culture, attitude to advertising
Introduction

The writing and placement of advertising is always based on a scientific approach and strives to maximize the impact on the mind and subconscious. We can say that there is a similarity in the goals of advertisers and teachers: information should reach the minds, linger there and have an impact.

Advertising from a methodological point of view can have a double benefit: linguistic and cultural.

From the point of view of stylistics, advertising messages have some features. First, they are most often characterized by text compression, since the display space where the ad is placed is expensive, and the potential client will not spend much time looking at, reading, or listening to the ad. Secondly, advertising texts, due to their compression, are saturated with various bright lexical turns, and often use an interesting word play or phrase structure that would be better remembered. After all, such messages need to attract the attention of as many people as possible. Third, advertising is present in all modern media: in the print press, on television, and on the Internet. Therefore, whenever a reader sees an article on any resource, they also encounter an advertising message. Thus, advertising is part of the text design and is included in the meta-text space.

Advertising is also one of the most striking manifestations of mass and everyday culture, which justifies its cultural aspect of study. First of all, advertising has various forms. These are posters, signs, posters, commercials on radio, television, and the Internet. Every day a person is surrounded by sounds and images at home, at work, on the street. Posters and signs (the oldest form of advertising in France (Cathelat 2001: 54)) organize urban space, which is very expensive for the French. For example, on 25.09.2017, an article appeared on the Internet resource Yahoo that in Paris (Bfmtv.com, 2017), at the request of the administration, the sign of an old cafe will be removed from the facade. The cafe was opened in 1748 and was called “At the Jolly Negro” — “Au joyeux nègre”. The sign — this is the only thing left of this institution, was a monument of the XVIII–XIX century. It is interesting that this article received the largest number of different reviews from readers, despite the fact that there were articles about politics, Economics, and culture. It would seem that this is the simplest advertising medium, and how many different meanings and reasons for discussion could be found in it.

Also, the ad placement strategy requires its frequent repetition. This obsession leads to the fact that many advertising slogans are very recognizable within the national culture. They are associated with products, and for the French, the Association of a brand and a certain slogan is natural. This connection is not obvious to speakers of another culture. For
example, in the 80-ies in France, an advertisement for canned couscous “Saupiquet” was released (Skyrock.com, 2017). Couscous is a wheat grain that serves as the base for a dish of Maghreb or Berber origin. Advertisers, inspired by associations with the Maghreb countries, created a video — an Oriental fairy tale. After the video was shown on television, some began to tease representatives of Maghreb origin, singing a song from the ad. Others, however, saw in it a tendency to bring the two cultures closer together. One way or another, but this video still revives the French memories of the 1980s, and the name “Saupiquet” has become a household name.

**Purpose of the study**

Everyday culture in General is difficult for foreign-language students. According to T.Y. Zagriazkina, “everyday actions of a person are determined psychologically and socially, have a certain form and meaning that persists and/or changes over time” (Zagriazkina 2013: 50). This is a rapidly changing reality. Often students may know the details of the Napoleonic wars or Baudelaire's poetry, but they are completely ignorant of the cheese variety or French TV presenters. Whereas the knowledge of the average French citizen will be just the opposite. When communicating, if not a conflict of cultures, then at least a ridiculous situation is possible.

Therefore, what is even more important from the point of view of the training function of advertising is that it shows the realities of French everyday life: products, brands, stores, famous personalities.

Another important aspect to study is the attitude to advertising. Advertising can be perceived both as part of a culture that reflects the mentality and dreams of the French, and as a malicious and unceremonious invasion of private space that destroys the French language (Dayan 2003: 3). There are many arguments for and against advertising, which can be discussed during a class discussion or suggested a number of problematic tasks.

The purpose of this study is to examine how advertising is used in French language textbooks. As a material, we selected textbooks from French publishing houses that have been present on the Russian market since 2000. They are also the most used authentic manuals in the educational process.

**Methodology**

The Panorama didactic system consists of 4 parts (Panorama, J. Girardet, J.-M. Cridlig, J.-L. Fréro). Various parts were published and reissued from 1997 to 2006. The biggest emphasis on advertising is made in part 1, designed for beginners to learn the language. Advertising is given lessons 16 and 18, one of the last in Panorama 1. lesson 16 begins with a spread with text around which are various short slogans that are interesting in terms of syntactic
structure and style. The text itself is called “Advertising, the mirror of our dreams”, i.e. a positive assessment of advertising is given. It highlights changes in the tone of modern advertising: from aggressive to more subtle. It is said about shifting the focus of advertising from products to potential consumers. Examples of various structures of slogans are given: from superlative comparison to prepositional constructions. In other words, It is better to say not that “this car is the most beautiful”, but that “you will be happy with this car”. Conclusion of the article: advertising offers a new image of a dream, which, in turn, has also changed.

Further in the grammar section, the topic for study is degrees of comparison. This is what can most logically be associated with advertising that seeks to embellish the product being sold. However, the exercises work out grammatical material in the vocabulary related to sports.

In the dictionary category, the textbook authors return to advertising. It provides statistics on the most and least popular words in the understanding of the French. In the exercises, you are asked to find these words in the slogans of the first lesson spread and in the advertising of the student's country. Another exercise quotes an excerpt from Alain Bosquet's poem “Belonging”: “Well washed? I belong to Palmolive soap. Well shaven? I belong to the Gillette blade. Did you eat well? I belong to Danone yogurt. On time? I belong to my Oméga watch.” The authors suggest correlating the product and brand name, as well as giving their critical point of view about the meaning of the poem.

The topic of advertising continues in lesson 18. Students are asked to create a text and video for an advertising campaign. The text should not exceed 8 lines, and the TV clip should not exceed 30 seconds. The spread shows examples: posters of the Bic razor, a text dedicated to a non-existent translator device, and a video of the Nestcafé brand.

Next, students are invited to study the topic of grammar: excretory turns with relative pronouns, which is also often found in advertising texts. In the textbooks, a role model is given in a table with examples, each of which can be an advertising slogan: “Ski in the Alps!” “Swim, sunbathe, eat, relax at the Sans Frontières club!”, “the biggest among the little ones”. In exercises based on these models, you need to create your own slogan and choose the best one in the group. The next section “dictionary” develops the topic of advertising from the point of view of simple argumentation. The table contains expressions for insisting, advising, and giving a positive characteristic. Short advertising texts are a logical extension of the theory. And then the authors give a small cultural summary of what may be of interest in the same products in different countries. The section ends with an exercise that can be called psycholinguistic. There are
5 types of psychological organization of the individual and 5 advertising slogans that need to be correlated with these characters.

In the following parts of Panorama, the ad is given as an example. In the second part, in the section devoted to conflicts and lawsuits, an article is offered for study that France has adopted a law prohibiting the use of foreign words, including in advertising. There are ads at the bottom of the article that contain words like eye-liner, peeling, and rewriting. In other words, here advertising acts as an occasion for discussion, and not as a language material. On the contrary, in the third part of Panorama, where advertising is given very little space, advertising posters along with magazine covers are used to illustrate wordplay.

In some textbooks, work on the concept of advertising and advertising texts, on the contrary, appears at advanced stages. For example, the textbook Le Nouveau sans frontières (J. Girardet, J-M. Cridlig, Ph. Dominique, 2002) devotes an entire lesson to advertising in part 3, i.e. level A2–B1. Just like in the first Panorama text, advertising is seen here as a reflection of a dream. The lesson begins with the literary passage “dream sellers”. The next page is devoted to grammar and vocabulary. Grammar includes comparison topics, including degrees of comparison, sentence expressions, and expression of opinion. It also offers vocabulary on fashion, advertising, smells and colors. The exercises are further aimed at developing comparison skills and are not related to advertising in any way. In the exercises, there is a working out of argot vocabulary, and on the next page there is a text called “Language and fashion”, where it is said that advertising often uses colloquial vocabulary. There are several creative tasks. One offers to compare and evaluate the proposed advertising posters. In another, the model suggests creating your own ads for various items and services. In the next 4 parts of this complex, advertising does not occupy a separate place, although the manual contains many texts about the image, image, and semiotic interpretation. However, the attached audio materials contain reflections on an ad by an activist who says that the advertising texts are deliberately false and misleading.

I would like to say a few words about more modern textbooks. The textbook Saison 4 (M.-N. Cocton coordination pédagogiques, 2015) is designed for level B2. The problems of the textbook are as relevant as possible. It is decorated very colorfully. It has a sound and video extension. In lesson 3, most of the information is devoted to advertising as a phenomenon. First, students are offered two texts. The first one says that advertising offers a simplified picture of the world and dictates stereotypes. The text gives a negative assessment of the ad, however, there is again the idea that advertising sells a dream. The other text also generally gives a less than positive assessment of the ad. It says that in Grenoble, the authorities
removed advertising posters from bus stops under the pretext that the advertising is banal and ugly. And let advertising agencies make ads that would adorn the city. On the next page, the ad theme is supported by a dictionary on the topic of advertising, images, and the apparent. There are such expressions as “throw dust in the eyes”, too much advertising, kills advertising”, “appearance is deceptive”. In other words, the authors of the textbook prepare for a certain critical point of view on the problem. This is followed by an exercise called “False advertising”.

This tutorial contains a lot of audio files. Three audio texts support the advertising theme. The first test States that modern ad developers have the ability to monitor a person through cameras or devices that have Internet access. And in the future, people lose their private space. They are forced to advertise at any moment of their life. The second text tells about the image of a woman in advertising, that this is discrimination, using her as an object. In addition, this creates a lot of complexes. The recording is an interview with a representative of the center for women and children's rights in Mali. The conclusion of this text is that it is necessary to legislate the scope of advertising. The third entry is a reflection on the dangerous impact of advertising on young people. It is said that children are very sensitive and perceive advertising as a picture of the world, and then get lost in stereotypes in reality. As you can see from the examples given, advertising is considered from the point of view of many aspects, but always with a negative rating.

There is one very interesting exercise in this tutorial. It belongs to the category “Minute of culture”. The authors offer a short test on advertising slogans that need to be either completed correctly or correlated with the product. Without knowledge of everyday culture, it is impossible to complete this test.

Another textbook of the new generation Echo B2 (J. Girardet, C. Gibbe, 2014) offers not so many examples of advertising. However, there is a text for the exercise of commenting on information that describes the “floco” phenomenon, that is, an image of a logo or other advertising information in the sky. This is followed by 4 examples of comments: one positive (this is creative, humorous, and in keeping with the spirit of the times) and three negative (this is disdain for the environment, violation of ethical norms, and aesthetically ugly). In general, the attitude to advertising here is also rather negative.

Conclusions

Thus, after analyzing various educational complexes, we can draw the following conclusions:

1. In modern textbooks on the French language published in France, the topic of advertising finds its application, although to varying degrees.
2. From the point of view of grammar, advertising is used to explain the degrees of comparison and excreto turns. Advertising also illustrates the use of logical connections: advice, suggestions, and positive characteristics.

3. From a cultural point of view, advertising is little analyzed in the textbooks. There are short sketches of certain behaviors and expectations of different nationalities, but they are all very stereotypical. They can hardly be considered as a basis for understanding French mentalities. Nevertheless, basing on several textbooks, it can be seen that the French advertising gives an association with the image of the modern dream.

4. In advanced levels of learning the French, the advertisement appears as a topic for problematic tasks. Here we can note the use of not the advertising texts or posters themselves, but information that reflects the attitude of Francophones to advertising. Here it is interesting to note that textbooks select mainly a negative point of view on advertising. This is especially noticeable in the textbooks of the new generation, which focus on many aspects of the problem, but always lead to the idea that advertising has a bad effect on the daily life of ordinary people. This view seems to reflect some ideology that the authors of the manuals want to impose on students.

5. From a methodological point of view, commercials remain out of sight, although new-generation textbooks are usually accompanied by video discs or links to Internet sites in a printed publication. The videos have a cultural value, as they reveal more clearly the accents aimed at attracting the interest of the French, they feel the French humor and better see the relationships of people. Also, a video clip is a completed short film. In the conditions of a limited number of hours devoted to a foreign language, the display of such material is very convenient.

In conclusion, we can say that since advertising is a reflection of a dream, then the dream should not be strictly judged, but should be treated with care and understanding.

References

CORPUS-BASED METHODS IN TEACHING ENGLISH FOR SPECIAL PURPOSES: THE CASE OF STUDENTS OF ECONOMICS

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Abstract. The essential purpose of our study is to show the efficiency of the corpus-based methodology applied to creating both the ready-made exercises for standard language practice and the tasks to involve students into the research process.

Considering the fact, that we teach not only highly qualified professionals, but also the future scientists and creators, we must be sure in their ability to conduct the research analysis and to use the international scientific sources to the proper extent.

The methods were applied in the group of students of Economics having a different level of English fluency. The data for study are the essays, compositions, the samples of cover letters, CVs, and recommendation letters presented in the written form as well as the audio recording of students’ speech in forms of monologues and dialogues. All materials have been collected according to the curricular programs based on “Economics” by C.St.J. Yates and the Study Guide to Economics by Belilovskaya N.A., Nikolayeva N.E. and Tolstikova I.E.

The following fundamental tasks have been set:
1) Making a set of exercises based on a respectable parallel corpus or subcorpus.
2) Teaching students how to manage a linguistic corpus.
3) Developing creative thinking by introducing the idea of a language as the united and consistent structure.
4) Determining the frequency list of significant economic terms and grammatical rules.

First, we created some additional studying materials for students, that helped them to analyze which opportunities and methods, based on the corpus approach, they may involve into their individual research work. The most efficient methods proved to be a sampling method and a statistical method.

According to the survey after the year of using the corpora of language for their individual purposes, the most students noticed the fact that they had been used to analyzing all language structures and making systematic connections among them. Afterwards, that academic group of students took part in our further research.
and helped to create the frequency list of the most common phonetic and grammar mistakes based on their own written and oral answers. The results of that research led to introducing of some additional rules into the curricula of the next academic groups, what correspondingly contributed to their further success in studies.

**Keywords:** corpus of language, corpus-based methods, parallel corpora, English for special purposes, frequency list

**Introduction**

The methodology of foreign languages teaching is subjected to constant innovations in connection with the development of international social and cultural contacts, the emergence of new digital didactic tools and the expansion of a range of opportunities for both teachers and students. The separation of digital humanities as an independent branch of applied knowledge raises many challenges to a modern teacher. On the one hand, it is necessary to preserve the classical component of foreign language education, proved by several generations of professional teachers, on the other hand, it is significant to introduce an element of productivity based on the global scientific achievements, to keep up with the times, to maintain interest in those students who are the representatives of a completely new generation learning foreign languages.

As you know, most of the global publishers of English tutorials, such as Oxford, Cambridge, Macmillan, and others, take their own electronic text corpora as the basis for creating textbooks. What is the linguistic corpus of texts?

As V. Plungyan describes, the corpus of language is “an electronic collection of texts created in this language” (Plungyan V.A., 2008: 9). In the broadest sense, this is true. Nevertheless, the question arises: how is the corpus of language different from the electronic library?

First, the corpus of language should possess three important characteristics: it must be very voluminous, it is supposed to contain texts of different speech registers, and it must also be thoroughly annotated at different linguistic levels. Among the levels of annotation, we can distinguish the main level (morphological annotation, semantic annotation, as well as the annotation by punctuation marks) and the syntactic level, as well the dialect, poetic, educational, multimedia and other ones. The corpora of texts are also divided by the type of information they contain. They can be national, synchronous and diachronic, monolingual and parallel, etc.

As far as we deal with creating linguistic exercises for teaching English for non-native speakers, then the most valuable branch is the parallel corpus of texts. A linguist Dmitry Dobrovolskiy describes a parallel corpus as a collection of texts in two languages, the source text on the one
hand, and the translation text on the other. An important element of the parallel corpus is its alignment by fragments: some specific parts of the source text must correspond to the similar parts in the translation text. (PostNauka, 2015)

The linguistic corpus is a set of real textual examples from different spheres, it is difficult to imagine a better source for creating any kind of exercises to teach the future specialists of non-linguistic professions. We use the capabilities of parallel corpora to create linguo-didactic exercises. It really matters to use the original texts from such spheres as mathematics, computer science, geography and even economics while educating the future specialists in those spheres. So, there is no need for a teacher to waste their time on surfing any unreliable websites. A modern teacher has a corpus of texts, collected and professionally annotated by linguists. In particular, the corpora of texts are useful also because they have metalanguage annotating, as they provide an opportunity to choose text materials according to the author, a year of publication, specialization, and speech register.

According to the professional educational competencies, established by the official documents, “a student must be able to communicate orally and in written form in both Russian and a foreign language in order to solve issues of interpersonal and intercultural cooperation” (Federal State Education Standards, 2015).

That is why we prevalently involve three main approaches to carry out the corpus-based teaching. The first approach may be referred to as developing tutorials based on the corpora, when a teacher plays the role of a user of the corpus of language. Here we may extract some certain examples according to our didactic purposes like mastering grammar or introducing the core vocabulary. As it is obvious, the first variant resembles the classical educational approach, when a teacher is a provider of information, however the students play a passive role. Thus, a student is taught classically, although it is always a big contradiction whether we ought to start with a peculiar amount of information and what exactly is highlighted or avoided.

In this context it is possible to appeal to the next two variants of using the corpus data, which implement the key ideas of blended learning. According to the scientists Maija Kokare and Karlis Strautins the introduction of blended learning makes students take an active part in the collateral teaching and learning process (Kokare, M., Strautins, K., 2018: 242). Modern youth have already started spending their whole day on the internet, therefore getting them attracted via the digital technologies is an effective way. We suppose there is no need to distract
them from virtual reality completely, it is crucial just to insert the educational space into the internet.

Therefore, along with the use of linguistic corpora as a source of materials, we find it useful to teach them how to work with the opportunities of corpus-based methods, provided they have a contradictory matter to resolve. Also, we focus on involving students themselves into the creation of so-called “learner corpora” for each academic group. Speaking of a solution, we should first refer to a principal issue to solve. The given method helps us to assess the efficiency of studies, the statistical examples of which are shown further in the paper.

Russian National Corpus was taken as a prevailing source because it consists of a sufficient number of tokens, contains texts from different registers of speech, and provides an excellent alignment. Moreover, there is a thorough manual instruction in Russian in case some students have difficulties in dealing with the interface of some English websites. Furthermore, it is easy to adjust a required subcorpus provided we research the linguistic peculiarities of a definite period or a certain professional area. However, some International resources, not based on the Russian texts, are also included into the blended-learning exercises at the advanced level, such as COCA, BNC, the Sketch Engine etc.

When it comes to the first task let us demonstrate the method of making an exercise. Supposing, we need to show students the structural and contextual difference in using the economic term “aggregate” as different parts of speech, because this word may be a noun, a verb, and an adjective. It may seem an easy task just to type the word “aggregate” into the search line and then to choose among plenty of variants. However, while searching we may see some examples of political, mathematical, or even ecological contexts. Therefore, it is highly recommended to create a required subcorpus for each specific purpose.

In our case there will be two directions: official and scientific registers, sorted by frequency. It is convenient that the opportunity to choose the appropriate professional context will be observed, though we are not specialists in economics, mathematics, and other fields. It is also necessary to use the opportunities of lexical and grammatical search, choosing the required part of speech. There are a lot of instruments available for using the corpus, such as lexical and grammatical pattern, a possibility to look for some cognate words, and even set a certain word form or a lexical unit. Indeed, an interested reader shall find all tools in the instruction manual presented at the Russian National Corpus website. Having a subcorpus set, the chosen examples should be simplified according to the student’s level. It also helps to avoid distracting their opinion from the main task.
Having summarized the results, the first part of the task is set: “translate the following sentences, paying attention to the context and collocations of the term “aggregate”. Define whether it is a verb, a noun, or an adjective. Prove your answer with some examples of similar collocations”.

The concise variant of the task body itself is the following:

1) Number of families with low income is the number of families where the aggregate monthly income per one family member is lower than the monthly average cost of living per capita calculated for the corresponding year for Krasnodar Krai?

2) The total aggregate amount of these loans was RR 441 403 thousand.

3) However, these data are not aggregated per quarters. (Russian National Corpus, 2019)

As it is clearly seen, students deal with different aspects of language practice here: they translate, they analyze the structure and linguistic valency, they enrich the core vocabulary by looking for collocations.

Subsequently, it is high time to introduce the second part of the task, which precisely develops students’ creative thinking and trains the ability to cope with a linguistic corpus as a part of their research projects. The algorithm is almost the same as in the previous example, but one more important component is involved — a student. So, we collect and analyze the information, taken from the corpus, then we set the task, based on the theoretical and practical corpus aspects. The second part enforces a student to do precisely the same actions from a researcher’s position: “Analyzing the necessary corpus tools find the Russian language equivalents in the RNC. Compare them to your translations and analyze differences. Using the same searching instruments try to find some examples, containing the word “aggregate” in different subcorpora and registers of speech correspondingly. Are there any differences in collocations and linguistic valency of those variants?”

Thus, students conduct their own research project, which includes all stages of a standard corpus activity that we generally carry out during the lessons: dealing with theory, applying it in practice, analyzing structural peculiarities of both target and source language, and making their own conclusion.

Nevertheless, the study guides, introduced into the program, have already been developed based on the relevant issues on each discipline. The question now arises whether it is possible to monitor the progress of each individual group by using any corpus-based methods? Would it be reasonable to use their own written and oral speech for making any conclusions and correcting our teaching process?
The answer is positive. Many corpus-based research papers have found that students, speaking the same native language, also make similar errors in a foreign language. The examples of different “learner corpora”, such as RusLTC, REALEC and others show us that, making exercises for errors correcting, it is always difficult to include such errors in a text, which could seem natural and useful to pay attention to.

Being inspired by the corpus-based possibilities, we have analyzed the recorded materials collected from three groups of students (42 people) of three succeeding academic years. The materials included such tasks as retelling, some replies to the questions, oral reports to presentations and debates. All tasks had been prepared according to 15 essential units of “Economics” by C.St.J. Yates and the Study Guide to Economics by Belilovskaya N.A., Nikolayeva N.E. and Tolstikova I.E. The level of language proficiency of junior students ranged from elementary to upper-intermediate.

The analysis has been conducted based on frequency formula in grammatical, lexical and phonetical categories. Let us present some results. As it has turned out, five economic terms, which are mispronounced more frequently, are the following: industry, aggregate, margin, efficiency, scarce. Pronouncing four of them the students often confused such sounds as “ʤ” and “g”, as well as “s”, “ʃ” and “k”. Even constant corrections didn’t lead to any quick results because some students couldn’t see a consistent pattern and were not able to order all similar words.

There was quite a simple solution to that problem: at the beginning of the next academic year (2019–2020) we introduced a few simple phonetical rules for the freshmen. One of them was the dependance of consonants “c” and “g” on vowels, coming after them, like “e”, “i” and “y”. The solution proved to be effective: throughout the whole academic year almost all students followed the pattern and stopped making mistakes in pronunciation of those words.

The research is still being conducted. Based on the collected materials, we plan to spread it and introduce some new grammatical and lexical aspects to outguess some probable mistakes as much as possible.

Thus, the corpus-based methods have found their expression in different kinds of practical exercises and research projects, as well as have shown their efficiency in implementation of all tasks set therein. The use of corpus materials helps teachers to economize their time, to create effective exercises based on real life cases and to apply a statistical approach in educational process.
References


CONTROL AND SELF-CONTROL OF PRONUNCIATION IN THE EDUCATIONAL PROCESS

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Abstract. This article discusses the difficulties that arise in the process of self-training pronunciation and possible ways of self-control using modern technologies. The object of the study is the process of setting the pronunciation of a foreign language in the self-control phase. The subject of the research is technical means of pronunciation. The purpose of this article is to identify the most effective way to train pronunciation at home. Theoretical and empirical methods were used to achieve this goal. The phase of self-control is an integral part of the educational process. At the initial stage, the teacher should devote more time to pronunciation, as well as introduce students to various methods of self-control. With the development of the technical process, students were able to independently train their pronunciation at home. Sound recording devices and the Internet allow you to speed up the interaction between the teacher and the student, as well as use various methods of imitation. Currently, it is possible not only to simulate consequently, but also synchronously. Speed reading programs can be used for consecutive simulation. They allow you to train the rhythm of the language. The article discusses an example of rhythm training in the Quick Read program. The training of intonation structures is possible using the Praat program. To train pronunciation in the speech stream a voice recording program with the ability to display an audio track is suitable. Using this program, you can visually compare the movement of the tone. To do this, you can record your voice during synchronous imitation, then place the pronunciation sample and your own version next to it. The screen will clearly show differences in the pronunciation of sounds.

To identify the most effective way of self-training pronunciation an experiment was conducted. We compared the method of consecutive imitation and synchronous imitation with a graphical comparison of one’s own pronunciation with the standard. The experiment involved 20 people who were divided into 2 groups. The results of the experiment showed that graphical comparison of their own speech with the standard allows students not to make fewer phonetic errors.

Keywords: self-control, pronunciation, synchronous imitation, consecutive imitation
Introduction

The process of learning a foreign language affects all stages of the educational system. When learning a foreign language, three aspects are mainly taken into account: reading, speaking, and writing. The main role in these aspects is traditionally assigned to the study of vocabulary and grammar. Learning to pronounce correctly takes a back seat. However, using a foreign language at a high level includes not only grammatical and lexical structures, but also pronunciation without an accent. Currently, there are quite a lot of audio courses, applications for phones and tablets, as well as video tutorials on setting pronunciation, and everywhere only a brief theory and training is given by repeating the speaker. Learning phonetic features of a foreign language cannot be limited to reading a textbook or listening to audio recordings and repeating the speaker. It should be noted that you can achieve correct pronunciation without the teacher's participation in individual words or phrases, but not in the speech process. With the advent of sound recording devices and the development of technology, pronunciation training at home has become more effective. At the moment, it is possible to listen to audio recordings in a foreign language in any quantity, so it is possible to control not only in the classroom, but also self-control at home when doing homework. Also, with the development of the Internet, sound recording equipment, and computer programs, students can record themselves, compare their speech on the recording with the original, and send them to the teacher for verification. These technologies allow you to build the educational process in a more efficient way and provide an individual approach.

The purpose of this article is to describe modern methods of control and self-control of foreign language pronunciation.

Methods of self-control

The very concept of self-control implies a conscious assessment of one's own activity and its subsequent regulation in order to achieve compliance with the results obtained with the required (Azimov E.G., Shchukin A.N., 2009: 156).

Starting to learn the phonetics of a new language, the student already has a system of self-control of the pronunciation of the native language. This system is laid down in the early stages of the child's speech development. The main standard of pronunciation for him is the parents and from the first months of life the child tries to imitate the speech of adults. The control of pronunciation by adults is thus reduced to a minimum. No one explains to the child how sounds should be pronounced, all this is learned from their own experience (Molchanova E.O., 2013: 74). But this is
a very long a process of continuous training and self-knowledge, which cannot be integrated into the system of modern education.

Control by the teacher is necessary at the initial level of training, since the student must get used to and understand the specifics of the speech apparatus and the mechanism of sound formation. The task of the teacher is to prepare the student for self-control, to teach them to understand the difference between the correct sound and the wrong one. First of all, you should pay attention to articulation, i.e. the development of sensorimotor skills. Working on articulation can be compared to any type of activity based on the motor process (sports, music...). Our speech apparatus has a large number of muscles, the most active of them are the tongue, the muscles responsible for the movement of the lips and the muscles that regulate the opening of the jaw. Different languages involve different muscle groups of the speech apparatus. For example, in German, unlike Russian, the lips and lower jaw are more active, and different parts of the back of the tongue are involved. This difference in articulation requires habituation and systematic training. This means that there should not be long breaks between classes, otherwise sensorimotor images of movements can quickly be erased from memory and you will have to start all over again (Klimov N.D., 2010: 93). The control of one's own actions can be almost unmistakably carried out at the stage of training the muscles and movements necessary for articulation, but the difficulty arises when training sounds. If we consider the sound side of learning, then we need to take into account the peculiarities of perception of sound information. We perceive information through two channels — external (through the air) and internal (through the bones of the skull). If we accept information from a communication participant, we first use an external channel. But in the production of private speech inner channel drowns out certain frequencies of the speech signal and distorts the information. I.e., the beep comes not from the outside but from the inside, so we hear your own speech through the skull bone in a distorted form, and the external sound signal coming from the speech apparatus is superimposed on the already received signal at the inner channel. It is this process that affects the adequate perception of one's own speech (Klimov N.D., 2010: 95).

Another problem on the way to self-control is comparing the standard with your own pronunciation, in order to make sure that the pronunciation is correct. The image of our own pronunciation is erased quite quickly in our memory, while the standard of pronunciation can be preserved for a long time by constant repetition. To save your own pronunciation in memory more productively, you need a support system that minimizes the number of errors.

N.D. Klimov, considering the system of building an approximate basis, pays attention to the connection of additional exteroceptive analyzers:
vision and touch. A mirror acts as visual feedback, as well as electronic means (Visualizers), such as a video camera. To neutralize the effect of bone conduction of sound, you can resort to recording your own speech on an audio carrier. In this way, the student listens to the reference sample, and then their own version, noting the inconsistencies (Klimov N.D., 2010: 96).

Another way to bypass the bone conduction of sound requires the use of devices that enhance the acoustic capabilities of your own speech, for example, simultaneous production and listening to your own speech in headphones.

The next option involves a gradual adjustment of pronunciation to the standard by synchronous imitation, i.e. synchronous repetition of the sample. For the initial stage, the sample should have a minimum duration (syllable, word...) and a slow tempo. The advanced stage may contain more text and a faster pace. The task of the student will be to achieve the most complete match of the timbre and rhythm with the timbre and rhythm of the speaker.

For a more visual comparison of your own pronunciation and the standard, you can record your voice during synchronous imitation. Then use any audio file editing program to place the pronunciation sample and your own version side by side. The screen will clearly show differences in the pronunciation of sounds (Image 1).

![Image 1](image.png)

**Image 1.** At the top is the sample track, at the bottom is the track recorded by the student

To clearly determine the location of vowels and consonants on the audio track, you need to know some of the acoustic properties of vowels. Vowels consist of periodic vibrations, i.e. tone (image 2), and consonants
consist mainly of non-periodic ones, i.e. tone and noise (sonorous and voiced consonants) (image 3) or only noise (deaf consonants) (image 4) (Introduction to speech acoustics. Experimental phonetic program “PRAAT”, 2020).

**Image 2.** A vowel (o)

**Image 3**

A voiced consonant (h). A Sonorous consonant (p)

**Image 4.** A deaf consonant (f)

Among phonetic phenomena, first of all, you need to be able to recognize a new attack (a sharp, energetic beginning of the realization of a vowel sound at the beginning of words or syllables) (image 5).
Image 5. Designation of a new attack in the word “eins”

Based on these features, you can easily determine the position of vowels and consonants in the sound wave (image 6).

Comparing the result of your own recording with the sample, you can graphically see the inconsistencies and try to correct them.

To train intonation structures, you can use the Praat program. You can use this program to visually compare the tone movement (image 7).
The next option involves a thorough training of the speech rhythm using a speed reading program. This training requires texts prepared by the teacher. Let us look at learning rhythm using these programs at the classes of German language. Using the free Quick Read program, you can set the length of each pause, graphically show the longitude of each syllable (for example, Guutn Taag), and set the time for which sentences or text should be read. You can also graphically highlight stressed syllables (ich hEIße Peter) and phrasal accents. The program’s Ticker helps keep the student at a set pace. (Zimarín D.A., 2016: 112) (Image 8).

Image 8

All of these options allow you to control your pronunciation at home. In the classroom it is possible to control the pronunciation with the help of special equipment, for example SANAKO. SANAKO is a full — featured language facility that includes a class computer management system. The capabilities of this complex allow you to effectively organize the educational process and control each student. Within the framework of this complex, it is possible to organize synchronous and consecutive simulations under the constant supervision of the teacher (Sanako multimedia language rooms, 2020).

An experiment was conducted to test the effectiveness of self-monitoring methods. The experiment involved 20 people who were divided into 2 groups. Participants in the experiment were 1st-year students who have been studying German for 3 months. The task of the first group was to record the audio version of the text using consecutive imitation. The task of the second group was to record an audio version of the proposed text using synchronous simulation and graphical comparison of records in a computer program. A reference audio recording of the text was also attached for self-monitoring. The received records were checked by a group of experts consisting of 6 people. All students mastered the theoretical training and had
a clear understanding of the process of articulation of sounds, coarticulation processes and intonation features of the language being studied.

During the experiment, most of the subjects in the second group noted a feeling of merging their own sound with the timbre and rhythm of the sample. Graphical comparison of your own audio recording with the sample also made it easier to work on errors.

The analysis of the results carried out by the expert group showed a 2.5-fold improvement in pronunciation in the second group. Improvements were seen in the level of rhythm, vowel length, and tone movement. A survey of participants in both groups showed that there was a more conscious correction of errors in the second group.

**Conclusion**

There are a sufficient number of opportunities to exercise independent control of pronunciation. There are more or less effective ways of self-control, and each student can choose the option that suits them. But you should always keep in mind that at the initial stage of pronunciation setting, you need a teacher who can create the right conditions for further independent training.

**References**


THE REASONS AND FEATURES FOR A LANGUAGE BARRIER AMONG STUDENTS IN THE PROCESS OF LEARNING A SECOND FOREIGN LANGUAGE

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Abstract. Nowadays there are high incidences in the emergence of a language barrier among students in the humanitarian sphere, mainly among future translators and interpreters, while studying a second foreign language that have prompted us to do the research. The purpose is to understand the difficulties that students face while speaking a second foreign language. The online questionnaire was prepared, the answers were given by about sixty students in higher educational institutions of the Central region of Russia. The obtained data were subjected to statistical and analytical processing and presented in the form of graphs. As a result of a comparative analysis of empirical data, the reasons for a language barrier in various situations of foreign communication were identified. In particular, it has been found that the students’ language barrier studying a second foreign language is caused by fear, which is especially high during the monologue in front of a group. In situations of educational communication, excitement and anxiety is caused by the teacher’s personal suggestion to answer, as well as the necessity to formulate his own opinion on the topic under discussion. The study provides a detailed description of students’ feelings. Half of the respondents associate their negative emotions with the fear of making a mistake, followed by the fear of being in an awkward situation. A third part of the respondents considers their fear to be unconscious. It has been found that fear in front of the other students in the audience is almost three times stronger than in front of a teacher. As far as the main reason for a language barrier is concerned, students indicate an insufficient level of proficiency in a second foreign language. Interestingly, the fear of getting a bad mark is common only to five percent of the respondents. In other cases, the students’ problem is in their psychological characteristics (tightness, low self-esteem, the impression that they will create on others, etc.). It has been found that, in contrast to the situation of educational communication, while communicating with a native speaker, the fear of making a mistake occurs less than half. Students suppose that the best study of the second foreign language will help them to overcome the language barrier, they should use it outside the educational process and communicate...
more in the digital space. In this case, the teacher’s support is estimated at twice as much as the classmates’ support. The research includes generalization of work experience in overcoming the language barrier with the help of information technology among students.

**Keywords:** language barrier, fear of speaking a foreign language, learning second foreign languages, information technology in learning a foreign language, information technology during the foreign class

**Introduction**

“I'm afraid to speak.” Unfortunately, this phrase is often heard by teachers in the classroom of a second foreign language. One of the students admitted that she could not deal with this fear despite the fact that she speaks the first foreign language fluently. While answering, after the first five minutes, she rubbed her hands nervously, and ten minutes later she burst into tears, having said that she could not cope with herself. Even when students are asked a simple question in the classroom, incredible efforts are made in order to start them talking.

**Purpose of the Research**

The purpose of the article is to study the reasons for the emergence of the language barrier; its forms; situations that cause the greatest fear while speaking a foreign language and some possible ways of overcoming it.

**Research Methods**

The article is based on the results of an online survey of students in the field of linguistics in the Central region of Russia. The answers were given by 94 respondents. About 50% of students will be future specialists (translators or interpreters). The data obtained were statistically processed and presented in the form of graphs.

The article also provides examples of overcoming the language barrier from personal experience while teaching French as a foreign language in the classroom and in extracurricular work.

**Methodology**

We pay special attention to the studies that systematize and differentiate the concept of a language barrier, highlighting, in particular, a linguistic barrier (that is associated with a lack of knowledge among students in this area); a psychological barrier (that manifests in the ‘inadequate passivity’ of the student in the situation of foreign language communication); a communication barrier (that includes all factors that hinder the communication) (Firsova, 2013). The author draws attention to
the necessity for early diagnosis of a language barrier, paying attention not only to the linguistic component of the educational process, but also to the psychological characteristics of the interaction between the student and the teacher (Firsova, 2013: 91).

Researchers point out some personal qualities that can provoke a language barrier: increased anxiety, tightness, fear of mistakes, which can cause the mental blockage even with sufficient knowledge. The desire to express own thoughts in a foreign language using the same complex constructions as in the native language is sometimes accompanied by the fear of being misunderstood. The last point provokes a fear of ridicule on the part of fellow students. Teacher’s misbehavior who is unable to understand the reasons for students' difficulties can aggravate the situation in future (Krasheninnikova, 2014).

Researchers emphasize the role of daily practice in the usage of a foreign language, the formation of a sense of confidence in foreign language communication, considering them to be the key role to successfully overcoming the language barrier (Shamshurova, Krestyaninova, 2017). There are some more ways to overcome it. They include the study of linguocultural phenomena and the familiarization with the cultural and psychological people’s qualities of the country of the learning language (Eshcherkina, Susoeva, 2018.)

Some researchers consider options for overcoming the language barrier in the context of professional intercultural communication, summarizing the other scientists’ experience (Petrova Y.S., 2017).

The latest researches have been supplemented by the experience of local teachers in overcoming the language barrier among students who have come to study in our country. They state some working methods that can be divided into three groups: didactic and technical learning tools, educational technologies and the organization of the learning process (Polyakova, 2015). The interesting experience of creating an educational and methodological complex is reflected in the work of teachers of the Mordovian State Pedagogical Institute named after M.E. Evstafiev. The well-thought-out structure of the manual and the inclusion of tasks in a playful way, reflecting Russian culture and mentality, help foreign students to overcome the language barrier easily (Vasilkina, Romanenkova, Ulanova, 2019).

Results of Research

One of the first questions that was asked to students during the online survey was a question related to their emotional comfort on the lessons of a second foreign language. At the same time, we clarified the state of emotional comfort as a feeling of confidence, emancipation, and a positive
attitude. It can be seen from the responses received (Figure 1) that 40% of the respondents associate this state with the teacher’s style of work.

![Figure 1](image1.png)

**Figure 1.** Students' answers to the question “Do you feel emotional comfort in communication situations on a foreign language lesson?”

The degree of emotional comfort for a quarter of them is determined by the topic of the lesson and their personal mood. The category of students who do not experience emotional comfort at all on the lesson should be noticed as well.

![Figure 2](image2.png)

**Figure 2.** Situations when students experience a feeling of excitement, anxiety, fear during a foreign language lesson
According to the students’ opinion, the situation when they experience the greatest excitement, anxiety and fear is the necessity for an oral answer in front of the group. More than a third part of the respondents is worried when expressing their personal opinion, less students feel nervous when a teacher asks them (Figure 2). Students indicated among the ‘other’ responses that they did not experience any anxiety or fear at all.

During the whole lesson | 5%
Others | 8%
Checking homework | 18%
Teacher’s request | 32%
Expression of personal opinion | 37%
Oral questioning in front of the group | 62%

**Figure 3.** Students’ opinions on the causes of anxiety when speaking a foreign language

Most of all, students are afraid to make a mistake in answering and be in an awkward situation (Figure 3).

Yes; strong; 16%
Yes, only at first; 57%
No; 27%

**Figure 4.** Students’ answers to the question “Do you experience a language barrier daily while speaking FL?”

More than half of the respondents experienced the language barrier (LB) daily in communication situations only for the first time (Figure 4).
Figure 5. Students’ opinions about the reasons for the language barrier

Students suppose the lack of their knowledge as to be the main reason for the emergence of LB. There are also their psychological qualities (tightness, low self-esteem, fear, etc.) (Figure 5).

The emergence of the fear of speaking is found mainly in the confused students’ response (Figure 6) and the presence of certain physiological characteristics.

Figure 6. Forms of emergence of a feeling of fear when responding with the usage of a FL

What forms of foreign language work cause the most excitement among students? (Figure 7). According to the responses, these are public speaking: conferences, out-of-class events. Exams occupy only the third position. Online testing is the least stressful form.
Figure 7. What situation causes the most exciting moment?

How do students feel about public speaking? (Figure 8). Most of them believe that the fear prevents them from speaking, about a third part of students copes with this feeling after the start of the performance.

Figure 8. Students’ answers to the question
“Are you afraid of public speaking in a foreign language?”
When a student speaks at conferences in a FL, most of the students experience anxiety (Figure 9), self-doubt and fear. Potential positive emotions are practically minimized.

![Figure 9. Students’ feelings before speaking at the conference using a FL.](image)

Students believe that better knowledge of a FL by using it in various types of activities and communication in the media space (Figure 10) will help to overcome LB. The extremely low percentage of students is absolutely pessimistic.

![Figure 10. Ways to overcome the language barrier (students' opinions).](image)

Students highly appreciate the teacher’s role in helping them to overcome LB and create emotional comfort on the FL lesson (Figure 11).
It includes moral support, and the creation of an atmosphere of mutual assistance, and a friendly attitude towards students.

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moral support</td>
<td>68%</td>
</tr>
<tr>
<td>Creation of mutual assistance</td>
<td>67%</td>
</tr>
<tr>
<td>Friendly attitude to students</td>
<td>64%</td>
</tr>
<tr>
<td>Sense of humour</td>
<td>44%</td>
</tr>
<tr>
<td>Others</td>
<td>2%</td>
</tr>
</tbody>
</table>

**Figure 11.** What, in the opinion of the students, could the teacher's help consist of in creating emotional comfort on a foreign language lesson?

The teacher's sense of humor also plays an important role. Among the open-ended responses, students write about the importance of reminding them by the teacher that it is perfectly normal to make mistakes in the learning process.

**Conclusion**

1. A good level of knowledge of the first FL does not guarantee the absence of LB when studying the second FL. As a rule, students start learning English in early childhood, when the mechanisms of perception of a foreign language speech have their own characteristics and are based mainly on the subconscious level.

2. When studying the second FL, especially at a university, a student needs to develop a systemic habit of learning it with a fairly rigid organization of his work, taking into account the limited number of hours allocated for its study. The teacher should initially pay attention to the organization of the student's work. Digital technologies can be an important part in order to help to achieve results. Earlier, we have written about a proposal for the digital minimum for beginners who study a FL (Karsenti, Kozarenko, Skakunova, 2020). It is the diverse digital support that will provide students with versatile assistance in organizing independent work during the study of a FL, the part of which is very significant in the learning of the second FL.

3. It is necessary to create additional opportunities for communication in the learning language, in particular, it is necessary to organise digital
educational communication in chats, social networks, which will allow, through simple formulations of small messages, to be involved in the communication on the second FL into the student's daily life (Kozarenko, 2020) when studying the second FL.

4. A systematic approach to the formation of a foreign language research competence of students will help to overcome the fear of public speaking using a FL at the conference in accordance with the developed concept earlier.

References


INTERCULTURAL COMMUNICATION
FROM THE PERSPECTIVE OF TEACHING JAPANESE

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Abstract. Professional activity of linguists, interpreters, foreign language teachers and other specialists who due to specifics of their work have to somehow interact with foreigners, implies the knowledge of the basic phonetic, lexical, grammatical and word-building phenomena, as well as the principles of foreign language functioning. However, this knowledge alone is not enough to accomplish the task ahead — to ensure a successful communication between representatives of different cultures.

In the 20th century under the influence of globalization and the practical needs that businessmen, diplomats and politicians encountered, the systematic study of intercultural communications started in the USA. The works written by Edward T. Hall and his colleagues laid the foundation of a new theory that was at the crossroads of such practice-oriented sciences as linguistics, anthropology, psychology, sociology.

The intercultural communication theory studies the process of intercultural communication and dismisses the intercultural barrier that separates the participants. This barrier becomes gradually obvious at the stage of foreign language studying and can either complicate its exploration and practical implementation, or hamper the understanding of the academic material.

The aim of the article is to demonstrate the importance of forming the student’s basic knowledge about the culture, mentality, realia, customs and traditions of Japanese people at the first stage of studying the language. To illustrate how the understanding of the basic principles of communication between people and their way of thinking contributes to the successful material mastery in the process of study and its practical implementation within the future professional activity.

Also, the article contains several examples of homework given to the students that show how the lack of knowledge or the neglect of certain cultural peculiarities may lead to the situation when the Russian native speaker thinks the main idea has been accurately expressed to the Japanese interlocutor, whereas the latter considers common social norms to be violated, which cannot be regarded as a successful communication.
Thus, in the course of the work we draw a conclusion that in the process of teaching the Japanese language it is necessary to pay due attention to the cultural aspects to prevent the possible mistakes in intercultural communication.

**Keywords:** intercultural communication, teaching, intercultural analysis, the Japanese language

**Introduction**

Professional activity of linguists, interpreters, foreign language teachers and any other specialists that due to specifics of their work have to somehow interact with foreigners implies the knowledge of basic phonetic, lexical, grammatical, word-building phenomena and functioning principles of the second language. However, this knowledge alone is not enough to accomplish the task to ensure a successful communication between representatives of different cultures.

The intercultural communication theory studies the process of intercultural communication and dismisses the intercultural barrier that separates the participants as the cause of communicative failures and challenges. This barrier becomes obvious at the stage of foreign language studying and can either complicate its exploration and practical implementation, or make the understanding of the material under examination harder.

**Purpose of the study**

The objective of the article is to demonstrate the importance of student’s basic knowledge of the culture, mentality, realia, customs and traditions of the Japanese people at the first stage of studying the language. To illustrate how the understanding of the basic principles of communication between people and their way of thinking contributes to the successful material mastering in the course of study and its practical implementation in the future professional activity.

**Methodology**

Within the framework of the research the following general scientific methods were used: analysis, synthesis, comparison, observation, specialization, generalization, as well as the methods of cross-cultural analysis.

**Findings**

As contemporary japanologists note in their works, “teaching Japanese is inseparably intertwined with teaching the Japanese realia” (Dyagteryova, A., 2019). Let us consider particular examples of how the cultural background together with understanding the aspects of interpersonal communication in
the Japanese society may help students explore the studying material successfully to overcome the facing challenges.

One way of manifesting the Japanese national character that is reflected both in the lexis and grammar of the language is the tendency to avoid categorical statements and expressing strong opinion.

To illustrate the situation above on a simple practical example, let us analyze an extract taken from second-year students’ homework, who were given the following dialogue for translation into Japanese.

A: The competition is coming up soon, isn’t it? Will our team win?
B: They have practiced every single day, they have to win.

Some Russian students, guided by the common practice, translated the extract the following way:

A: もうすぐ試合ですね。うちのチームは勝ちますか。
(Mousugu shiai desu ne. Uchi no chi-mu wa kachimasu ka.)
B: 毎日練習していましたから、きっと勝ちます。
(Mainichi renshuu shiteimashita kara, kitto kachimasu.)

We can see the literal translation here: the adverb きっと (kitto) “surely, certainly” and the verb 勝つ (katsu) “to win” in the affirmative form of present-future tense 勝ちます (kachimasu). This way it is possible to express confidence in “our team’s victory”.

However, for the Japanese this expression may seem too categorical and rejecting any other opinion. That is why in a similar situation when preference regarding future has to be expressed, the Japanese will make the statement less categorical by using construction でしょう (deshou):

A: もうすぐ試合ですね。うちのチームは勝つでしょうか。
(Mousugu shiai desu ne. Uchi no chi-mu wa katsu deshou ka.)
B: 毎日練習していましたから、きっと勝つでしょう。
(Mainichi renshuu shiteimashita kara, kitto katsu deshou.)

When we resort to the Cambridge Japanese-English Dictionary, we can find that でしょう (deshou) implies the “indication of future tense, deduction, conjecture, estimate, etc” (Cambridge Dictiony, 2020).

Thus, we can see that the speaker expresses confidence in the team’s victory by adverb きっと (kitto), yet they avoid making categorical statements and try to decrease the degree of confidence till 80–90%, which students should take into the account when making statements regarding future.

The soft, vague, imprecise way of expressing thoughts innate to the Japanese may be tracked by the high frequency of such lexical units as: ちょっと (chotto, “a little”), そのうち (sono uchi, (one day, someday, once), こんど (kondo, (next time, soon)), なんとなく (nantonaku, (for some reason)).
Nevertheless, the situations when it is necessary to put the personal opinion straight are inevitable in any society. In that case students have to remember that, according to the Japanese etiquette, they should not do it directly or in an imposing manner but rather mildly so that the partner would not feel suppressed by another person’s opinion.

In the neutral-polite style the following constructions and phrases may be used to express personal opinion: ではないでしょうか (dewanai deshou ka, isn’t it so), と言えそうな気がしますけど (to iesouna ki ga simasu kedo, the situation looks like we can say), ではないかと思います (dewanai ka to omoimasu, I think the situation appears to be), 言えなくてもはないのではないかと思います (ienaku mo nai nodewanai ka to omoimasu, I think that it is not impossible not to say…).

It is possible to observe the abundance of negative forms and negative constructions here, which is often unusual for the Russian speakers when expressing personal opinion. Nevertheless, many prominent Japanese scientists believe that the Japanese in general tend to use negative constructions and phrases.

It is important to remember that the cornerstone of the Japanese verbal behavior is caring about the interlocutor.

For instance, it is necessary to participate in a dialogue, to be attentive, to show the person you are talking to that you are listening to them. This way, the Japanese dialogues are abundant in such words and expressions as: はい (‘‘hai’’ yes), なるほど (‘‘naruhodo’’ indeed, really), えー (‘‘e’’ yes, wow), そうですか (‘‘sou desu ka’’ is that so?), そうだったんですか (‘‘sou datta ndesu ka’’ did it really happen that way?), そうですね (‘‘sou desu ne’’ I see), いいですね (‘‘ii desu ne’’ wonderful)), それは良かったですね (‘‘sore wa yokatta desu ne’’ it is good that everything turned out this way), 大変ですね (‘‘taihen desu ne’’ awful!; so bad!).

There is a specific term “aizuchi” that is used to refer to various, mostly short words, that the Japanese fill the partner’s speech with to show the interest in continuing the conversation. The lack of any verbal reaction to the speaker’s speech will be taken as the etiquette violation.

According to the Japanese strategy of carrying on a conversation it is necessary to regularly show your partner support. At the same time, it is essential to bear in mind that it is normal to encourage and agree with a partner not because you really share their point of view. That is manifestation of politeness and attention to the interlocutor. This way, はい (‘‘hai’’ yes) should not be understood as “yes, I agree”, it is “yes, I am listening to you”. It is not uncommon that foreigners are confused by this behavior.
To make intercultural communication with a Japanese speaker successful it is vital to keep in mind that their etiquette and verbal behavior reflect the complex hierarchic system of the Japanese society. The way we speak, those lexical and grammatical units that we use demonstrate our social position, our partner’s social position and our type of relationship with them.

As prominent Russian linguist V.M. Altapov noted, “among the peculiarities of the Japanese language that are closely related to both social structure of society and culture are the commonly recognized so-called forms of courtesy, in Japanese “keigo”, that literally means “a respectful language” (Alpatov V., 2008: 208).

Another characteristic of the Japanese politeness is the fact that it touches upon grammar, too: when choosing the grammatical form of a predicate we often find that simple and polite forms are contradicted. As a result, on a stage of choosing grammatical and lexical means it is necessary to take into consideration: a) the vertical “superior — equal — subordinate” hierarchy, and b) the horizontal “us — them” contradiction.

When evaluating positions that the speaker and the companion take in terms of vertical hierarchy, the following aspects are counted: age, gender, positions, various social roles and other psychological factors.

As for the “us — them” contradiction, group affiliation plays the fundamental role for Japanese. In their eyes, all people they communicate with are divided into two groups: those who belong to the same group and those who are a part of another group.

However, such a distinction is relatively flexible. Colleagues from your department may belong to “us”, while employees working at other departments — “them”. On the other hand, when communicating with the representatives of another company, the whole team, including employees working in other departments that were once regarded as “them”, are now “us”.

Let us consider several types of mistakes that students make if they do not pay the due attention to the aspect described above.

1) Extract from the homework given to the second-year students:

Employee: Is the boss in his office?
社員: 部長は事務所にいますか。
(shain: buchou wa jimusho ni imasu ka)
Secretary: No, he will be back after noon.
秘書:いいえ、午後帰ります。
(hisho: iie, gogo kaerimasu)

The violation of hierarchic principal is notable here: the colleagues who discuss the actions of their boss omit keigo form for verbs “to be” います (imasu) and “be back” 帰ります (kaerimasu). However, the Japanese
etiquette says “It is necessary to refer to company’s management politely even if they are not present at the moment of the conversation”.

2) Extract from homework given to first year students:

Student A: Have you already bought a New Year present for your mom?
Student A: もうお正月のプレゼントを買いましたか。

Student B: Not yet. Have you?
Student B: いいえ、まだです。あなたは？

Student A: I have, I will give my mom a book.
Student A: はい、母に本をあげます。

The “us — them” principal is evident here. Student A uses the same word 母 (haha) to refer to both his mother, and his friend’s mother, which is wrong because the mother of the student B is a part of another family, which makes her お母さん (okaasan) for Student A.

As we mentioned before, the “superior — equal — subordinate” and “us — them” types of distinction determine the choice of certain lexical or grammatical units. While the Japanese instinctively make the choice instantly, for foreigners it is easy to make a mistake. At the same time, by most part native speakers will be able to understand the information the foreigners want to convey but the social norms will be violated and the intercultural communication, in its turn, will not be seen as successful.

Conclusion

Thus, the research allows us to draw the following conclusion: to prevent students from possible mistakes in the process of intercultural communication, it is necessary to pay the due attention to the cultural aspects when teaching students Japanese. Not only will the partial implementation of this information into the seminars will arouse interest and, consequently, student’s motivation but also help them to explore the new grammatical and lexical material successfully.

References


THE DEVELOPMENT OF SYSTEM ADVANCED TRAINING SYSTEM OF TEACHERS IN THE CONTEXT OF THE IMPLEMENTATION OF THE PROFESSIONAL STANDARDS

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Abstract. Changes in the education system, due to the specifics of the socio-economic development of modern society, lead to the emergence of new tools to improve the quality of education and upbringing. The development and implementation of the professional standard of the teacher should have allowed to determine the vectors of development of professional competencies of teachers. In these circumstances, there was a need to make adjustments to the field of additional professional education, as the industry responsible for postgraduate education of specialists. The purpose of our research was to study the prospects for the development of the professional development system in the context of modernization processes. In December 2019, a large-scale study of the attitude of different categories of specialists from the education system to the process of implementing the professional standard, as well as related concepts of the national system of teacher growth and the national project “Education” was conducted in the Orel region. The survey was attended by teachers and heads of General education organizations, specialists of municipal Executive authorities that manage education, employees of institutions of additional professional education. The results of the study showed a heterogeneous level of awareness about the implementation of the studied tools for improving the quality of education. Thus, specialists of the system of additional professional education (APE) are more critical of the introduction of innovations, including distance learning in the field of professional development. At the same time, it is preferable for them to take more frequent courses by teachers. Against this background, heads of small schools and most teachers are ready to improve their professional skills in absentia, as well as in the process of informal communication with colleagues, participation in educational events, and independently during working hours. The identified trends indicate the need to work on improving the level of formal professional development, attracting new technologies to it, as well as the responsibility of specialists of the specified system for forming a positive image of organizations of APE. The introduction of
a professional standard should make it easier for specialists to search for new forms of work with teachers.

**Keywords**: additional professional education, professional development, professional standard of a teacher

**Introduction**

Modernization of the education system in the Russian Federation is aimed at changing the conditions for training qualified specialists who can ensure sustainable socio-economic development of the country. In this regard, there is a need to change the content of courses taught, methods and techniques of teaching and upbringing, approaches to training personnel for educational organizations, as well as the development of regulatory documents and procedures for assessing the quality of educational services (Mahtotin, D.A. 2013: 74). Given the scale of the tasks set, global work is underway to change the activities of each level of education. In this regard, currently we can speak about the universality and permanence of modernization of the system of education, which also bears a protracted nature. One of the first tools aimed at solving the issue of training and assessing the level of qualification of personnel was the professional standard of a teacher, approved in 2013. Organizational and managerial conditions formed over several decades did not allow implementing this tool quickly. Therefore, it was decided to introduce into the education system a set of measures integrated into the national system of teacher growth, and then the national project “Education”. In this regard, one of the first to feel the need for change is the system of additional professional education, which addresses the issue of targeted and timely professional development of industry employees (Toporovskiy, V.P., Mikhailyuk, L.G. 2016: 128).

**Objectives/Purpose of the study**

The purpose of our research was to study the development of a regional system of professional development of teachers in the context of the introduction of professional standards and the implementation of their requirements. The subject of the study was the attitude of specialists to the system of additional education, in which the professional development of teachers through formal and non-formal education takes place. The object of the study was teachers of General education organizations, as well as other specialists of the education system of the Oryol region.

**Methodology and sub headings**

Research on the development of the professional development system in the context of the professional standard of a teacher was conducted in late
2019 and early 2020 on the territory of the Oryol region. The research was organized by the regional Institute for education development, and scientific and methodological support was provided by employees of the Department of sociology and information technologies of the Central Russian Institute of management, a branch of the Ranepa. The total number of teacher respondents was 364. It was interesting to get data on the attitude of other categories of employees to the issue under study: heads of educational organizations, specialists of municipal Executive authorities and employees involved in the regional system of additional professional education. The number of respondents in each category was 48, 41 and 22, respectively. The survey was conducted using a questionnaire developed by us that contains open, closed questions and questions in tabular form. The greatest interest in this work was to investigate the degree of awareness of educators on the main directions of modernization in the country and their attitude towards training, as a tool of professional development of specialists.

Results/Findings

Analysis of the level of teacher’s awareness about the introduction and implementation of innovative tools in the education system showed that many teachers rate their level as average, quite high and very high (in the field of professional standards — 34.9%, 37.0%, 15.5%; national system of teacher growth — 34.4%, 23.5%, 7.0%; national project “Education” — 24.0%, 38.0% and 12.9%, respectively). There are few respondents who assess the level of knowledge about the entities of implemented innovations as extremely low. The overall level of information proficiency on an average five-point scale is quite low and amounts to 3.5, 2.9 and 3.3 for each of the listed innovations, respectively. Against this background, the level of awareness of heads of educational organizations and their deputies according to these indicators is 4.2, 3.7 and 4.1. Specialists of municipal Executive authorities and organizations of additional professional education who acted as experts in our study, due to the specifics of their activities, indicated their level of knowledge in each of the areas as very high.

We studied the significance of the professional development procedure as an activity that provides a specialist not only with certain knowledge, but also with new competencies (Aniskina, N.N., et. al. 2013: 5). In the process of formal and non-formal education of teachers, it becomes possible to clarify a number of problematic issues and prevent the violation of social order in the educational organization, which may arise due to the violation of social relations between specialists. Assessing the frequency of course events, the majority of teachers (37.0%) agree that additional formal education is organized optimally once every three years (strictly in accordance
with the law). At the same time, there is a high percentage of teachers who believe that courses should be held no more often than once every five years (34.1%), and some even believe that formal training should be conducted only as the teacher's request is formed (22.0%). Against this background, only 10.3% of teachers are aware of the importance of continuing education, but would like it to take place without interrupting their main work. For 52.1% of managers, following the current legislation and conducting courses once every five years is the most optimal. At the same time, a quarter of respondents in this category agree to send teachers for training once every five years. At the same time, 10.4% of Directors are ready to send teachers for training only if there are problematic situations. One-eighth of managers (12.5%) understand the importance of learning and believe that a teacher should study on a permanent basis without long breaks in work. Approximately the same position is taken by specialists of municipal Executive authorities. 43.9% believe that teachers should take courses once every three years, 24.4% once every five years, and 24.4% only when necessary. At the same time, officials, in comparison with Directors, pay more attention to continuous professional development (17.1%). The greatest interest in the regular participation of teachers in professional development activities is shown by employees of organizations of additional professional education. So, none of this group of respondents believes that it is necessary to improve their skills every five years. Half of the employees of these organizations believe that professional development every three years is absolutely acceptable, but there are also those who are willing to accept teachers once a year (9.1%), or even more often (4.5%). More than a third of the specialists surveyed (36.4%) believe that professional development should take place constantly.

The study of respondent’s attitude to a number of qualitative characteristics of the system of additional professional education revealed an ambiguous attitude to the process of professional development. So, specialists from education departments, managers and teachers treat the use of remote technologies in the process of professional development approximately the same (the average rating is 6.4–6.7 out of 10 possible). Against this background, employees of organizations of additional professional education are less likely to use the Internet in the course of training (5.8). Among respondents of all groups, there is a tendency to positively assess the capabilities of specialized platforms offering professional development services (employees of institutions of vocational training — 5.2; teachers — 6.2; specialists of departments — 6.2; heads of educational organizations — 6.3). This result may be due to the presence of a number of specialists in the education system of positive experience in
using the offered courses, but low ratings may be associated with poor quality of the material posted on available resources, as well as the conservatism of the education system. At the same time, one of the indicators of successful implementation of the national project “Education” is the participation of teachers in remote professional development. It should be noted that respondents from all groups, in addition to formal professional development, highly assess the possibilities of non-formal education through participation in the activities of social and professional communities, as well as in educational events at the regional and municipal level (average score 7–7.8). According to employees of the education system, measures to develop subject, methodological and personal competencies at the school level are less conducive to professional development that meets modern requirements (from 4.6 to 5.9). Many teachers point out that professional development can also occur through self-development (7.4), while specialists in the system of vocational training, officials and heads of educational organizations are less optimistic about this possibility (6.4; 7.1; 6.8, respectively). Managers and specialists of departments rather highly assess the opportunities for participation in innovation activities as an effective means for professional development (7.5 and 7.7). The expectations of the specialists of the DPO system and the teachers themselves are more critical (6.9 and 6.8). It should be noted that respondents from all groups prefer budget organizations (8.1–8.9) that organize professional development, while commercial and private structures are less trustworthy (3.5–4.1).

Discussion

The data obtained in the course of our research are very important in view of the innovative development of the education system and the prospects for updating approaches to the organization of professional development. Education professionals understand the importance of the professional development process. At the same time, the importance of not only formal professional development, which is represented by various full-time and distance courses, but also formal and informal education is objectively assessed. The latter two are widely represented through the activities of various methodological services and participation in educational events: seminars, webinars, round tables, conferences, and some others (Naibauer, A. 2019: 75). At the same time, not all specialists understand the importance of continuous professional development, and not only during the period of professional development courses. It should be noted that specialists of DPO organizations are more interested in their own work. This is probably why they would not want to transfer the courses to a remote format, which is not at all appropriate given the requirements of the time (Volobueva T.V.,
Teachers taking advanced training courses once every three years or even more often is also most beneficial for this group of respondents. Managers of rural educational organizations during the training period of the main employee often experience difficulties with the organization of their replacement. Therefore, it is often not profitable for managers of small institutions to let an employee go for a long time. They are the ones who see the expediency in remote professional development, or in individual events.

In General, it should be emphasized that the success of the development of the system of additional professional education is directly related to the formation of its positive image. The process of implementing professional standards on the one hand equalizes the course of development of professional competencies of teachers under the same requirements.

References


SRL AS FUNCTIONAL APPROACH IN EDUCATIONAL ACTIVITY

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Abstract. This article is devoted to the study of the spaced repetition learning (SRL) method as one of the modern methods of learning a foreign language. Learning a foreign language will not only augment personal human development, but also the development of international relations and various industries within individual countries. Foreign language skills give birth to qualified specialists in all areas of activity that contribute to the withdrawal of their countries to a new level on the world stage. It is necessary to realize that the prerequisites for successful and motivated mastering of a foreign language is laid in preschool and primary school age. Science asserts that memory is not one particular point in our brain. This is the result of active work, which is stored in various areas. It is propounded that we are able to memorize no more than five or seven pieces of information at a time. It is generally known that the brain basically stores the information that it considers important. Taking into account age peculiarities in teaching foreign languages is one of the fundamental pedagogical principles. Modern educational systems require earlier start for learning English and SRL method is much in demand for better results in teaching English at primary school. It is also interconnected with the fact that from 2013 Kazakhstan has introduced some significant changes into the education system in schools. The school students start learning English from the first grade. This fact explains the necessity of introducing brand new techniques suitable for teaching young learners that have been already approbated in Kazakhstan. In addition, the capacity of the brain is limited, and to solve this problem is not yet possible. Scientists propound we are able to memorize no more than five or seven pieces of information at a time.

It is generally known that the brain basically stores the information that it considers important. It reinforces the memories of those events and things that meets most often. Therefore, based on regular review of information spaced repetition uses precisely this principle of the brain.

Spaced repetition is a lucid, but very effective way, which seems to crack the mechanisms of brain functioning. It makes us try to learn information again and
again, training the mind like muscles. The brain responds to these stimuli and enhances communication between nerve cells.

**Keywords:** foreign language, perception, spaced repetition learning method, vocabulary, grammar rules, teaching, children

**Introduction**

Children’s thinking ability develops in conjunction with their speech. The vocabulary of the current fourth-graders counts about 3500–4000 words. The impact of schooling is not only extending pupil’s word stock, but also acquirement of the skill to express their thoughts in oral and written forms. Memory is of great importance in the cognitive activity of the student. The natural capabilities of the primary school student are great: his brain has a plasticity that allows him easily to cope with the tasks of verbatim memorization. For comparison, out of 15 given sentences, preschooler remembers 3–5, whereas primary school student remembers 6–8. Pupil’s memory has visual-figurative character as an advantage. Interesting, concrete, bright information is remembered without any issues. However, primary school students are incapable of disposing their memory and subjugating it to the tasks of learning. It requires teacher considerable efforts to develop skills of self-control, self-testing and knowledge of rational organization of educational work during the learning process.

First, you need to try your best to do maximum amount of exercises in a short period of time. Then stop and take a short break and start all over again. In this approach, the duration of learning English is significantly reduced. This works because our brain is designed in such a way that it perceives and remembers information much better during spaced repetition.

The spaced repetition is method first proposed by Alex Mace in 1932. This method was created in order to improve memorization. Memory researchers have concluded that frequent repetitions will quickly lead to a plateau and are not efficient at all.

“Everything to be assimilated must be distributed according to the stages of age so that it was proposed to study only that, what is perceived in every age”, (Comenius J.A., 329). Age features must be obliged correctly to solve questions of selection and locations of academic subjects and educational material in each subject. They also determine the choice of forms and methods of educational activities. At the age of six, the child is waiting for the first major change in life. The transition to school age is associated with drastic changes in his activities, communication, relationships with other people. Teaching becomes key activity. It changes his way of life, there are new duties involved and the child's relationship with others is also renewed.
Objectives/Purpose of the study

This article specifies the conditions for the most effective use of the spaced repetition learning method in training foreign language students in primary school. For this purpose, the most common psychological aspects in English as a Foreign Language (EFL) teaching at primary school are determined. We also identify the principles of teaching a foreign language in the framework of the spaced repetition learning method applied in our practice. We conducted empirical investigation of implementing SRLM activities during the English language lesson and checked material understanding.

Methodology

Cognitive activity of the primary school student mainly takes place in the learning process. Expansion of the communicative sphere is also no less important. Rapid development, many new qualities, that has to be formed in the students, dictate the strict focus of all educational activities to teachers. The authors observed the teaching process in schools of Nur-Sultan city while supervising teaching practice of the third and the fourth year students, and as we work at language center, we tried to use new spaced repetition learning method at our classes. We wanted to know the effectiveness of this method in practice using such methods as observation, implementation, experiment, and we consider that we got our aim to have good results at the end of the course. The students of our groups have enriched their vocabulary, use correct grammar in their speech and can speak English much better.

This article is written in accordance with the responses of foreign language teachers on their preparedness and readiness to teach foreign languages via new methods that can bring good outcome. The task of the primary school is to develop the child's thinking to a qualitatively new stage, and to develop his intelligence to the level of understanding cause-and-effect relationships. In school age child has a relatively weak function of the intellect compared to the functions of perception and memory, which are much better developed (Vygotsky L.S., 1987: 285). Intelligence usually develops at school better than any other place and time. At this point, the role of the schoolteacher is of great importance. Studies have shown that characteristics of thinking of primary school children differ depending on different organization of the educational process, changes in the content and methods of training, methods of organization of cognitive activity.

Results/Findings

It is widely known that children absorb language as a sponge, and there is the reason why. Almost all young students have easily learned their
native language and by the time they are 6 years old, they developed it to a level that not all adults, learning this language as a non-native, can reach. Thus, it is believed that the best way to make child learn the language is by exposing him to the foreign language environment. However, even this approach will not work universally for all students. There is a linguistic and psychological theory that helps to explain children's relative easy learning of a second language. Consideration of these theories and accounting differences of pupils, their features and principles of development at different stages can help the teacher to prepare the most effective curriculum of learning the language.

One of the features of teaching children is that they are forced to understand the language in context and the way teachers talk to them, while they are in the language environment, including artificially created one. They are given time to understand the language, to realize what they hear and understand until they are ready to start using it to express their own thoughts. Adults, on the other hand, are usually busy learning vocabulary and grammar rules, which they try to apply in a certain situation. Children are engaged in mastering of a foreign language, whereas, adults are engaged in its study, which becomes fundamentally significant (Krashen S., 1992).

Success was associated with more rare repetitions. It turned out, that if to repeat the information just before it is about to be forgotten, then success guaranteed! However, that is not all; the moment when you feel that the chance to remember the material decreased to 10 percent (“some things I remember, and some things I do not remember”), organize the repetition of the topic again. Finally, after a certain amount of time, when forgetting is about to erase, what you have learned, into powder, you pull out the information from the corner of your brain to the surface. By having done such manipulations with the necessary information several times, you will never forget it! The key thing is not the number of hours spent to repeat, but the schedule (intervals) of these repetitions.

It is necessary to return to the information regularly for a certain period of time, and it is important to rest between these periods. The classical system of education completely ignores this technique, because at school or university teachers are trying to teach everything at a time. Students, in their turn, study a wealth of information at the last hours before the exam. As a result, all the received knowledge will settle only in short-term memory, and just the following morning they will forget almost everything. It is undeniable that brainstorming is extremely good for generating new ideas, but it is definitely not for remembering things.

There are two options of using spacing effect depending on how much time do you have for learning the vocabulary or the rules.
If you have to learn new piece of information urgently, then you can use 2-days-long scheme of memorizing:

1\textsuperscript{st} repetition — immediately after reading;
2\textsuperscript{nd} repetition — 20 minutes after the first repetition;
3\textsuperscript{rd} repetition — 8 hours after the second;
4\textsuperscript{th} repetition — 24 hours after the third.

If you need to remember the information for a very long time, then you should follow the long-term scheme of spacing method:

1\textsuperscript{st} repetition — immediately after reading;
2\textsuperscript{nd} repetition — 20–30 minutes after the first repetition;
3\textsuperscript{rd} repetition — 8 hours after the second
4\textsuperscript{th} repetition — 1 day after the second;
5\textsuperscript{th} repetition — 3 days after the third;
6\textsuperscript{th} repetition — 10 days after the third;
7\textsuperscript{th} repetition — 1 month after the third;
8\textsuperscript{th} repetition — 3 months after the fourth repetition (Melton A.W., 606).

In other words, too many repetitions in too short time intervals have no positive effect on better memorization. On the other hand, if the repetitions are spread too much, retrievability drops too low and the information is eventually forgotten.

The American linguist Paul Pimsleur, who devoted years to the study of languages, proposed an alternative and effective approach to learning languages in 1967. He noticed that if you try to learn a new word, you forget it almost instantly. However, if you repeat a word just before it is completely erased from your memory, the time, after which you start to forget it again, will increase exponentially. For instance, if you forgot a new word after 5 seconds, repeating it after this period would keep it in your memory for 25 seconds, repeating the word after these 25 seconds would store it for 10 minutes, etc.

In the 70\textsuperscript{o} of the 20\textsuperscript{th} century, the linguist offered materials for the study of English, Spanish, French and Greek. The Simon&Schuster publishing house has issued manuals and audio materials to them.

One of Hermann Ebbinghaus’ discoveries was that during the forgetting process a person's memory loses 75\% of all the information learned in a day or two (48 hours). Forty-two percent of recently introduced foreign words are forgotten within 20 minutes after classes. After 8 days only 20\% of the initial information remains in memory, but this small percentage allows a person not to forget all the information in general and is the key to erased knowledge (Ebbinghaus H., 2014: 89).

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Another scientist Sebastian Leitner studied the works of H. Ebbinghaus and concluded that memory does not store information with the same degree of forgetfulness. Something is easier to remember, something is, in reverse, difficult. On the basis of this conclusion, Leitner has developed a system of flash cards for effective learning of foreign words. This method not only reduces the efforts of human memory, but also saves time spent on learning (Leitner S., 2003).

The method entails the repetition of foreign words at different intervals, depending on the result of recalling the word in memory. The Leitner system involves three boxes for flash cards.

These are cells number 1, number 2, and number 3, respectively:
— Cards with foreign words, that are new and complicated for memorizing, are placed in the first cell;
— The second cell must contain cards that have been done incorrectly;
— The third cell contains cards on which words are easily recalled in memory.

In learning English, a phrase in mother tongue is added to an unfamiliar word in a foreign language. Therefore, the word is remembered for the meaning in context. Each part of speech, which includes the lexical version of the word, can have its own color. For instance, the noun is red-colored cards. It implements additional color association. You can also use cards that contain a foreign word and a picture with the corresponding subject.

**Discussion**

The most important thing in using this system for language practice is to find a balance between efficiency and comfort. The longer the wait between the initial memorization (learning) of information and its repetition, the more effective the retention of the word in long-term memory, if you still remember it. However, by the time you practice, most of the words will be forgotten. If you repeat too often, the avalanche of old words that require training will fill you up. The solution is to first train yourself at short intervals. In case of the success of the training, these intervals are constantly increased. If a word is forgotten in one of the training cycles, it is sent to the top of the line, i.e considered to be newly learned. Using this system with cards (applications like Anki and Mnemosyne or paper cards on the Leitner system), the student constantly works either with new information or with the almost forgotten old one, constantly developing and strengthening his long-term memory. The better the word is learned, the further into the future are training cycles for his memory.
Early learning of languages develops mental functions of the child, satisfies his cognitive needs, and creates excellent opportunities to arouse interest in the linguistic and cultural diversity of the world, respect for the languages and cultures of other people. The sooner the child starts learning a foreign language, the faster he will master it and will feel comfortable with further studying.

In the course of this research, we have considered such an innovative method of teaching a foreign language called spaced repetition learning method; we have defined its principles, advantages, and disadvantages, and considered the specifics of its application. As a result, we found out that it is most successfully applied in teaching primary school student. Thus, we have analyzed scientists, psychologists and teachers points of view on the psychological characteristics of primary school students, foreign language learning peculiarities of children of this age. We came up with conclusion that in teaching students, it is important to use all channels of information perception, and precisely, hearing, vision and tactile sensations. Therefore, it is necessary to use a variety of sources and presentation techniques, namely multimedia technology, the use of realities and flash cards. Thus, the exercises, that meet all the principles of spaced learning method, are most suitable while working with younger students.

References


LEARNING FOREIGN LANGUAGES ON THE INSTAGRAM AND TIK-TOK PLATFORMS: PROBLEMS AND PROSPECTS FOR DEVELOPMENT

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Abstract. Nowadays, people spend more and more time online. Even the study of foreign languages is moving to the media environment. The most popular networks such as Instagram and Tik-Tok provide users with blogs of various thematic directions, including educational ones.

In his book “The Shallows”, Nikollas Carr talks about the negative impact of Internet surfing, focusing on the loss of the ability to concentrate. However, social networks have won a place in the life of a modern person. This fact requires special attention of researchers in order to assess not only the negative impact but also to improve the positive aspects of the internet’s impact surfing and social networks on the life of modern society.

The article examines the popularity of the method of learning foreign languages in social networks, and it also evaluates its effectiveness. The authors analyze the mechanism of language acquisition from the point of view of cognitive sciences. The article presents the results of a survey among students studying foreign languages. To participate in the survey, 206 students at the Peoples' Friendship University of Russia (Institute of foreign languages and Faculty of Philology) in the study field of linguistics in the age category from 18 to 27 years were selected. The questions presented in the survey relate to effective methods of learning a foreign language according to the respondents. Moreover, the number of respondents using the social networks Instagram and Tik-Tok in order to learn a foreign language were analyzed. The survey is aimed at identifying the tendency of students to use social networks not only for entertainment but also for educational purposes.

The digitalization of education has been noted by many prominent researchers, including A.L. Nazarenko, L.D. Efanova, V.L. Polyakov, M.A. Panutina, and many others. Many scientific articles provide a comprehensive theoretical basis for research. However, experimental methods of cognition are absent in many of the authors' works. The experiment is aimed at investigating the effectiveness of
expanding the vocabulary through the use of blogs in social networks for learning a foreign language.

The following methods were used in the research: experiment, sociological pull, analysis, method of induction, method of observation.

Keywords: social networks, language study, media

Introduction

In the modern world, the relevance of digital space is increasing every day. This trend is clearly seen in the global reports Digital 2020, as part of the spread of the Internet in the world should be highlighted (Digital, 2020):

- +298 million new Internet users compared to January 2019. The total number is 4.54 billion. Height +7%.
- +321 million new users in social networks. The audience of social networks has already reached more than 3.8 billion people. We are confident that soon half of all mankind will be using social networks.

It is also important that online education has long been familiar to schoolchildren and students. This process is largely due to the development of educational blogs in social networks. Today, social networks such as Instagram and Tik-Tok are not only an entertainment platform but also an educational one.

It should be noted that using social networks is a great way to immerse yourself in the language environment.

Social networks are also a place for communication. Constant correspondence is a crucial factor in the effectiveness of educational activities in social networks. Communication in a foreign language breaks down the language barrier.

Purpose of the study

The object of the research is to identify the efficiency of the foreign language learning process on Instagram and Tik-Tok platforms.

Methodology

The research is based on following methods: 1) survey among students studying foreign languages. To participate in the survey were selected 206 students at the Peoples’ Friendship University of Russia (Institute of foreign languages and Faculty of Philology) in the study field of linguistics in the age category from 18 to 27 years. The questions presented in the survey relate to effective methods of learning a foreign language according to the respondents; 2) experiment. An experiment was conducted to determine the effectiveness of learning foreign languages on the Instagram and Tik-Tok platforms. During the study, a control group of 60 students was formed; 3) analysis of
research works. A number of researchers (Nazarenko A.L., Efanova L.D., Polyakov V.L., Panutina M.A., Bezukladnikov K., Kruze B.) believe that it is very important to combine the use of electronic technologies and the standard learning process. It provides a possibility to create favorable conditions for learning. It was noticed also that it led to activation of students’ motivation. Establishment of digital computer technologies use helps students to acquire new knowledge and associate it with the language being studied. In the research of M. Yunus (Yunus M., et al., 2012: 63.) were showed positive outcomes of on Internet resources combination. It was noticed that students especially positively welcomed the use of social web services. It is worthy to explain that the integration of social network’s sources these sources provide them with the opportunity to obtain up-to-date information, this skill is necessary in the modern world. (Bezukladnikov K., et al., 2013: 126)

Patel T. (Patel T., 2015: 72) It was revealed that by social networks use the students’ motivation level was higher, it gives the teacher a reason to involve internet sources in a classroom.

A number of studies have shown an improvement in foreign language writing skills when learning English by students who used social networks in the learning process. For example, the Shih Ru-Chu (Shih Ru-Chu, 2011: 831) and Wichadee S. (Wichadee S., 2013) study found that the use of the social network “Facebook” contributes to improving the written performance of students in secondary educational institutions, as well as improving spelling, punctuation, and grammar of students.

Subjects of the experiment claimed that the use of Facebook in the learning process has become an interesting experience of reflection for them, and they are likely to use the social network in the nearest future when learning a foreign language.


Facebook is mainly used as a significant tool for students on order to improve academic performance, increase engagement, and increase student satisfaction. In a study of Kabilan M., Almad N., Zainol M. (Kabilan M., et al., 2010: 175), participants expressed the points of view which stated that Facebook is becoming a source of motivation for learning English.

Results/Findings

The study included a survey of students aged 17 to 27 years. 206 people took part in the survey. According to the results of the study, 75% subscribe
to foreign language blogs (Figure 1). Leading positions are occupied by such social networks as Instagram, Vkontakte, Tik-Tok. Such social networks and online educational platforms as Facebook, Twitter, Telegram, and YouTube are also popular with students.

**Figure 1.** The level of popularity of social networks language blogs

Students attitude to online learning efficiency was identified. 57,5% of interviewed answered “rather yes”, 15,5% — “definitely yes”, 22,7% think that Instagram and Tik-Tok education is rather unnecessary, others are sure that it is a non-effective method (Figure 2).

**Figure 2.** Efficiency of learning on social networks
It was identified that 89.9% of requested people meet in the platform’s recommendations language blogs. It means, that requested people are interested in learning foreign languages.

Language blogs on Instagram are particularly popular (according to the survey, 70.7% of students spend the most time there).

An experiment was conducted to determine the effectiveness of learning foreign languages on the Instagram and Tik-Tok platforms. During the study, a control group of 60 students was formed. The authors of the article reviewed the blogs that the participants of the experiment subscribed to. During the week, the authors collected and processed content in order to create a test for the participants of the experiment. The test tasks are made individually and are aimed at determining the effectiveness of foreign language teaching in Instagram and Tik-Tok social networks. As a result of the experiment, it was revealed that learning new vocabulary on social networks platforms is very effective. The results of an end test show, that 73% or mentioned words were adopted to active vocabulary (Figure 3).

![STANDARD OF KNOWLEDGE](image)

**Figure 3.** The level of word’s learning

Bloggers often explain some grammar rules. Experiment participants were requested to show the level of grammar knowledge transmitted by Instagram and Tik-Tok blogs. Experiment participants also present a high level of grammar mastery. 67% of surveyed people remember grammar points presented by bloggers (Figure 4).
Educational content is transmitted through posts and stories, where the blogger-teacher independently chooses the topic of the information message. In most of the analyzed sources (60), the nature of the interaction is playful. The simplification of the transmitted content and its entertaining nature blurs the line between recreation and learning, which has contradictory consequences. It is also worth noting the complex navigation in the proposed content. On educational Instagram platforms, users rarely determine what information they consume. The irrelevance of a social impute may hinder the development of a foreign language. Most bloggers prefer to expand the thesaurus of subscribers by naming the surrounding items in a foreign language. This process is represented by thematic blocks. It is important to note that the accompanying video content contributes to a better perception.

Speaking about the Tik-Tok social network, it is possible to comprehend that the main type of entertainment content there are videos. Bloggers who teach foreign languages record videos in which they pronounce new vocabulary and the spoken words appear on the video itself. This type of learning involves two types of memory: visual memory and sound memory, which are found quite effective.

Mostly, bloggers themselves appear on the video, but quite often they add various animations and colorful images in order to enable visual memory, which will allow people to remember the material much faster. What is more, the videos periodically include songs in foreign languages or jokes that can be understood by people who speak this language. This allows us to motivate followers to learn the language in order to understand the information that is not only useful but also brings pleasure to the learner.
These social networks in the educational field of consideration are united by the learning model. The nature of the educational model is passive learning. The model of passive learning is based on the subject-object relationship between the teacher and the student. In subject-subject relations, the feedback (from student to teacher) is weakly expressed, it is carried out only sporadically. This model of training is considered to be low-productive, due to the low level of reflection and motivation of students.

**Discussion**

The study revealed that a lot of students are interested in the modern way of foreign language learnings by Instagram and Tik-Tok platforms. This kind of education is rather passive learning, but the experiment results clearly show, that it is a very effective method. Due to the playful way of teaching is the information more memorized. The connection between media-content, fun way of education, and permanent contact with the English language shows a good result. This theme is very important in modern society. The passive learning itself must be studied from other science fields: cognitive science, neurobiology, psychology.

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MEDIA LITERACY IN THE CONTEXT OF FOREIGN LANGUAGE EDUCATION

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Abstract. Media literacy has become a significant aspect of modern educational process. However there are lots of contradictions in the field regarding its definition, methods and scale of its implementation. Most broadly media literacy is understood as an ability to search, analyze and create media content. As modern generation is considered to be digital natives the skill of searching the information are innate to them and should not be taught, so the concept of media literacy is mostly aimed at teaching the students to analyze information they obtain from mass media sources as well as creating their own content. Nowadays it is widely accepted that media literacy should be integrated into the educational system as cross-curriculum subject. This concept is reflected in numerous international and local documents. The most potent sphere that can be used as an example of successful media literacy implementation (though teachers not always have enough training and qualification in the sphere) is classes of English as foreign language as here usage of mass media materials has long been proved to be successful in teaching. The purpose of the paper is to examine the potential of media literacy project in Russian universities by exploring the opinion of EFL teachers on media literacy education and the way they implement it in the classroom. The study was conducted through a qualitative method by interviews with high school EFL teachers.

The results of the research showed that the majority of EFL teachers limit media literacy to media critics which they understand as ability to withstand influential and manipulative forces of mass media as well as to identify fake information. Among the media literacy activities that were named are translation of printed articles and discussion of news broadcasts. It was underlined by the respondents that such activities enable to go beyond traditional forms of working with such materials (e. g. translation, summing up) and to engage students into discussion of tools the author uses to make the text more influential as well as the possible reasons for that. The findings emphasized the need for clear road map of media literacy project realization as well as lack of vocational courses and trainings for teachers in the sphere. At the same time the conducted research proved teachers’
positive attitude and awareness of the media literacy importance that suggests that media literacy in Russia has significant growth and development potential.

**Keywords:** media literacy, media critics, EFL, mass media

**Introduction**

Media literacy is assumed to be a significant element of modern educational system. In accordance with the UNESCO recommendations media and information literacy encourages equitable access to information and knowledge and promotes free, independent and pluralistic media and information system (UNESCO, 2020). It is assuming particular meaning and relevance as nowadays mass media has become a principle information source, therefore it is included into basic skills one must acquire through education.

Media literacy education in Russia is still in its early stage of development, although the concept “media literacy” is used in the scientific work of numerous authors and is included in the list of general cultural competences (Federal State Educational Standarts, GK-7) as well as in the Concept of Long-term social and economic development of the Russia Federation. From 2000 to 2019 around three hundred theses on media literacy education were defended in Russia (Fedorov A., 2020: 63–64). However despite numerous attempts to develop a sustainable model of mass media education in Russia there is still no universal understanding of its role and place in the educational system. Therefore this research is aimed at analyzing media literacy in Russian educational environment, in particular in teaching English as a foreign language (EFL) to students of higher education programs.

**Objectives/Purpose of the study**

This article specifies the status and the definition of the term “media literacy” in modern Russian society by comparing the scholars’ and EFL teachers’ view on the issue. For this purpose, the term is first described using the definitions from scientific research papers and then the term is determined by exploring the view of the EFL teachers. For the latter we used qualitative structured interviews to examine the views of the EFL teachers on media literacy education and also to explore how its applied during the classes. Key questions that underlie the research are:

1) How do teachers perceive the concept of media literacy education?
2) What do teachers do to apply the concept of media literacy education in their work?

The aim of the research is to determine the current status and prospects of media literacy project in Russian universities by exploring the
opinion of EFL teachers on media literacy education and the way and extent to which they resort to it in their work.

**Methodology**

Though it is widely accepted that modern education shouldn’t be limited to the traditional literacy skills and the syllabus should “update its content and make relevance from the media messages for effective learning purposes” (Hattani, 2016: 109), media literacy faces a number of challenges on its way of integrating into the educational system. First, R. Hobbs outlines that teachers in many cases “estimate the relationship between media and the teaching-learning operation as negative” (Hobbs, 2004: 42). Second, although the concept of “media literacy” was coined in the 1990s, there is still a number of fundamental questions that rise confusion such as whether media represents a form of language different from written language; to what extent users should be taught to interpret media; whether there is a single literacy that can be applied to the modern media sphere (Buckingham, 2005: 5). Finally, there is no unified approach towards media literacy as emerging implication models vary on national and global levels. Despite the above mentioned challenges there is apparent consent regarding the definition of the notion. Media literacy is most commonly defined as “the ability to access, analyze, evaluate and communicate messages in a wide variety of forms” (Aufderheide, 1993: 7). However there is a number of researches (Ofcom, 2004: 6) demonstrating that modern youngsters being digital adopters develop some aspects of media literacy (e. g. access of information) even in the absence of special efforts to develop this skill. However mass media is often criticized for emerging as a paramount instrument of manipulation and propaganda that’s why the information it provides can be opinioned, subjective and even untrue. The only way to withstand the impact of mass media is to be familiar with the techniques and instruments used to influence the audience. As a result modern educational system demonstrates prioritized role of media literacy in teaching users to manage the informational flow and be able to withstand mass media manipulation. This gave rise to a separate branch of media literacy — media critics (Korochenskii, 2002; Fodorov, 2005). In the focus of media critics lies the development of critical thinking of the audience which enables them to analyze and valuate the ideas expressed in the media, identify the conflict between those ideas and the generally accepted norms as well as ability to separate the truth from lies. So one of the main aims of media literacy today is not only to teach users “to access, understand and create communications in a variety of contexts” (Ofcom, 2004: 8), but also to be able to critically
analyze the texts represented in mass media in their variety of forms and to understand the mechanisms of their creation.

Another topical issue regarding media literacy is whether it should be introduced as an independent subject or be integrated into the fundamental curriculum. Scholars emphasize influential role that media literacy plays as a cross-curriculum subject: “advocates of media education have often argued that it should be seen as an element of all curriculum subjects” (Buckingham, 2003: 89). Buckingham (Buckingham, 2003: 89) and Hobbs (Hobbs, 2005: 75) claim that media literacy should be introduced as an inseparable and potent element of syllabus regardless of area, that will allow to encourage media literacy even if teachers do not have enough knowledge and training in the sphere (Scheibe, 2012).

Teaching English through mass media has long proved to be an effective method that enables teachers to “meet various needs and interests of their students” (Tafani, 2009: 81) as well as providing students with a lot of language practice. So integration of media literacy into the English classes’ syllabus should attract specific attention as it has been practiced for a relatively long time (although EFL teachers aren’t always trained in the media literacy sphere and integrate it mostly instinctively) and can provide useful road map that could be applied to other subjects.

Results/Findings

In order to investigate perception of Russian teachers towards media literacy and the way it’s implemented in the classroom qualitative method was used by interviewing 30 high school EFL teachers. Respondents were chosen randomly (they belong to 4 different universities located in Moscow) and before the interview were asked to give a consent pointing out the importance of the feedback to the research. The interviews were recorded, transcribed and analyzed. Each interview lasted between 40–60 minutes.

The first question the respondents were asked (see Appendix) was whether they are aware of such terms as “media literacy” and “media education”. All respondents confirmed that they have come across the term. 40% of respondent emphasized that media education is a part of the new educational approach, 10% of them linked it to the results of globalization, 90% — to the introduction of Bologna Process.

Next questions were aimed at perceiving what exactly teachers understand under media literacy. The totality of respondents were able to give definition of the notion. However our findings have shown that 85% of respondents understand medial literacy narrow, namely as media critics, which is in reality only one of the aspects of the concept. So the respondents relate media literacy to ability to identify hidden and open influence in the
text as well as fake information. Only 15% of the respondents included in the term other constituents, like ability to search information, to assess resources of information, etc. At the same time, the findings show teachers’ awareness of media literacy teaching’s paramount role, as 82% of respondents emphasized that the importance of media literacy skills is growing.

Afterwards the questions were to show to what extent according to the respondents media literacy is represented in the curriculum. The majority of teachers (93%) affirmed that they don’t have clear understanding of teaching methods and practices that can facilitate integration of media literacy in the learning process. At the same time the totality of the respondents claimed that they are aware of media literacy being one of the significant competences that must be developed through educational process according to the educational standards of Russian Federation.

The second block of questions centered on the teachers’ media literacy practices in the classroom. The teachers named translation of printed articles and discussion of news broadcasts as media literacy activities they resort to during the classes. While working with authentic texts they often go beyond mere translation and summing up it and engage students into discussion of tools the author uses to make the text more influential as well as the possible reasons for that. The respondents emphasized that by going beyond traditional ways of working with the text they develop student’s critical thinking and encourage them to become “wise and healthy media consumers” (Considine, 2002) who are able to defend themselves from fake and manipulative information.

At the last phase of the interview respondents were asked to give recommendations regarding media literacy. All teachers announced necessity of clear road map in this regard. The respondents also regretted the absence of qualification enhancement courses or online programs that could broaden their knowledge in the sphere.

Discussion

This research was aimed at assessing the status of media literacy project in Russian educational system, the EFL in high school particularly. The results revealed that teachers are aware of the project although they don’t have clear understanding of constitutes of media literacy (as a result they understand it narrowly and restrict it to media critics) and the way media literacy approach may be integrated in the syllabus. The findings show positive attitude of the teachers towards media literacy and their desire to learn more about it, which suggests that media literacy in Russia has significant growth and development potential as long as trainings and clear instructions in the field will be introduced.
References


Appendix

1. Are you aware of the term “media literacy”?
2. What does the term “media literacy” mean to you?
3. Do you think that modern Russian educational system integrates media literacy approach into the educational system?
4. How is media literacy approach represented at your classes?
5. What are your recommendations for further integration of the media literacy into educational system?
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PUBLICISTIC DISCOURSE AS A MEANS OF TEACHING
STUDENTS READING AND MONOLOGUE SPEECH
IN INTERCONNECTION

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Abstract. The article is written in the field of methods of teaching foreign languages and is devoted to the use of publicistic discourse as a means of teaching students communicative skills of reading and monologue speech in foreign language. Theoretical methods used in the process of writing the article (the study of psychological, pedagogical, methodological and linguistic literature; comparison and generalization of the research results) and empirical methods (observation, experimental teaching, analysis of oral and written answers, monitoring of the process of learning a foreign language, forecasting) and mathematical research methods (ranking, statistical method) contributed to the achievement of the goal: the effectiveness of the use of publicistic texts in the process of teaching students reading and monologue speech was proved. The analysis of the specifics of interconnected teaching communication skills of foreign language reading and monologue speech and the study of the linguistic characteristics of publicistic texts made it possible to identify the criteria for the selection of texts for teaching students and develop recommendations for students and teachers for the formation of communicative skills in foreign language reading and monologue speech based on publicistic discourse in the process of interconnected learning. The use of the developed recommendations for the interconnected teaching communicative skills of foreign language reading and monologue speech can significantly improve students’ performance in doing exercises with publicistic texts. To develop students’ communicative skills of foreign language reading and monologue speech, a specific algorithm was developed, which comprises a sequence of educational actions at the pre-text, text and post-text stages. The algorithm offered in the article gives concrete instructions for students how to deal with the texts that are written in the field of publicistic discourse, enriches their knowledge of this style and teaches them how to make a speech in the framework of publicistic discourse. The perspectives of the developed methodology of interconnected teaching students communicative skills of foreign language reading and monologue speech based on publicistic discourse are concluded in the idea that it can be applied in teaching foreign language to students in universities within the discipline “the Practice of oral and written speech.”

Keywords: publicistic discourse, reading skills, monologue, teaching foreign language
Introduction

Publicistic discourse which is an integral part of a life in a developed society, also it possesses high educational value which is being underestimated in teaching reading and monologue speech. Today foreign language textbooks often contain abstracts from classical literature, but articles from magazines and newspapers are found extremely rarely, although it is publicistic texts that are the most read sources. Considering the works of the most influential Russian linguists (I.R. Galperin, I.V. Arnold, N.D. Arutyunova, E.S. Kubryakova and V.I. Karasik) and methodologists (I.L. Bim, N.D. Galskova, N.I. Gez, E.I. Passov) the algorithm of specific educational actions to be performed while applying to publicistic discourse in learning process has been developed.

Objectives/Purpose of the study

The research focuses on the study of publicistic discourse, its linguistic characteristics, the selection criteria and its effective implementation in teaching reading and monologue speech in foreign language. The purpose is to develop a theoretically grounded methodology of interconnected teaching which was achieved by solving problems: to analyze the specifics of interconnected teaching in foreign language reading and monologue speech of students on the basis of publicistic discourse; to study the features of publicistic texts and to develop criteria for their selection; to develop and theoretically substantiate the linguodidactic foundations of the methodology for interconnected teaching of communicative skills using publicistic texts; to select the contents of interconnected teaching of communicative skills of reading and monologue speech on publicistic discourse; to develop and test the methodology of interconnected teaching.

Methodology and sub headings

Linguistic characteristics of publicistic texts

In Russian linguistics, many scientists have been studying the concept of “discourse”. V.I. Karasik considers discourse as “a text in a situation of real communication” (Karasik V.I., 2004). E.S. Kubryakova and O.V. Aleksandrova interpret discourse as “a space of time filled with the pronunciation of a speech work, or filled with its creation” (Kubryakova E.S., 2005). Soviet and Russian linguist, N.D. Arutyunova gives the following definition of discourse: “Discourse is a coherent text in combination with extralinguistic, pragmatic, sociocultural, psychological and other factors, a text taken in a conceptual aspect; speech, considered as a purposeful social action, as
a component involved in the interaction of people and the mechanisms of their consciousness (cognitive processes)” (Arutyunova N.D., 1990).

The primary goal of the publicistic style due to which it stands out as a separate style is to have a permanent and deep influence on public opinion, to convince the reader that the interpretation given by the author is the only correct one and to make him accept the point of view expressed in a speech, essay or article not only through logical reasoning, but also through emotional appeal. Emotional words make people feel intense emotions — a complex state of feelings that leads to physical and psychological changes that affect our behavior. Emotional associations with a word are known as its connotative meaning, which accompanies its main, denotative meaning (Eliseeva V.V., 2003). Through words with negative connotations, the position of the author is well traced, from which one can judge whether he or she is simply covering facts or presenting his/her beliefs on a problem discussed.

Another characteristic of publicistic discourse is expressiveness. The use of expressive means of language helps the author create a certain image behind the text (Telia V.N., 1991). At the linguistic level, the creation of images is the result of the interaction of two meanings: direct and figurative ones. Lexical meanings in which a word or a phrase are used figuratively are called tropes. These are such figures of speech as allegory, irony, metaphor, metonymy, synecdoche (Arnold I.V., 2010). One of the most widely used tropes in publicistic style is metaphor. It is a figure of speech based on implicit comparison.

The main stylistic principle of journalistic text is the unity of expression and standard, which make up a feature of newspaper texts. This is primarily manifested in the vocabulary and is a direct consequence of the specificity of the information in publicistic text (Galperin I.R., 2010). The features of publicistic style include:

1. Universality. Publicistic texts are created to reach as many readers as possible which implies targeting a wide audience. Since news sources and articles in magazines are read by many people, then the language in which these articles are written should be accessible to everyone. Publicistic texts contain common vocabulary familiar to everyone and problems that are relevant to the widest circle of readers are raised.

2. Non-specific information. Designed for a wide audience, information presented in publicistic texts, as a rule, refers to the areas of life in which everyone participates and has a basic understanding of what is happening. In the texts of this style, it is extremely rare to find texts, for reading which the reader needs to have knowledge in a particular field.
3. Relevance of information. Due to the frequent update of news resources and articles in magazines, new and relevant information always replaces less relevant one as evidenced by the fact that new problems are raised and displayed in newspapers and magazines every week or month.

4. Subjectivity. Since articles comprise not only facts, but also author’s point of view, such sources are subjective. In this case it is necessary to mention the underlying message. Applying to critical reading skills students should pay attention to the fact that a text may imply an idea about which the author does not write directly, but implies it. Exploiting background knowledge a reader can judge on the presence of a message behind the lines in the article, while it should be emphasized that the message can only be understood from the context. Considering fiction, hidden message can be used to describe the feelings of the author in relation to any hero/heroine or to express the author’s position, which the author does not intend to state directly, while in publicistic discourse the underlying message has a very definite application. It is used to express the author’s evaluation of the problem, approval or disapproval throughout which the author influences the reader. As a rule, the message is realized in the entire text and it is the result of intentional programming performed by the author.

5. Conciseness. Within the framework of publicistic discourse, the author does not have unlimited space to fill that in with the information since readers quickly change such sources and in order to make it possible for the reader to isolate the main idea from the text and remember something, the author has to present his/her idea in a concise format.

Modern publicistic text are based on the “pyramid principle”, which means that events in the text are covered from the result to the reasons and origin of what happened. Consequently, the reader first receives the most significant information and proceeds to less important facts and events, which contributes to a better understanding of the main idea of the text. Therefore after reading the initial part of the text, the reader stops and finishes reading this article, he/she still has the main idea in his mind (Kazakova P.D., Bazhenova Ya.G., Lokhanov V.S., 2017).

The selection criteria of publicistic texts

As with any teaching tool, certain requirements are applied to publicistic texts used in teaching foreign languages:

• Communicative potential of the text. Within the framework of the communicative approach in the classroom, all tasks should contribute to the desire of students to participate in communication, for which it is necessary to select topics that correspond to the real conditions of communication (Passov E.I., 2010). This implies that the topics of the texts selected for
work in the classroom should concern those aspects of the issue that students are likely to face in real life and apply in practice knowledge gained in the classroom (Passov E.I., 1991).

- Informativeness (cognitive value). The text used in the classroom should contain new and useful information for students, enrich their knowledge and expand their horizons. For this, a teacher must take information from reliable sources and refer to the studies of the most influential scientists.

- Professional value of the text. For students, whose next stage in life will be getting a job and their realization as specialists, it is important to understand how the material that the teacher gives them in the classroom will be useful to them in real life when they will go to work. Also it should be noted that the teacher should explain to students what is the practical value of each task.

- Correspondence of the topic with students ’ interests and age. The choice of topics should depend on the current range of students’ interests and should also motivate them to participate in the discussion in the classroom (Bim I.L., 2002). It is a well-known fact that only a few students can boast of a sustainable source of intrinsic motivation to motivate them to learn and gain new knowledge. For this reason, motivation in the process of teaching a foreign language is external in most cases, which requires the teacher to create motivation in the classroom by using new, relevant and relevant information for this age group. It is important to take into account that not only a text that is too light will reduce the level of students’ motivation, but also too difficult, because students, starting to work with the text, will immediately face difficulties in understanding its content and will not be interested in further reading it.

- Newness. While working with publicistic texts that are presented in magazines and newspapers, special attention should be paid to the publishing date of the text, since topics that were relevant five years ago are highly likely not be irrelevant today, because articles and news, unlike works of classical literature that concentrate on “eternal” problems. Highlighting the problems of the society publicistic discourse serves to influence the reader, for example, the author can appeal to the reader in order make him/her react to the problem raised in the text. In the era of globalization, it won’t require many efforts from a teacher to find publicistic text on a particular topic because most newspapers and magazines have websites and applications in which the teacher can select the desired category, for example, “Art”, “Science”, “Politics”, “Economics” and so on, and find an article that will meet his/her goals and contents of the lesson. The use of the latest news and relevant articles in the classroom also
contributes to the formation of students' motivation, in terms of arousing their interest in everything that happens in the world today, and it also increases students' general awareness and broadens their horizons, which reply to the requirements enumerated in the Federal State Educational Standard, applied to educational programs in a foreign language.

- Absence of “language aggression” (cyberleninka.ru, 2020). Since publicistic texts are the author's tool for influencing the audience, there are various ways to achieve this goal. As with any information for the wide audience, certain standards are applied to publicistic texts, according to which information should correspond to the literary norms of the language and should not promote illiteracy. Today media can be considered the fourth branch of power in the country and its impact on the society can not be underestimated. Therefore a teacher have to devote much time studying a text for the presence of the calls for violence, violations of the law, disrespectful attitude towards other participants of communication and other negative aspects that can be covered in publicistic texts.

Taking that into account, publicistic discourse raises the problem of subjectivity. Due to the variety of linguistic means and methods of persuasion, the author can impose his/her position and make the reader believe that it is the only correct one. These peculiarities of publicistic discourse often cause difficulties and that’s why students need a specific algorithm of educational actions to be performed while working with this type of texts.

**Methodological recommendations for publicistic discourse analysis**

Work with publicistic texts should begin with the study of the characteristics of this style. On the initial stage students need to study the specific requirements of the style and ways of their implementation in the texts since before making up a monologue based on the text a student must be sure that his/her speech satisfies the requirements of the style of publicistic discourse, among which one can highlight:

1. The main purpose of publicistic texts is to convince. The author, as a rule, tries to influence public opinion by convincing the reader that the interpretation given by the author is the only correct one. In the process of reading texts of this style, students need to understand which goal the author pursues and by what means he/she achieves it, not only in order to understand the main idea of the text, but also to choose structure and logic of the presentation in accordance with the goal so that the monologue remains within the framework of publicistic discourse.

2. Logical reasoning. To achieve the final goal — the reader's attention and conviction, logical argumentation is used as a means of influence and
students need to keep that in mind in the process of building a monologue based on the text. Judgments must be presented in a logical sequence and supported by arguments in order to create a firm position of the author on a particular issue.

3. Language of narration. Depending on which source the text is published in and what problem it covers, the choice of language means will differ. It should be noted that means of expression within the framework of publicistic discourse can be used for the purpose of persuasion in contrast to literary texts in which the main goal is to create an image. Therefore, the most frequently used expressive means in publicistic discourse are comparison, metaphor, rhetorical questions and appeals, lexical repetitions, gradation.

**Results/Findings**

For a complete understanding of a publicistic texts and the opportunity to use it as the basis for a monologue, we propose to follow the algorithm:

1. Read the text for obtaining the facts listed in it. In this case student's task will be not to interpret the text, but to read it carefully to extract the most valuable semantic parts.

2. Define author's position. Student's task is to answer questions: “What is author’s attitude to the problem described in the text?”

3. Reveal the underlying message of the text through the analysis of linguistic means used by the author to convince the reader. Student's task will be to answer the questions: “What expressive means of the language does the author use and for what purpose?”

4. Generalize. At this stage students are expected to comprehend the analysis they have performed with the text at the previous stages in order to establish links between the topic, idea, position of the author and ways of expressing it.

5. Correlate the idea in the text with your background knowledge. Student's task at this stage is to comprehend the problem described by the author from the point of view of student's personal experience and his/her way of interpreting the same problem.

**Discussion**

Publicistic discourse possesses high educational value in teaching foreign languages if the characteristics of the style are studied carefully and taken and into account the recommendations of its implementation during the lesson. Publicistic texts are not only means of broadening one’s horizons and general awareness but they also contribute to the development of students reading and monologue skills. The algorithm mentioned above
serves to help students study different aspects of publicistic texts in logical sequence and it has demonstrated positive tendency of improving the following skills: the skill of building up a speech based on the text; the skill of expressing both approval and disapproval of author’s position; the skill of building up a speech in the framework work of a concrete style.

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COMMUNICATIVE COMPETENCE
IN THE SYSTEM OF EDUCATIONAL ACTIVITIES

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Abstract. In the context of intensive development of international cooperation and integration of the Republic of Tajikistan into the world community, there is an increasing need for specialists who are fluent in their native, Russian and English languages and are able to use it productively in real situations of everyday and professional communication.

In this case, it becomes important to take effective measures to further improve the forms and methods of teaching and learning languages as an important means of international communication. The positive measures taken make it possible to significantly expand the possibilities for the practical use and development of modern teaching methods, the creation and improvement of educational materials and complex technological learning systems, including multimedia, as well as methods of self-education and self-study, taking into account its individualization. All this requires the development of fundamentally new mechanisms of organizational, methodological, scientific and informational support of the educational process associated with the development of a strategic line for improving the formation of a multicultural and multilingual environment in the Republic of Tajikistan.

Modernization processes in the modern educational space of Tajikistan, the need for a communication-oriented approach in teaching Russian and English in the context of the formation of a multicultural and multilingual environment are important constructive components in the training of a comprehensively developed personality and highly qualified specialists.

Teaching Russian and a foreign language in educational institutions of Tajikistan follows the main goal: the development of the communicative competence of students in the classroom, such as, learning a particular language as a means of communication. Competence means an independently realized ability based on acquired knowledge, intellectual and life experience, values, which an individual improves as a result of cognitive activity and educational practice.

Keywords: communicative competence, model, language, education, speech

Introduction

Possessing of regional and linguacultural information, the skills of its adequate use is a prerequisite for successful and high-quality communication,
which, in its turn, is the goal of the communicative-activity approach to teaching Russian and foreign languages, as well as a component of communication as a communicative-cognitive process. Such understanding of communicative competence provides a widespread use in learning process of authentic information, rich in factual regional material directly related to the country whose language is studied. And this should provide a sustainable cognitive interest in the subjects studied and the effective formation of socio-cultural competence.

**Objectives/Purpose of the study**

The purpose of this research is to determine the position of communicative competence in the educational system of the Republic of Tajikistan.

The aim of the research is to determine the main strategy of teaching Russian and English in the institutes of higher education of Tajikistan.

**Methodology**

In this research, such methods were applied as descriptive, comparative, linguacultural.

Communicative competence consists of three main types: speech, linguistic and socio-cultural, which, in its turn, also includes a number of other competencies. The model of communicative competence is presented in a detailed diagram to which we will return afterwards. This means that taking into account the content and purpose of teaching Russian and foreign languages, we take the formation of communicative competence as a basic model.

Based on the active models of communicative competence in psycholinguistics, a peculiar structure of formation of communicative competence is proposed, taking into account the certain characteristics of the educational field “Russian and English”. This model of communicative competence, made on the basis of a two-level approach, may lead to the unity of the law “knowledge — implementation”. After all, linguistic competence is knowledge of the language, the rules by which the correct language constructions and sentences are reproduced.

It is generally known that knowledge of the phonetic system of a language and speech auditory-pronounced skills constitute phonological competence; knowledge of vocabulary, phraseology, grammar in unity with the ability to generate text (statements) are defined as lexical and grammatical competence. In general, linguistic competence is knowledge of theoretical information (system and structure of language) and linguistic material (units of language, rules for their links), which provides progress of speech activity and communication ability (Negmatov S.E., 2015: 80).
Communicative competence as the goal of teaching a foreign language at a university presupposes not only possessing of the language system, but also practical knowledge of the language, that is, the appropriate level of formation of skills and abilities, related to the second content line of the model — speech competence. This is a complex activity that takes place on the basis of acquired knowledge, skills and abilities. It can be both receptive and reproductive / productive. Speech competence cannot be divided into components. On this issue, we share the opinion of V.L. Skalkin, although he refers the communicative competence to the speech.

The third component of communicative competence is sociocultural competence, without which foreign language communication will be ineffective or will not take place at all. Communicative competence presupposes the assimilation of extralinguistic information necessary for adequate communication and mutual understanding, which is impossible without the fundamental identity of the general information of communicants about the surrounding reality.

Foreign language communication is also facilitated by the mastery of cultural norms of behaviour — the “way of life” of the native speaker. In other words, in the process of teaching a foreign language, it is important to involve students in a new national culture, way of life, traditions, social relations, and therefore to form socio-cultural competence that will give them the opportunity to participate in intercultural communication.

We should note that the modern understanding of intercultural communication (N.F. Borisko, L.P. Rudakov) as a dialogue of cultures, each of which is a complex formation “culture-language-personality”, comes from the ideas of V. Humboldt, R. Jacobson, W. Weinreich. Today these tasks have become even more urgent, as evidenced by the scientific interest in the problem of communicative competence (E.M. Vereshchagin, V.G. Kostomarov, N.F. Borisko etc.).

The direction of the communicative approach to teaching English in teaching methodology arose as a result of scientific research that was conducted in Europe, USA, Canada in the 1970–1980. Every day Tajikistan is more and more involved in the life of the world community, its international relations are expanding, Russian and English are becoming really necessary in all spheres of human activity. All this undoubtedly raises the status of the Russian and English languages as an academic subject and makes it necessary to continue the tradition of a communicatively oriented approach to their teaching, i.e. to prepare modern youth to use these languages in a real communication process.

When studying Russian and foreign languages in educational institutions of Tajikistan, the focus is on the consistent and systematic development of
all components of the student's communicative competence in the process of possessing various strategies of speaking, reading, listening and writing. The training is aimed at learning Russian and foreign languages as a means of international communication through:

— formation and development of basic communication skills in the main types of speech activity;
— communicative-speech immersion in the foreign language environment of the countries of the target language (within the framework of the topics and situations studied); development of all components of foreign language communicative competence;
— socio-cultural development in the context of European and world culture with the help of such important components of the learning process — regional, culture and linguistic and cultural material.

The leading component in the communicative competence is speech (communication) skills, which are formed on the basis of:

a) language knowledge and skills;

b) linguistic regional and regional knowledge.

The minimum level of communicative competence in the state educational standard in Russian and English includes the following skills: read and understand simple, authentic texts (with an understanding of the main content and with full understanding); communicate orally in standard situations of educational, cultural, everyday spheres; orally, briefly tell about yourself, the environment, retell, express an opinion, assessment; the ability to write and convey elementary information.

In the process of speech communication, students use the means of language, its vocabulary and grammar — to build statements that would be understandable to the addressee. However, knowledge of only vocabulary and grammar is not enough for communication in a non-native or foreign language to be successful: you also need to know the conditions for using certain linguistic units and their combinations. In other words, in addition to grammar itself, one should learn "situational grammar", which prescribes to use the language not only in accordance with the meaning of lexical units and the rules for their combination in a sentence, but also depending on the nature of the relationship between the speaker and the addressee.

Of course, a lot depends on the goals of communication and other psychological factors, the knowledge of which, together with the actual linguistic knowledge, constitutes communicative competence. In the process of communication, there is also an orientation towards the social characteristics of the speech partner: his status, position, situational role, which is manifested in the choice of alternative speech means with stratifications and speech constraints.
Taking into account the above, communicative competence can be defined as a means necessary to control and forming a speech situation in a real speech act. The purpose of the formation of communicative competence is a completed communicative act. The means to achieve this goal are the components that make up communicative competence (knowledge of the language and skills, speech skills).

The change in the educational paradigm and the ongoing positive changes in the structure and quality of higher professional education in Tajikistan are focused on creative initiative, independence, competitiveness, mobility, necessary for the future activities of a future specialist. The main task of university education in the field of studying the Russian and English languages is to prepare a professional multilingual specialist who is competitive in the labour market, capable of effective work in his chosen specialty, who is successfully guided in the field of his main activity, ready for his constant professional growth.

The basis of modern education, including in the classroom on the subject “Russian and English”, is a competence-based approach, the main features of which are the general social and personal significance of the formed linguistic knowledge, skills, abilities, qualities and methods of productive activity of students at the stage of transition from learning to professional activity. The relevance of this approach is also determined by the fact that today employers, when defining the requirements for a young specialist, in their choice are guided by the competencies that he possesses in conjunction with his abilities and personal qualities. In this case, free possession of English and Russian occupies the main place.

In creating situations for the implementation in practice of the main traditional and innovative pedagogical technologies of teaching a foreign language, the main figure is the teacher, who must have the necessary level of professional competence to fulfil the large-scale communicative tasks assigned to him in modern conditions.

The professional competence of a teacher of Russian and English determines his ability to most effectively solve linguistic and communicative problems that arise in real situations of verbal communication using not only theoretical knowledge, practical skills, but also personal values. Linguistic and communicative competence enables the teacher to clearly define the goals of professional and personal improvement, provide substantial support to the emerging personality of the subject of education, and develop a personalized training strategy program to achieve this goal.

In the hierarchical scheme of professional competence, which is characterized by a multi-aspect, multifaceted and systemic nature, the communicative component dominates, as a level of communicative culture
sufficient for effective interaction with the subjects of the pedagogical process and obtaining high performance in educational practice through specially organized communication with students.

Communicative competence contributes to the emergence of new systems of relations, the transfer of information, its perception by students, the creation of an environment of collective search, joint creative activity, and a general attitude. With adequate organization of group work by the teacher, classes, prompted at the beginning by the desire for communication, acquire in the future for the student personal interest, their own incentive force.

Results/Findings

Communicative competence integrates three components of the condition: cognitive (knowledge, thinking), nationwide (methods of activity and readiness to carry out activities) and axiological (having certain values), which are ultimately aimed at minimizing mismatch, students achieving the greatest success, the highest self-expression, as well as the search for a source of opportunities for self-determination, self-development and self-realization.

Linguistic competence is rightfully recognized as the most important component of communicative competence, which provides, on the basis of a decent amount of knowledge, both the construction of grammatically correct forms and syntactic structures, and the understanding of semantic segments of speech, organized in accordance with the norms of a foreign language.

Conclusion

The main strategy of teaching Russian and English in universities in Tajikistan is a person-centered approach, which puts the personality of the student and teacher at the centre of the educational process, taking into account their abilities, capabilities, inclinations and needs. This is supposed to be realized on the basis of differentiation and individualization of training.

Thus, the priority forms of pedagogical communication determine the need for the formation of communicative competence in subjects of education when teaching Russian and English at universities in Tajikistan. The concept of foreign language education and the formation of a linguistic personality should be based on the understanding of communication as a practical activity of the subject, which is aimed at other subjects, sees in them their own kind, equal to themselves. In other words, parity communication relations are assumed.

References

FORMING ACADEMIC LITERACY: 
STUDENT CONFERENCE ON INTERCULTURAL TOPICS 
IN FRENCH AS SECOND FOREIGN LANGUAGE

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Abstract. Student conference in a language studied as a second foreign one is aimed at developing students’ creative abilities, skills of selection, analysis, critical understanding of information and its presentation to an unfamiliar audience. In a distance learning environment, the conference provides psychological support, bringing diversity to the learning process and providing psychological assistance to students.

The purpose of the study is to consider the impact of student research conference on intercultural topics in academic literacy when learning a second foreign language. Objectives: 1. To consider the content, methods of organization, methodological aspects of the student research conference within the project methodology; 2. To identify criteria for selecting topics for student reports; 3. To highlight the tasks of teachers in the project; 4. To analyze the types of students’ activities preparing and making reports; 5. To monitor the impact of the conference on the formation of academic literacy and scientific competence to improve learning.

In the process of description and analysis of materials and ways of organizing a student conference on intercultural topics in a foreign language the procedures of descriptive, interpretive, linguistic, cultural and comparative research methods were used. Results. Our project conception consists of seven stages. It has been shown on the example of the Interuniversity Scientific and Practical Student Conference “Russia — France in the mirror of history, culture, politics” was held in May 2020 in a remote form on-line.

The analysis of some reports has been given, such as the case of a Maquisar Battalion and their banner: in March 2011 the son of the battalion commander recognized it in the Internet, came to Moscow to give documents and photos; in 2014, a book about the battalion was published in France.

Practical use of the results has been monitored. The whole conference was recorded on Skype (2 hours 30 minutes), copied and discussed by students.

Discussion. Preparing cross-cultural topic is an important part of the overall professional competence and has a self-educational function providing desire to
continue this type of extracurricular work, despite the fact that it requires a lot of effort and time.

**Keywords:** student scientific conference, project methodology, individualized methods of work, French, cultural competence

### Introduction

Discussion of aspects in relations between Russia and France as the country of the language to study purposefully attracts student attention to cultural phenomena, historical events giving students the opportunity to independently search and select information and increase their academic literacy or professional erudition. According to the *Centre national de ressources textuelles et lexicales*, erudition can be defined as “practice of a method consisting in gathering numerous and often exhaustive documents around a research project” (CNRTL, 2020). For French culture, this concept is valuable by itself. In this regard, we are building up extracurricular activities in teaching French as a second foreign language in order to broaden learners’ horizons and establish as many linguistic and cultural links as possible between Russia and France.

In the process of acquiring individual cultural experience, a person perceives objects and phenomena reflecting the history and modernity with a certain degree of emotionality, forming associative ideas, most often mediated by language means and cultural stereotypes (Wizmann H., 2014). In this regard, we seek to shake up layers of knowledge about France and the French language, which have been preserved in Russian culture, but nowadays are not recognized by Russians.

In theory, we follow Milton J. Bennett (Bennett J., Bennett, M., 2004) and many other researchers to feel the urgent need to work on intercultural sensitivity. Here are the words of Darla K. Deardorff: “Though terminology varies based on discipline and context (e.g., intercultural competence, cultural intelligence, intercultural sensitivity, global competence), cross-cultural competence results in communication and behavior that are both effective and appropriate” (Deardorff D.K., 2017).

One of the most effective forms of work on the formation of cultural and intercultural competence is student conference on intercultural topics, which is multi-perspective.

### Objectives/Purpose of the study

The purpose of the study is to consider the impact of student research conference on intercultural topics in academic literacy when learning a second foreign language.
Objectives:
1. To consider the content, methods of organization, methodological aspects of the student research conference within the project methodology.
2. Identify criteria for selecting topics for student reports
3. Highlight the tasks of teachers in the project
4. Analyze the types of students’ activities preparing and making reports.
5. Monitor the impact of the conference on the formation of academic literacy and scientific competence to improve learning.

Methodology

In the process of description and analysis of materials and ways of organizing a student conference on intercultural topics in a foreign language we used the procedures of descriptive, interpretive, linguistic, cultural and comparative research methods were used.

Results/Findings

The stages of method of projects implementation have been described by us in detail in several publications (mainly in Russian). We have expanded and slightly modified the traditional five-stage project design (Svetova E.A., 2019), as we use the project method to work with adult learners.

Our project conception consists of seven stages.

The Interuniversity Scientific and Practical Student Conference “Russia — France in the mirror of history, culture, politics” (Russia — France..., 2020) was held in May 2020 in a remote form on-line. The conference was prepared and conducted by students of two universities and teachers of two departments: the Department of Linguistics and Intercultural Communication of the Distance Learning Department of the Moscow State Linguistic University (MSLU) and the Department of Foreign Languages of the Agrarian and Technological Institute of the Peoples' Friendship University of Russia (RUDN University).

Stage 1. At the motivation and goal setting stage, the general theme of the project is defined: the study of the history and the current state of relations between Russian and French cultures. A wide list of topics was given to students.

Stage 2 is the stage of planning, problem analysis and hypothesis making. It begins with the elaboration of criteria for selecting topics for student reports. The trainees should:

— To find the latest data on the chosen topic of the report.
— To reveal its representation in the publications in Russia and France.
— To select objects of special cultural significance.
Stage 3 is a moment of choosing the optimal form of material presentation, scenario, information sources:

— To make a short on the chosen topic (individually by each trainee).
— To compare data in French, English and Russian sources.
— To reveal the French media evaluations and opinions on the topic
— To prove that topic is relevant, if not, reconsider the topic.
— Find video, audio and photo material (Bobunova A., et al., 2020).

This stage is facilitated nowadays by the Internet.

Stage 4: the implementation of the linguistic and cultural project is felt as the main stage by students. The main criterion of the material selection is its relevance. It is necessary to find references to the elements of the chosen topic in events of the last years.

Here is the analysis of some reports from the first section “To the 75th anniversary of victory in the Second World War”:

1) The case of the 2nd French Maquisar Battalion of Resistance of Brittany and how their banner appeared in the Moscow Museum of Modern History of Russia. Relevance of the topic: in 2005, the Museum placed a photo of a discovered banner in the announcement of the exhibition “They fought with us”; in March 2011 the son of the battalion commander recognized the banner in the Internet, came to Moscow to give documents and photos; in 2014, a book about the battalion was published in France.

2) The feat of Antoine de Saint-Exupery. Relevance of the topic: songs in Russian mentioning him; 1998, parts of his plane and his bracelet-gourme found in the Mediterranean Sea; 2013, 70th anniversary of “Petit Prince”, a street named after him in Russia; 2020, 120th birth anniversary.


4) Russians in French Resistance. Relevance of the topic: the anthem of the French Resistance “Song of Liberation” (music by Anna Smirnova-Marly, born Bethulinskaya; words by Joseph Kessel and his nephew Maurice Druon, all three of Russian origin; 2004, Mother Mary (Skotsova) was canonized as a martyr; 2016, Mère-Marie-Skobtsov Street inaugurated in Paris.

The second section was dedicated to personalities:


7) Maurice Thorez as a politician. Relevance of the topic: the name of Thorez given back to the Institute of Foreign Languages at Moscow State Linguistic University; 120th Anniversary of this leader of the French Communist Party.


9) Jean-Loup Crétien, the First French Spaconaute. Analysis of the human side of space research. New: 2016–2017, his organ performances in the Printemps des orgues in Angers with pictures he had taken in space; 2018, a study conducted by M. Avdonina revealing changes in the cosmonaut Larousse entry.

The third section reports included such topics as: Opera Garnier and The Phantom of the Opera; French cuisine in today’s Russian traditions; Versailles, Peterhof and Sans Souci; Renault Plant in Russia; Lily of the Valley and the May 1st festival; Bridges of Paris; Paris as Eponym in Russian Toponymy; “Moscow Nights” song in French (“Le Temps du Muguet”) connected with “Le Temps des cerises”, the anthem of the Commune of Paris.

**Stage 5.** Evaluation of results (success / failure).

For teachers, the aim of the conference was to encourage cognitive activity of students, to create linguistic, professional, socio-cultural competencies and, above all, to form the aspect of intercultural communication of general linguistic professional competence.

The aim of students was to improve their erudition and to obtain professionally oriented information.

**Stage 6.** Analysis and self-analysis of the result of each participant, experience of success feeling. Students exchange messages, photos and videos, send them to friends and discuss in groups.

**Stage 7.** The “aftertaste” and anticipation stage.

Practical use of the results has been monitored:

— The whole conference was recorded on Skype (2 hours 30 minutes) and copied by students;

— Interest in M. Voloshin biography brought one of the students in summer holiday in the Crimea to visit the Voloshin’s house, she sent photos to colleagues;
— Students of the RUDN University made presentations at the seminar “The World through the Eyes of an Interpreter”, including a comparison of Chanel No. 5 European and Chinese advertising of 2019;
— Fragments of reports about Marius Petipa, Marie-Antoine Carême, Normandy Niemen regiment, and Renault products went into the advertising of the “Translator” program;
— Studying the cities of France, the wedding of Henry 1 and Anna Yaroslavna was inserted into the information about Reims;
— The cuisine theme was in the center of interests (students cooked profiteroles, baguette and ratatouille);
— The freshman classes successfully used the materials about the bridges of Paris in “What do I associate Paris with”;
— One of the reports was uploaded on the Youtube portal.
— Teachers were inspired to write the topics for the next conference.

Discussion

Student conference in the studied language is aimed at developing students’ creative abilities, skills of selection, analysis, critical understanding of information and its presentation to an unfamiliar audience. In a distance learning environment, the conference provides psychological support, bringing diversity to the learning process and providing psychological assistance to students.

In terms of content, the project expands the socio-cultural context of learning a foreign language by enriching the trainees’ picture of the world.

To implement the project step by step and promote its product at the level of a university, inter-university events, community

It should be noted that nowadays the use of ICT provides much more independence and initiative to project participants. Students are encouraged to search for information on the same topic in different languages, and as a result they make an independent conclusion about the value of each of the elements of the collected material for a specific topic. In this case, research on materials about the topic is an important part of the overall professional competence and has a self-educational function: providing desire to continue this type of extracurricular work, even though it requires a lot of effort and time.

References


THE DEVELOPMENT OF DIGITAL EDUCATION AND DIGITAL LITERACY

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Abstract. Based on the concept of a digital turn in sociology proposed by Professor S. Kravchenko, the author, using the example of specific sociological studies of Russian research centers, analyzes the influence of the level of digital literacy of the population on the prospects of digital transformations in society. Digital literacy is considered as an integral indicator, including information, technical, communicative and innovative component. In addition to age and gender differentiation, the level of digital literacy is also affected by settlement and territorial factors, confirming that there is an urgent problem of digital inequality. With the ethical side of information literacy, the situation is also ambiguous. This indicator shows how deeply a person reflects on the information found and used. 45% do not think about the benefits and harms of the information they receive on the Internet. The quality of information also becomes a very revealing factor — the majority of respondents are critical to the information received and its sources. More than 70% admit that the media they have chosen may not always provide information reliably. Unexpectedly, in addition to the social group of people with higher education, the greatest skepticism in this regard is also characteristic of young people. Information literacy of the younger generation and lower computer literacy of the older generation reveal a deformation of the socialization process due to the emergence of the phenomenon of “spiritual distance” between these generations. Not only the communication system is changing, but also the way of thinking, which is becoming an urgent subject of research not only by sociologists and psychologists, but also by representatives of many related scientific fields. The concept of a digital turn in sociology, suggesting the humanistic basis of the ongoing transformations, could become a methodological basis for a comprehensive study of the social aspects and consequences of digitalization of modern society.

Keywords: Digitalization, a digital turn in sociology, digital literacy

Introduction

From the initial large-scale technological trend, digitalization has transformed into a global industry that integrates into all social, economic and political processes, including becoming a significant factor in the socialization
of modern man. The young generation perceives everything that happens in this area as a natural process, but older people are very ambiguous about digital technologies and their active penetration into their lives.

S. Kravchenko introduces the concept of “digital turn in sociology” into scientific circulation, actualizes precisely the humanistic component of this process, emphasizing the fundamental importance of shifting the emphasis of the principles of global technological transformations from rationality and, pragmatism and mercantilism (Kravchenko S.A., 2019). And, accordingly, from digital sociology, as a scientific field that studies digital methods of cognition of social more (Nicevich V.F., 2018), attention is shifted to the sociology of digitalization, which studies the social aspects of digitalization, the factors and consequences of this process for a person, social groups and society as a whole. N. Marres argues that “digital” entails changes in the relationship between knowledge, society and technology (Marres N., 2017). In addition to the “advantages of digital technologies” noted, in particular, in the education system (Mosco V., 2017), a number of underestimated risks and threats (Bustillos J., 2017) are clearly manifested, in particular, the risks of unauthorized collection of private information, total digital surveillance, violation of an individual’s personal space and other.

Digital literacy structure

Person involved in the process of digitization depends not only on its attitudes and barriers to perception of innovation, but also on the degrees and preparedness for such a change. One of the factors of digitalization of modern public life is the level of digital literacy of the population, which is understood as a basic set of knowledge, skills and attitudes that allow a person to effectively solve everyday tasks in a digital environment.

In this context, the results of studies conducted by the NAFI analytical center in 2018–2019 are very interesting. (NAFI Official Website. September 28, 2018; NAFI Official Website. June 20, 2018). Within the framework of the research program “Public Preparedness for the Digital Economy”, a successful attempt was made to determine the level of digital literacy of representatives of various age groups. It is quite obvious that a significant difference has been revealed in the level of digital literacy of modern adolescents and adults. 15% of Russian teenagers demonstrated a high level of basic competencies in the digital environment (the proportion of respondents with an Index of 90 percentage points and above). The gender aspect here was very indicative — Among the most immersed in the digital environment were 32% of girls and 68% of boys.

There is 26% — the same proportion of adults with a high level of digital literacy. According to the research methodology developed from the
level of digital literacy of 100-max scale, enabling her lights such components of digital literacy as information (knowledge of the specifics of the information and its various sources, skills in searching the relevant information and its comparison, in respect of benefits and harms setup information); computer (knowledge of the computer device and its functions, skills in using a computer and similar devices, settings regarding the role of the computer in daily practice); media literacy (knowledge of media content and its sources; skills in searching for news and fact checking, attitudes towards the accuracy of information communicated through the media), communicative literacy (knowledge of the specifics of dialogue in digital communication, skills in using modern means of communication, attitudes regarding ethics and communication standards in a digital environment); technological innovations (knowledge of modern technological trends, skills to work with gadgets and applications, attitudes towards the benefits of technological innovations).

Today, 45% of Russians have a high level of digital literacy. At the same time, a quarter of the adult population — 28 million Russians — have low digital literacy, and the main barriers to improving it are a weak interest in technological innovation and a relatively low level of knowledge of digital devices. Other NAFI studies have shown that Russians understand the importance of knowledge and skills in technology: half of those surveyed, of those who work (52%) are already actively using digital technology in the workplace, and 1/3 are convinced that they will lose their jobs if not will receive regular training in this area (NAFI Official Website. June 20, 2018).

**Information literacy of Russians**

The Russians demonstrate the highest level of competencies in the field of media literacy (the sub-index is 65 percentage points), and the lowest is in the field of computer literacy (the sub-index is 46 percentage points). Differentiation is also very indicative among residents of megacities and rural areas (59 and 49 percentage points, respectively).

With the ethical side of information literacy, the situation is not so clear. This indicator shows how deeply a person reflects on the information found. 45% do not think about the benefits and harms of the information they receive on the Internet. Critical attitude to information obtained and its source is present — 72% are aware that the media they choose can’t always provide information reliably, and the greatest of skepticism in this respect is inherent in people pits with higher education and youth.

On April 18, 2019, the VCIOM (Russian Public Opinion Research Center) presents research data on whether Russians encountered fake news
in the media and on the Internet, and whether they can distinguish reliable information from false information (VCIOM. April 18, 2019). Over the past year or two, 31% of Russians faced unreliable news on the Internet, and among people with higher education this percentage was higher — 38%. Every fifth (20%) of the respondents met similar news on television (26% among people with higher education). Another 7% noticed news that was untrue in the newspapers, and 5% on the radio.

According to the study “Sources of information: the Internet”, conducted by the Public Opinion Foundation (FOM. January 30, 2020), 57% of Russians happened to read, watch news, and informational messages on the Internet over the past month. Most often, people use search engines for this purpose or follow links through them (39%). Forums, blogs, social networks are used twice less often. 12% watch news videos and read online media.

It is obvious that a person’s attitude to innovative technologies is closely related to media literacy, information, computer and communication literacy, and 36% of respondents show interest in this area. Representatives of the older generation are less interested in technological innovations, despite the fact that half of the Russians realize that modern gadgets help in everyday life and simplify it (58%), although 53% noted that it is still difficult for them to master modern technologies.

Innovative inclinations and clouds

An individual’s digital literacy is directly related to innovative processes in various spheres of his life. In particular, in the field of education in the research process, the most relevant in practice digital competencies of the teacher were specified: digital communication with students and colleagues; using a computer to create new learning materials and adapt existing ones; assessment of the reliability of information and the identification of false or biased information; the safe and responsible use of digital technology; the use of digital technology in the educational process and tracking online student activity; the use of digital tools to measure and track student progress and understand the need for their additional support (NAFI. September 26, 2019).

If we compare the level of digital literacy of teachers and their students, it can be noted that the level of digital literacy of teachers exceeds the level of digital literacy of adolescents 12–17 years old and young people 18–24 years old, despite the fact that representatives of these target subgroups showed a rather high level of digital literacy — 73 out of 100 possible — in adolescents (14–17 years), and 77 out of 100 possible — among young people aged 18–24 years.
Conclusions and perspectives

In the education system, with the support of the state and business, it is necessary to develop programs to increase the computer literacy of teachers and teachers, provide methodological support for their activities, including using distance learning technologies, an important point is the creation of an accessible digital environment for teachers and teachers from all regions of Russia.

Whenever possible, computer technologies should be widely used in research activities, in working with sources, in analyzing and processing data, and directly in the educational process. Specialized government bodies, industry research organizations should monitor the availability and demand for digital resources for teachers at all levels of education in order to quickly resolve problem situations.

Monitoring digital literacy of teachers, as well as periodically measuring the level of information, communication and technical competence of teachers will help diagnose the current situation, develop and effectively implement measures to increase the willingness of teachers to use digital technologies in the educational process.

At the same time, most of the informative and communicative processes in organizations are actively being converted to new digital formats, so 77% of Russian large businesses are ready to switch to cloud technologies. Such data are contained in the comprehensive study “The demand for cloud technologies in Russian business”, first conducted on the Russian market by SberCloud and the NAFI Analytical Center in November 2019. According to the study, in the next 2–3 years, the business intends to maintain or increase costs for cloud technologies: e is planning to make 48% of the companies of big business, 28% of small businesses and 20% of medium-sized businesses.

The global transition to “cloud technologies” observed and actively implemented over the past few years exacerbates this distance and increases not only the innovative, spatial and technological, but also the cognitive distance between generations, not only within the framework of family and interpersonal communications, but also on the scale of production, industry and institutional interactions. Not only the communication system is changing, but also the way of thinking, which is becoming an urgent subject of research not only by sociologists and psychologists, but also by representatives of many related scientific fields. The concept of a digital turn in sociology, suggesting the humanistic basis of the ongoing transformations, could become a methodological basis for a comprehensive study of the social aspects and consequences of digitalization of modern society.
It is possible to identify the main factors stimulating the incorporation of cloud: reducing operating costs of the organization, simplify interaction units, reduce the time of data analysis, freeing up resources for strategic tasks and reduce the time when decision making. At the same time, the main barriers to moving to the “cloud” are still budgetary restrictions on information technology, the need to restructure business processes, concerns in the field of cybersecurity, and the unpreparedness of senior management.

Thus, the aspects of cybersecurity and inertia of the development of digital literacy, actualized at the theoretical level, while realizing the inevitability of digitalization in all spheres of life, the threat of crowding out the human factor not only from the production sphere, but also from the managerial sector when it is replaced by artificial intelligence, were confirmed and on an empirical level.

Digital twist in sociology, which can be taken as a basic concept, which allows to obtain a methodological landmark study of the changes taking place, has no apparent determinism, due to the complexity of Super Digital and of reality and. The impact of the digital turn on society and man is multifaceted and manifold. Most of the modern concepts and approaches emphasize that the effects of digitization are multiple and, according to N. Marres and “digital” entails a change of interaction a connected and technology and social life, between the knowledge society and technology” (Marres N., 2017), but V. Vanderburg states that in a TERM ohm societies, each new generation socialized in new technical procedure, which differs significantly from the previous (Vanderburg W.H., 2016), which implies that not only the process but spiritual gap between row generations. In this context, the empirical support of scientific research, which will also allow the use of digital technology in the research process, will be a very interesting and demanded direction. “To study digital transformations by numbers” is one of the aspects of the ambivalent influence of digital technologies on the development of sociological science.

Digitalization is a serious challenge to sociology. Digital risks and metamorphoses not only determined social and cultural changes, but radically changed the nature of society and man, bringing them to a new level of social connections and cultural life (Kravchenko S.A., 2019). And it is very important that the main participants in the changes, represented, including by the scientific communities, increasingly support the humanization of digital transformations, so that digitalization accompanies the birth of new ethical realities based on humanism, solidarity and security, and instead of pragmatism and formal rationalism.
References


THE DIGITALIZATION OF EDUCATION: 
THE FORMATION OF SOCIO-DIGITAL HUMAN CAPITAL

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Abstract. It is shown that the human capital is developing at an accelerating pace and in a more complex way, largely influenced by the educational process. The digitalization of education allows creating both the social and “digital” bodies of a student, which form the socio-digital human capital. This process has an ambivalent impact: unprecedented social lifts and life chances are opened, but there are negative side effects in the form of dehumanization of social practices. The existing pragmatic trend of the digitalization leading directly and indirectly to such ills as dehumanization, displacement of cultural values and human spirit is considered. The objective of the study is to provide the evidence that the main reason for the negative consequences of the digitalization of education is contained in the principles of formal rationality and pragmatism — most of the challenges to humanism result from the conflicts between the “world” of the digital and human life. The basic results are: due to the digitalization of education students are forming both social and “digital” bodies — there have been substantiated the contours of the concept of the socio-digital human capital. The integral methodology is in demand: the concept of the “body without organs” (G. Deleuze and F. Guattari) and I. Prigozhin's postulate of the “arrow of time” are used to show that the digitalization of education has led to the non-linear effects on the human capital. The conclusion is made about the necessity of the transition of the digitalization of education from pragmatic to the humanistic vector of development. The author proposes a road map for the concrete improvement of the digitalization of the education: the adaptation of the education to the realities of the “global complexity”; the orientation of the strategy of the human capital development to ensure a balance between the social and “digital” bodies; taking into account local cultures and national character of students while teaching ethical topics of using the digital; adapting students to the realities of the “digital” world and the perception of a growing complexity of humanism; preparing the students for co-functioning with the digital non-human actants; the transition from the administrative to “smart management”.

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Introduction

Traditionally, in the process of education the social body of a student was formed, whose character set potential statuses and roles, influenced the content of the human capital. The current becoming of the socio-digital-natural reality and the inclusion of the digitalization in the educational process has allowed the parallel creation of a “digital body”, being an organic part of the human capital, which forms a hybrid socio-digital body of students. The interference of the social and “digital” body does not lead to a mechanical increase in the human capital — the consequences of this process are ambivalent in character. On the one hand, the young people, starting from preschool and elementary school use “smart” machines, communicating not only with their parents, peers and teachers as they used to, but practically with people around the world, learning the diversity of cultures, values and norms; however, on the other hand — the side effects of the digitalization deform the social body, diluting the values of the student’s life world, minimizing face-to-face communications, reducing the possibility of acquiring statuses and roles of their culture, which is very important for the realization of their own life chances and functioning of the society as a whole. These challenges dictate the demand to humanize the process of the digitalization of education.

Objectives

Humanization, life-worlds, and culture are basic values available to us, and they should be preserved in teaching of the younger generation. However, the existing type of the digital education, based on the principles of formal rationality and pragmatism produces significant limitations to humanism and critical thinking. The greater the role the digital plays in the education, the more humanism is weakened. The life of students should not be shut in an iron cage (M. Weber) of the digital. So, the author argues that the education activity should be established in terms of cultural goals — for it he tries to put forward the contours of the concept of the socio-digital human capital contributing to the humane order.

Methodology

For the valid diagnostics of the influence of the modern educational process on the complication of the human capital the methodology of the works of G. Deleuze and F. Guattari is in demand. Their concept of the “body
without organs” is used to denote a milieu or a structure functioning on a virtual method. In their opinion, real bodies — an institutional body of a social structure or a biological body of an individual — have a set of certain essential features that are very rigid. At the same time, in an increasingly complex socium, real bodies have the potential to self-organization, significantly transforming themselves, sometimes forming a second body. Thus, according to them, the capital is the body without the organs of capitalism. The body without organs reproduces itself by stretching to the borders of the universe (Deleuze G., Guattari F., 1983). This methodology is also applicable to the interpretation of changes that occur with human bodies: to make oneself the “body without organs”, according to G. Deleuze, means “becoming” another individual. The digitalization allows using social networks to produce “bodies without organs” in the form of “digital bodies”. Also I. Prigozhin's postulate of the “arrow of time” is used as a methodological basis, according to which the accelerated and increasingly complex development of nature and society has led to the recognition of the dominance of nonlinear development (Prigogine I., Stengers I., 2018). That allows analyzing the ambivalent impact of the digitalization of education on the process of the complication of the human capital.

Results

The contours of the concept of the socio-digital human capital were substantiated. It is shown that the human capital is subjected to the effects of “the arrow of time” — its development is historically accelerated and complicated to a large extent due to the corresponding complication of the educational process. Today, under the influence of the digitalization of education, students are forming both social and “digital” bodies. As a result, they acquire socio-digital human capital. To limit the expansion of the digital in it, there is a demand to humanize the process of the digitalization of education.

Discussion

The term “human capital” was introduced by G. Becker (Becker G.S., 1964) and T. Schultz (Schultz T., 1971) to evaluate the individual's potential ability to generate the income through education, qualification, ability and talent development. It is believed that a higher human capital is possessed by individuals who have received a prestigious education and are in high demand on the labor market, i.e. the emphasis is given on the pragmatic component of the human capital. This approach, however, diminishes its humanistic content.
J. Coleman gave a broader and more valid interpretation of the human capital, emphasizing the importance of its *social* components. In his opinion, ethnic, religious and family ties give individuals better life and adaptive chances and determine the nature of communications (Coleman J.S., 1988).

In the conditions of the transition from the industrial to reflexive modernity, the *integral approach* to the human capital was proposed by P. Bourdieu. In his interpretation the human capital becomes more complex, organically including a *number of capitals* that act as a kind of “domination structures”. The greater the amount of the capital, the more diverse they are, the easier it is for their owners to be reflective in their organization, acquiring higher social statuses and roles. The capitals were divided into four main groups: economic, cultural, social and symbolic capitals. The capitals give social actors power over those who have less or none at all (Bourdieu P., 1986). Practically, all the capitals can be quite easily convertible, replenished by each other, except for the *cultural* one, which requires *continuous education* to acquire and reproduce.

Nowadays, the process of the becoming of a hybrid socio-digital-natural reality has begun, which demands the adequate *complication* of the human capital. Its important part is the “digital body”, created by the digital socialization, the digitalization of education, and the development of “mass self-communication” — according to M. Castells, a form of communication that forms a “new communication realm, and, ultimately a new medium, whose backbone is made of computer networks, whose language is digital, and whose senders are globally distributed and globally interactive”. So, a new culture is forming, the “culture of real virtuality” (Castells M., 2010: XXXI). Whereas previously the local culture of the individuals’ world of life gave them limited and very rigid statuses, the global culture of real virtuality provides practically limitless opportunities for self-development and permanent change of their identity. Moreover, the digitalization gives a chance for almost everyone to create a second “body without organs”, which a priori has the digital immortality.

The socialization and education implied the transmission of values and norms from the older generation to the younger generation, which made young people social beings. This kind of socialization ensures that the order of society is stabilized and reproduces over time (Parsons T., 1951). Today, according to U. Beck, the situation is radically changing: the generations at the beginning of the twenty-first century “incarnate the digital *a priori* — yet not at the end but at the beginning of their socialization ... The young generations, on the contrary, were already born as ‘digital beings’”. As a result, “the relationship between the teacher and the student is dissolved, even reversed” (Beck U., 2016: 188–191). If traditionally the human capital
was conditioned by the biological and mental corporality of an individual, his life world, education, as a rule, limited in space and time, which allowed to form only a social body adequate to local reality, then the digitalization of education is global and reproduces both the social and “digital body”. The modern young man's social and “digital” bodies essentially form an integral hybrid — the functioning of the bodies is interdependent, which creates the necessary prerequisites for living in the global world, the ability to adapt to the “global complexity” (Urry J., 2002) and the non-linear development: the kind of development which lacks the main direction. The modern man cannot think, work and live without the use of the digital technology, which has become an immanent part of his Self. There are many benefits of it, and they are quite obvious — the speed of realization of interests and desires, the pragmatic efficiency of innovation, the access to unlimited information, the communication with people around the world, a new way of life based on distant learning. So, many students from simple families and small towns have risen up the career ladder.

It is necessary to take into account the ambivalent manifestations of the digital education and minimize its negative side effects. Undoubtedly, the digital education opens new opportunities for the human capital, which is used both in the interests of the individual and society. The development of scientific knowledge and information technologies, the security of society are ensured, the national sovereignty is preserved and protected, and new approaches to health care and the environment are created. Without it, neither the sustainable development nor the “smart management” is possible. It empowers the human capital with the capabilities previously unimaginable: students develop a sense of belonging to different kinds of “smart” machines, artificial intelligence, and the global community. Smartphones, cell phones, personal computers are perceived by people as part of their identity that basically perform the functions of the “digital body”, which latently forms a predisposition to the formation of hybrids with machines. Some young people deliberately implant a chip into their bodies, becoming cyborgs that combine biological, social and digital bodies, which pragmatically providing a sharp increase in the human capital.

Once started, this process accelerates and becomes more complex, producing both new benefits and complex side effects. Thus, a famous entrepreneur Ilon Mask stated that his company Neuralink conducted experiments on chipization of the pig’s brain and is ready to introduce the chip into the human brain in the near future. If the functionality of the existing chips is limited by the internal relevancy of the individual (for example, the one who decides to manipulate money), then the chip currently being created is controlled from the outside using a computer. According to
him, within a year the creation of an implant will be completed, which will allow patients to restore eyesight, hearing or mobility of limbs lost due to a brain damage. And most importantly: in principle, the chip can fix anything wrong with the brain, he said, and in the future people will be able to download thoughts from the computer (Shankland S., Ryan J., 2020). It is assumed that the technology of “neural lace” will treat some diseases, including epilepsy or paralysis, thus rehabilitating the human capital, expanding opportunities for an active lifestyle. But what challenges will the current generation of people face if certain forces want to use this digital technology in their political and economic interests? Today it is a utopia, which hypothetically can come true tomorrow. The very possibility of this kind of scientific and practical work is the evidence of the fact that the process of the formation of a dehumanized “digital body”, whose roots go back to the digitalization of education, now based on the dominance of the principles of pragmatism and mercantilism, which is alarming scientists.

According to a Canadian sociologist W.H. Vanderburg, the digital technologies aimed at pragmatic efficiency diminish the importance of people's communications with each other, deform the meaning of symbols. In his opinion, the main thing in the human capital is the symbolic essence formed in the life worlds of people during the socialization and the educational process. The educational system in the USA and Canada equips students with pragmatic mono-disciplinary knowledge, separated from their life experience and culture. Myths about the unity of digitalization and social happiness are being introduced into educational structures. The younger generations are forced to socialize in a digital order in which little is left of cultural ties. “Children and teenagers become more dependent on ‘googling’ everything, causing them to leave behind what little they have acquired of a symbolic universe of sense in order to enter into the reality of the technical order built up without any reference to sense… The other directed teenager picks up public opinions, which differs fundamentally from private opinions formed on the basis of direct experience, reading up on a subject and thinking about it…” Technical mediation is never neutral: “A telephone ‘filters out’ the eye etiquette, facial expressions, and body rhythms from face-to-face communications. Text messages and emails filter out even more… We are approaching a situation where it is nearly impossible to develop meaningful, lasting, and sustainable social bonds and relations”. At the same time the sociologist points out that step by step, the world is made safe for technology and dangerous for people, communities and ecosystems; there is a multiplication of forms of “learning disabilities” (R. Merton) to creative thinking: “The danger was well recognized a few decades ago when I knew several professors of computer engineering and computer science
who refused to have computers in their homes until their children were well into their teenage years. Some of them spent a great deal of time convincing school boards to get computers out of the classrooms of young children” (Vanderburg W.H., 2016: 263–265, 348). In his opinion, the problem is not in the digitalization of education itself, but its established pragmatic type, based on the cult of fact and efficiency. Its current type by its side effects diminishes the functionality of the factors that form the social body, the importance of which was pointed out by G.H. Mead. In particular, there is a loss of control from the generalized and significant others over the formation of the Self. The role of traditional stages of play and game, which developed an individual's social ability to evaluate himself or herself through the eyes of others, is leveled out (Mead G.H., 2015).

Another Canadian sociologist, V. Mosco, directly points to the negative delayed consequences of the digitalization of education: “With computational learning, the goal is to teach humans to think like computers. Along with the quantified and commodified self, the computerized brain poses challenges what it means to be a human being”. The author associates such realities with “the new religion of technology, the singularity and transhumanism”, which leads to the dysfunctionality of existing social institutions. Back in the 1990s in the United States, “legal marriage of same-sex couples was considered an impossible dream... Over that relatively short time, public opinion changed from single digits in favor of same-sex marriages to majority support” (Mosco V., 2017: 115–122). Both the sociologists see a way out of the now established type of the pragmatic, mercantile digitalization of education in fighting for the human spirit (Kravchenko S.A., 2019: 30).

Whereas in the past the meanings conveyed to students in education were related to socio-cultural realities and were based on genuine values and norms, the digitalization of education is primarily aimed at adapting individuals to the digital environment. As a result, young people become dependent on the digital codes of signification that determine their behaviour: beyond the embedded values of the world of life, the social component of the human capital is devalued. Their consciousness is traumatized by cloud games that latently provoke a new culturally conditioned syndrome in the form of digital gaming, which has added to the list of dangerous practices for human social and mental health. E. Berne notes that the most sinister game is, of course, war (Berne, E., 1964). This kind of game is virtually present in the vast majority of cloud games, traumatizing young gamers’ minds. Sociologists and educators sound the alarm that gamers’ real life interests are being replaced by virtual interests that become dominant for them. The brain pathologies that arise in young people are due to their gambling (Andreev I.L., Nazarova L.N., 2014: 90).
The World Health Organization decided at its 72nd session to consider gambling addiction a disease (World Health Organization, 2019).

Perhaps the most complex dangers to the human capital are the formal rationality, pragmatism and scientism on which the modern type of the digitalization of education is based. People's desire for constant rationalization usually results in dysfunctionality in the form of irreparable losses to the human capital, which is manifested concretely in the trauma of the worldview: the vision of social problems is limited to those social circles with whom “mass self-communication” is actually carried out; there being developed passive forms of living that are not oriented to the development of passionarity and are not aimed at the achieving the common understanding of the world's society. This has a negative impact on the social and humanistic component of the human capital. There logically appears a fundamentally new demand — to establish a new kind of humanism in the digital education that is adequate to the emerging socio-digital-natural realities, opening up qualitatively new opportunities for the development of the “digital body” and the formation of the socio-digital human capital.

The change in humanism has always followed and reflected the increasingly complex dynamics of the human communities, technology and nature demanding innovative approaches (Kravchenko S.A., 2010: 14–25). Accordingly, the need for the modern humanization requires the creation of concrete and increasingly complex forms of humanism that take into account the realities of the global complexity and the non-linear development. These include: the establishment of self-regulating humanist systems, sometimes involving in themselves hybrid views and practices; the pluralization and ‘liquidization’ of moral principles and practices (Bauman Z., 2011); the emergence of “posthuman” and “transhuman” socio-digital beings, coming out of the bio-social human nature and acquiring superpowers (Fuller S., 2016: 85) such as a transition from the bio-body to the “digital body” and back, sexless reproduction, etc.; new ethical values are based on the postulate of the end of the classical ideal of 'Man' as ‘the measure of all things’. R. Braidotti argues that there are “multiple possible genealogies of the posthuman, including the rise of alternative forms of critical posthumanism. These new formations are postulated on the demise of that ‘Man’ — the former measure of all things”. He is replaced by a ‘postman’ with an increasing sense of interdependence between his self and others, including non-human and ‘earthly’ otherness: “the evidence for new human-animal interaction is strong”: there is “mutual dependence between bodies and technological others” (Braidotti R., 2015: 90–91). At the same time, the growing complexity of humanism is organized in a certain way, and there is no simple growth of disorder.
Conclusion

Seven thoughts on the prospects for the development and humanization of the digital education content are put forward.

1. The acceleration and complexity of the digitalization of education makes it necessary to abandon an outdated dogma — the more education, the better. It is not a question of how many years to study or what specific levels and stages to take. The main thing is the quality and effectiveness of education adapted to the realities of “global complexity” and Einstein's non-linear picture of the world: it must reproduce skills and competences for living in conditions of constantly arising risks, vulnerabilities, and “normal traumas” (Kravchenko S.A., 2020: 150–159).

2. It is important that the digital education should prepare students to be ‘virtuosos’ of information technology, network and distance communications, and ensure a balance in the human capital between social and ‘digital bodily integrity’, which shifts towards the priority functionality of the ‘digital body’. Moving towards their balance will be possible if students are prepared to interact with ‘transhuman’ and ‘posthuman’ realities, saving their cultural and social content in the human capital.

3. Understanding the ethical issues of using nanotechnology to “improve” the human body must be taught, taking into account the local culture, the national character of students, and their consciousness. A number of researchers rightly believe that the global spread of new digital and biotechnologies, which deal with the problems of human gene modification, atypical practices of childbirth that go beyond traditional bioethics, is unacceptable for countries of the Non-Western world (Obasogie O.K., Darnovsky M., 2018). This also applies to the modern Russian culture.

4. The critical thinking must be developed about views that digitalization immanently involves formal rationalism, pragmatism and the nihilism of humanism. The digitalization of education cannot be considered outside the humanization of the education system as a whole. Its effectiveness should be determined not by the computerization of classrooms or the replacement of paper textbooks with tablets, but by the willingness of pupils and students to adapt to the realities of the digital and increasingly complex humanism, preserving the very cultural nature of human beings and aiming to increase social components in their human capital. The society will have more national human capital if the cult of humanistically oriented digitalization and a healthy lifestyle is established in contrast to the cults of efficiency and growth.

5. The content of the digitalization of education must take into account the speed of change and its side effects on social practices. We have
come to the threshold of the very human capacity to reflect on fleeting events in order to make adequate, rational and, above all, decisions with humane goals and means. The proportion of short-lived ideas and practices associated with humanism is constantly increasing while the proportion of long-lived ones is decreasing, which has a negative impact on the functionality of institutional structures, references, including ideals, values and authorities that are considered humane. People of the same generation have always lived in common historical times. The digitalization of education produces the effect of temporary dyschronism: in the same society, children-pupils and their parents coexist, actually living at different time-rates and having different visions of humanism. For a certain part of the older generation, the increasing pace of change itself is a dehumanizing factor — people fail to cope with this pace of life, they do not have time to reflect especially on the emergence of new ethical requirements. For the first time in the history of human civilization, the younger generation must purposefully be prepared for the role of adapting adults to increasingly complex socio-digital-natural realities.

6. The digitalization of education is designed to make students to co-exist and co-function with digital entities and non-human digital actants that are now used to counteract infectious and other diseases. COVID-19 has been a catalyst for the digitalization of education, however, making its latent ambivalences prominent. Filling the process of the digitalization of education with a humanistic content can create new opportunities to reproduce the social, physical and mental health of students and minimize the side effects of online learning and treatment, which is relevant for the development and preservation of the human capital.

7. The digitalization of education clearly and latently facilitates students’ access to an ever-increasing number of alternative values. This is the “normal chaos” of society as a result of the emergence of “normal anomie” (Kravchenko S.A., 2014: 3–10). However, the seeming chaos of values and norms is a peculiar manifestation of a non-linear organization in which order and chaos express a certain state of balance, the achievement of which is greatly facilitated by the “smart management”. Its principles must be learned by the younger generations as they study at schools.

References
DIGITALIZATION OF THE RUSSIAN MASTER’S DEGREE PROGRAMS IN THE CONTEXT OF DIGITAL INEQUALITY IN THE REGIONS

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Abstract. This paper presents the results of a survey of students and teachers of master's degree programs in the regions of Russia, conducted in 2019 in six Federal districts: North-Western, Siberian, Ural, Central, Volga, and Southern. The purpose of the study was to identify key trends in the development of the Russian master’s degree programs. The study of training is based on quantitative methods of sociology—a survey of students, the number of 1140 and teachers of the master’s degree, the number of 713. We focused on risks and barriers of digital competences: an insufficient resource base of regional universities, the digital divide and distrust of the “digital”. Differences in the formation of digital competencies in the framework of the hypothesis were associated with the factor of social inequality. Digital competence is understood as the user’s confidence and critical approach to the technical use of information society (IST) tools in the field of leisure, work, and social communication. The main indicators of digital competence in the study were: 1) search and process necessary information from various sources, including specialized databases; 2) ability to use information technologies and ensure information security; 3) skills in presenting research results in the form of articles, reports, reports; 4) ability to work with data, including “big” data. Digital inequality in the regions, recorded in 2018 by SKOLKOVO researchers, is reflected in our study using the method of self-assessment of the formation of digital competencies. The North Caucasus, southern and Siberian Federal districts occupy the lowest positions in the digitalization rating “Digital Russia” for 2018. Based on the selected indicators, aggregate indices of digital competence formation based on students' self-assessment was built. In results study, the lowest index of digital competence formation is noted among undergraduates of the southern Federal districts (index 0.24) and the Siberian (index 0.22 districts). At the same time, students highly appreciate the contribution of the master's degree to the formation of digital competencies. Despite good skills in working with information and ways to find it, undergraduates note a poor knowledge of IT technologies and ways to protect information.

Keywords: digital competence, higher education, digital inequality, Russian master's
Introduction

The impact of information technology is increasing in almost all areas of human activity every year. Society is gradually approaching a “smart” economy that creates a new intellectual order, the essence of which is expressed in high-tech activities in all industries, with the addition of digitalization. Naturally, digital transformation has not spared higher education. For example, the Coursera delivered its services to 53 million students and 2,300 businesses worldwide on March 1, 2020 year (Coursera 2020). Coursera has integrated more than 4,100 educational courses tailored to the needs of the audience. Russian universities joined this trend, so the national platform “Open education” provided 550 courses for April 2020 year in various areas of training (Open education 2020). The COVID-19 pandemic has only intensified these processes. The number of Coursera students has now reached more than 70 million in October 2020. The list of courses is being expanded within the framework of the Russian resource “Open education”, it includes 662 courses as of October 1, 2020 year.

Support for digitalization was established in Russia in the field of higher education even before the pandemic in the framework of the national projects “Education” and “Digital economy of the Russian Federation”. Transformations in higher education involve the transition to a “digital University” model, where most of the document flow is converted to electronic format, and students have free access to digital educational materials. It is planned that 20% of Russian students will switch to online courses by 2024, and digitalization will affect not only universities, but also schools and the field of additional education. The national program “Digital economy of the Russian Federation” forms a request for an appropriate set of competencies for graduates: communication and cooperation in the digital environment, self-development in conditions of uncertainty, creative thinking, information and data management, critical thinking in the digital environment. On the one hand, innovations associated with digitalization today look like a necessary element of the functioning of universities in modern society. On the other hand, the question arises as to whether key stakeholders — teachers and students of Russian universities—are ready for such changes, and what role social inequality plays in this process.

Objectives/Purpose of the study

The purpose of the study was to identify key trends in the development of the Russian master's degree program. Among the objectives of the study were included: 1) self-assessment of the formation of digital competencies of undergraduates; 2) assessment of the resources of digitalization of the master's
degree through a survey of teachers; 3) defining the attitude of undergraduates to online education as one of the trends of digitalization. The hypothesis was that the Russian master's is not yet fully ready for digitalization. It was assumed that the level of formation of digital competencies of undergraduates may be influenced by a regional factor that characterizes digital inequality in the use of information resources.

**Methodology**

The survey was conducted of students and teachers of master's in 2019 in 6 Federal districts: North-Western, Siberian, Ural, Central, Volga, and Southern. The study is based a survey of students (1140 respondents) and teachers of the master's degree (713 respondents). The concept of digital competencies used in the sociological measurement was based on the methodology of the European Union. Digital competence is understood as the user's confidence and critical approach to the technical use of information society (IST) tools in the field of leisure, work, and social communication (Rizza C., 2014: 1614). In accordance with this, the main indicators of digital competence in the study were: 1) search and process necessary information from various sources, including specialized databases; 2) ability to use information technologies and ensure information security; 3) skills in presenting research results in the form of articles, reports, reports; 4) ability to work with data, including “big data”. Based on the selected indicators, aggregate indices of digital competence formation based on students' self-assessment was built.

Differences in the formation of digital competencies in the framework of the hypothesis were associated with the factor of social inequality. The term “digital divide” is used to refer to this phenomenon, which focuses on the differences between active users of digital technologies and those who lack this experience. Understanding the digital divide in education is becoming more complex in an era of expanding Internet access. Recent Russian studies have noted that this is a new digital divide between “those who use digital technologies actively to perform productive, creative work” and “passive users” who are focused on performing “traditional routine functions” using these technologies (Strekalova N.B., 2019: 84). The new gap is particularly pronounced in societies with a high degree of social polarization, according to experts. Digital inequality is compounded by social inequality, in this case, as one of its aspects. In recent studies this trend persists: Russia is characterized by high rates of income concentration in the hands of the “upper”, richest segments of the population percent (Mareeva S.V., Slobodenyuk E.D., 2018: 46).
In the work of T. V. Alexandrova, analyzing the digitalization indices of Russian regions, it is said that the median deviation of the indices is in the range of 17–22% (Aleksandrova T.V., 2019: 10). Experts name the following factors that have emerged among the reasons that increase the digital inequality of regions and social inequality, including income, poor communication quality, high cost of service providers, etc (Dyatlov S.A., Selishcheva T.A., 2014: 51). “SKOLKOVO” held in 2018 all-Russian monitoring of the index of digitalization of regions (Skolkovo, 2020), the result is the lowest rates are observed in Southern regions of Russia, the North Caucasus and southern Federal districts, and the highest rates were in the Urals, North-Western and Central. As the of according to researchers, digital inequality is a complex socio-economic concept with many manifestations (Vasilenko L.A., Zotov V.V., 2020: 11). It is not only the lack of technical capabilities to access the Internet, but also the lack of interest in Internet services among citizens.

Digitalization of education can be considered in the space of risks, the main of which is inequality. The corresponding “threats” arise from this space of risks, which Russian researchers focus on. These risks are reduced to inadequate quality of educational products, insufficient understanding of digital technologies in the educational environment. In the study of the readiness of higher education for digitalization, it is noted that the practice of teaching students using digital technologies applies only to a third of the contingent, and online education does not exceed 2% (Dneprovskaya N.V., 2018: 16). In the study of Strekalova, there is an insufficient level of knowledge of digital technologies among University specialists. The level of ownership of cloud services among them is 65%, “big data” — 31%, cognitive technologies — 0% (Strekalova N.B., 2019: 86).

**Results/Findings**

We will turn to the indicators of students on the formation of digital competencies. The self-assessment method was used for these purposes when: respondents were offered a menu question where, in accordance with the above indicators, it was necessary to choose which skills are more developed and which are still lacking. The ability to use information technologies by students and ensure the security of information has become the most “problematic” block, which, in our opinion, is quite expected, since the field of IT technologies is constantly being improved and changed. The “race” for innovation looks problematic, since it requires not only a large amount of external resources, but also plunges the individual into a state of constant collision with the unknown. The same can be said about the field of
information security, since risks and threats (Internet fraud, personal data protection) are constantly updated here.

Based on self-evaluation was calculated integrated indexes of development of digital competencies in six Federal districts, in descending order: Central district — index — 0.75, Ural — index of 0.62, Volga index — 0.64, North West — index of 0.35, South — index of 0.24, and the Siberian — index of 0.22. The closer the index to 1, the higher self-assessment of competence: the leaders are the Central and the Urals district, which resonates with the study of the “SKOLKOVO” from 2018 (Moscow school of management Skolkovo, 2020).

One of the questions in the questionnaire for undergraduates was aimed at finding out the contribution of master's programs to the formation of digital competencies. A closed question was used: “to what extent, in Your opinion, will your chosen master's program ensure the formation of the following competencies?” According to the survey results, the maximum contribution of the University to the formation of digital competencies was noted by 40.83 to 67.69% of respondents. More than half of undergraduates believe that the University fully ensures the formation of competencies in working with big data. Respondents note high indicators in terms of the ability to present research results — to prepare reports, articles, as well as in the field of skills in searching and processing information from various sources, including specialized databases. The problem block is the ability to use information technologies and ensure the security of information. Undergraduates not only have a low assessment of the skills they have developed, but are also pessimistic about the contribution of the master's program to this process.

**Discussion**

The situation with the transition to “digital” within the Russian master's looks twofold. There are risks and barriers, among them there is an insufficient resource base of regional universities, the digital divide and some distrust of the “digital”. Digital inequality in the regions, recorded in 2018 by SKOLKOVO researchers, is reflected in our study using the method of self-assessment of the formation of digital competencies. Recall that the North Caucasus, southern and Siberian Federal districts occupy the lowest positions in the digitalization rating “Digital Russia” for 2018. In our study, the lowest index of digital competence formation is also noted among undergraduates of the southern index 0.24 and the Siberian index 0.22 districts. At the same time, students highly appreciate the contribution of the master's degree to the formation of digital competencies. Despite good skills in working with information and ways to find it, undergraduates note a poor
knowledge of IT technologies and ways to protect information. As for the attitude to private manifestations of digitalization of education-online learning, we can say that it is not gaining absolute popularity among students. Not all of them are ready to completely go into the “world of numbers”.

The transition to the “figure” in the regions is not ideal, but it would be wrong to talk about the predominance of negative trends. It is possible that under the pressure of the events of 2020 related to the spread of the COVID-2019 pandemic, improvement of digitalization resources in Russian universities will follow. In this case, the forced transition to distance learning can be considered as a kind of “catalyst” in the transition to digital technologies.

References


POTENTIAL AND RISKS OF ONLINE EDUCATION IN STUDENTS’ ASSESSMENTS

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Abstract. The digitalization of higher education is a long-term trend that gained momentum during the COVID-19 pandemic as a result of a forced transition to distance learning. This paper analyzes empirical results of an online survey on this transition. The authors conducted the survey in May-June 2020 among students of several Russian universities, gathering 433 respondents of various educational fields.

The aim of the research is to analyze factors of students’ adaptation to digital education, systematize potential risks of switching to a digital format and identify the potential of online learning for higher education. The conceptual framework of the research is based on the following categories: “digitalization of the learning”, “adaptation of students to digital education”, “attitude to online education”, “risks of online education”, “potential of online education”.

The survey followed a three-level model of attitude measurement: emotional, cognitive and behavioral aspects. Survey form and analysis is based on the idea that students’ readiness to switch to distance learning is determined by a set of environmental and personal factors. Environmental factors include the development of the university educational online-environment, the educational policy, the management and internal control system, the corporate culture of the university. Microfactors include students’ cognitive and other psychological characteristics, as well as general socio-psychological readiness to innovate. According to the survey results, two groups of respondents can be explicitly identified according to their level of adaptation to digital education. Respondents with a high adaptability score are more positive in their assessments of the potential of digital learning. It is easier for
them to adjust to new educational format which they see as a new opportunity, rather than an area of possible risks. Poorly adapted students are more likely to express concerns about the potential risks of distance learning. They have already experienced negative effects like the spread of low-quality content, the shift in focus from acquiring knowledge to getting a graduation, and the weakening of social ties between students which made them more critical. It is concluded that the degree of adaptation to distance learning is formed from the student’s deeper beliefs and experience in education in general.

**Keywords:** higher education, distance learning, adaptation to digital learning, COVID-19 effects, risks of digital education

### Introduction

Universities were forced to transition to distance education during the COVID-19 pandemic. This transition increased the amount of interdisciplinary research on various aspects of online education: new requirements for educational process organization, methods of teaching online, educational digital communications, digital educational environment (Chmykhova E.V., 2020: 6). The development of distance aspects of higher education is defined by the key elements of digitalization: digital infrastructure usage, possession of specialized devices for online exchanges and transfer of knowledge, delocalization of education (Gray J., Rumpe B., 2015: 1319).

At this stage it is particularly important to study unintended (unpredictable) effects caused by the process of students’ adaptation to the digital format of the educational process. Another important research question is the potential that distance learning holds for higher education. Empirical results presented in this report are part of a research project titled “Unintended consequences of digitization for institutions of socioeducational sphere”, which has the mentioned topics among its research goals.

### Purpose of the study

In accordance with the identified problem situation, the project sets fundamental research goals: 1) to analyze factors of students’ adaptation to digital education, 2) to systematize risks of switching to a digital format of educational process organization, and 3) to identify the potential of online learning for higher education.

To achieve these goals, a set of empirical tasks was defined. Research aimed to do the following:

— to reveal emotional reactions of students to the forced transition to distance education; to diagnose problem areas caused by this transition; to compare students’ attitudes to online and offline learning;

— to assess attitude towards parameters of online education, such as teaching methods, teachers’ professional skills, labor discipline, student
identity, communication between participants in the educational process, means of knowledge transmission, locus of student control, health;

— to define differentiating factors of the level of student adaptation to digital learning;

— to evaluate the advantages and the prospects of online education;

— to assess groups of online education risks as students perceive them: social, educational, psychological risks, possible distribution of low-quality content, loss of involvement with their university, standardization of education, dehumanization of teacher-student relations, new forms of alienation and inequality, risks of digital control;

— to look into attitudes towards possibilities of voluntary distance learning in the future.

**Methodology**

*Theoretical aspects of the study*

The conceptual framework of the research is based on the following categories: “digitalization of the educational environment”, “adaptation of students to digital forms of education”, “attitude to distance education”, “risks of online education”, “personal development of the student”, “educational environment”, “potential of online education”.

Digitalization of the educational environment is understood as a multi-component process that includes digitization of educational content, introduction of digital management systems and digital procedures for monitoring students’ knowledge, transition to online communication between teachers and students, teachers and teachers, teachers and the management or administration. At the heart of this system is the digitalization of learning: the transformation of knowledge acquisition and professional training, resulting in skills acquisition, development and recognition mostly through digital technologies (Sokolovskaya I.E., 2020: 48–49).

Adaptation to digital learning is interpreted as adjusting to a new situation with a positive result: efficient involvement of the student in the educational process. Adaptability was measured through students’ attitudes to distance education, a three-level concept that consists of emotional, cognitive, and behavioral elements. We assumed that students’ adaptability is expressed in psychological acceptance of new forms of learning, in a calm reaction to possible risks of online learning, in knowledge of the main online educational resources, in mastering online learning technologies, self-organization, immersion in the learning process, and readiness to continue learning online.
The speed of students' adaptation to the transition to distance learning is determined by a set of environmental and personal factors. Environmental factors include the development of the university educational online-environment, the educational policy, the management and internal control system, the corporate culture of the university. Microfactors include students' cognitive and other psychological characteristics, as well as socio-psychological readiness to innovate. A special role in this process is given to the communication factor and to the organization of digital communications between all participants in the educational process.

We made an assumption that unanticipated effects and risks of the digitalization arise in the areas of personal development of students and are associated with the formation of their social-professional qualities through their inclusion in the different types of socio-educational activity: training, research activities, social interaction, leisure activity.

And finally, the potential of online education is viewed as a combination of advantages of the digital format compared to offline classroom format, which makes online education likely to gain traction. As a hypothesis, we tested the statement about existing differences in the assessment of the advantages (potential) and risks of digital education among different categories of students.

**The methodology of the survey**

In May-June 2020, supported by the grant of the President of the Russian Federation for state support of leading scientific schools, we conducted an online survey among students of Russian universities on the problems of digitalization of the educational environment and adaptation of students to online learning due to the forced transition to a distance format. The sample included 433 students from several Moscow and regional universities.

Students' adaptation to distance learning was measured through a system of questions aimed at identifying 1) emotional, cognitive, and behavioral responses of students to the transition to online education; 2) the degree of acceptance of online learning; 3) their readiness to continue studying online.

The adaptation index was calculated for each student. Values ranged from 1 to 19, where 1 indicates the minimum and 19 the maximum level of adaptation. The index values made it possible to group students based on their degree of adaptation and to reveal differentiating factors.

Part of the questionnaire is devoted to comparing classroom and distance learning through the assessment of theory-based parameters: teaching methods, teachers' professional skills, labor discipline, student
involvement (solidarity), interpersonal communication, means of knowledge transmission, locus of student control, health. These 8 variables were transformed into 16 statements about distance education: 8 of them contained a negative connotation, 8 implied a positive one. 4 neutral statements about the content and organization of the online learning process were added as well. The five-point Likert scale was used to measure the degree of agreement with these statements.

Students also evaluated the advantages and prospects (potential) and risks of digitalization of the educational environment.

**Results**

On the scale of adaptability, all the surveyed students were divided into two roughly equal categories. The first category (group) of students with a high adaptability score (8–19 points) contained 224 people. The second group of students with a low adaptability score (1–7 points) included 209 respondents. Here is a brief description of these two categories of students with identification of differentiating factors.

**Characteristics and ratings of students with a high adaptability score**

Respondents with a high adaptability score are much more likely to give a positive evaluation of the effects of forced transition to distance learning during the pandemic. For example, they notice an increase in diversity and amount of informative content of materials.

These respondents, unlike those with a low adaptability score, retain their stable identity as students and have not lost a sense of belonging with their university.

The group of the well-adapted students also have particular cognitive and behavioral characteristics. They are better at following the online conference format, do not experience significant difficulties in perceiving educational information in this mode, and mention less intellectual and physical fatigue. They are able to efficiently organize studying at home. However, in general, the task of self-organization causes problems for about 44% of respondents.

Well-adapted students positively assess the potential of online education. The majority of these students (63%) believe that digital technologies make high-quality higher education more accessible. They consider the growing choice of online courses a new opportunity, not a risk (68% of respondents with 8 or more points on the adaptability scale agreed with this statement). A high score on the adaptability scale is also associated with the optimistic view on digital education as providing more equal chances for all students. Among those who believe that the distance format
makes chances equal, 76% of respondents scored 8 or more points on the adaptability scale. Finally, the share of students who believe that almost all higher education can be given online is also significantly higher among well-adapted students.

**Characteristics and ratings of students with a low adaptability score**

Poorly adapted students, who received 1 to 7 points on the adaptability scale, are characterized by a more critical attitude. They strongly criticize not only the online, but also the offline education at their university. They have a firm stance on all the questions and statements presented in the questionnaire. Respondents who scored less than 8 points on the adaptability scale are more likely to express concerns about the potential risks of distance learning. They are more likely to be afraid of possible manipulations with the help of digital technologies, of possible decreasing value of the learning process, of the shifting focus from acquiring knowledge to obtaining a diploma. The loss of particular traits of a certain university is more often perceived as a risk by less-adapted than by well-adapted respondents. However, their concerns are more related to objective circumstances than to their personal reactions.

For those who scored 1–7 points on the adaptability scale, all categories of risk are perceived both as possible and factual. Such students have already experienced negative effects like the spread of low-quality content, the shift in focus from acquiring knowledge to getting a graduation, and the weakening of social ties between students.

There are points on which two categories of students express almost a consolidated position. For example, there are no obvious differences in the assessment of the prospects for the development of higher education — both groups agree that education should not completely switch to a digital format. Similar assessments are given to the issue of overcoming the status differences of universities through online education: the majority of respondents (~80%) agreed that online education blurs any status differences.

The vast majority of students feel possible risks of online learning. Only 4 people out of 209 respondents (1.9%) who scored 1–7 points on the adaptability scale indicated that they do not see or feel any risks of distance education. For the high adaptability group, the share of such respondents was 17% (38 out of 224 respondents). For respondents with a low degree of adaptability the leading motive in assessing observed and potential risks is the amount of lost connections between students, teachers and the university. A similar motive is observed for the rest of the respondents, however, it is less pronounced, suppressed by the observed utilitarianism of education and standardization of curricula.
Discussion

The degree of adaptation to the new digital learning format is not determined by specific situational experience, but is formed from the student's deeper beliefs and experience in education in general. The degree of acceptance of digital learning can be increased through promoting the idea that distance education is not an obstacle to acquiring and developing professional skills.

The study made it possible to draw several preliminary conclusions. When assessing the forms of education (classroom/distance), both groups of students prefer the traditional organization of the learning process. However, well-adapted students show clear differences in their assessments of the potential and risks of online learning compared to the group of less adapted students. For all students, the risks associated with dehumanization, weakening of social ties, and possible loss of student status were the most significant. Comparison shows that for the interviewed students mastering a profession is not only about gaining knowledge and competencies, but also includes live communication, teacher assistance in the classroom, university attendance, and creativity. These aspects are more difficult to implement in the context of online classes.

As a general conclusion, we note that distance education is perceived by students as both a field of opportunities and a source of risks — individual, institutional, and systemic.

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Abstract. Traditionally education is centered on sources such as schools, teachers and print media. The learners reached the information sources by enrolling with schools, teachers and libraries. Prior to the digital era, information was not accessible by the majority of people, and even those accessed were unable to obtain current information with respect to today’s context. Nowadays people live when world is moving from an information society to a knowledge society. Thus, education is given the highest priority and brainpower is becoming the most valuable asset of an organization. Advances in digital technology have opened up many avenues of learning. Technology has made information accessible, transmittable from anywhere to all groups of people. Education has reached most parts of the world and ICT has become an integral part of human life. With the revolution of technology in the last century, technology is now available everywhere and is incorporated in many aspects of our life.

The use of technologies and digital devices to widen access to quality education is a phenomenon in full expansion, which invites people to reflect deeply on the future of teaching and learning processes. Modern IT devices and various applications have considerably facilitated language teaching and learning for different purposes. Digitalization in education facilitates access to materials and other resources, but at the same time teachers face new challenges, such as identification of digital resources appropriate to their own teaching contexts, as well as designing and implementing activities appropriate to the techno-pedagogical affordances of the modern foreign language classroom. Needless to say that both teachers and students have to acquaint themselves with the new technology.

Due to increasing demands to practical foreign languages teaching students the article examines possibilities to advance the effectiveness of language teaching by means of up-to-date information technologies. This paper examines the issue of using digital technologies in educational process. The paper also describes the impact of digitalization on learning foreign languages. Nowadays the practice of teaching foreign languages uses a wide range of technical means, both stationary and mobile. The author present a list a list of the most popular digital resources for learning such language as English.

Keywords: foreign languages, educational process, information technologies, multimedia
Introduction

Achievements in the field of computer technologies and telecommunications have led to qualitative changes in the spheres of production, science and social life. Information has become a global resource of humanity. It multiplies human potential in all spheres of life. It also provides an opportunity to accelerate a particular type of activity and make it more effective.

One of the priority directions of informatization of society is the process of digitalization of education. It involves the use of new information technologies, methods and means of informatics. It allows implementing new formats of education, intensifying the educational process, increasing its efficiency and quality, preparing students for a comfortable life in the conditions of digitalization of society.

In the XXI century, information technologies are used in all spheres of human activity, including education. The rapid leap in the development of personal computers in recent years has made them available for use in learning. Therefore, the introduction of computer technologies in the educational process can be characterized as a logical and necessary step in the development of the modern information world. The application of information technologies allows making classes more attractive.

The use of computer technologies in learning a foreign language plays an important role in the modern world. Digitalization of language learning has opened access to new sources of information, increased the efficiency of independent work, provided new opportunities for achievement and consolidation of skills, allowed introducing new forms and methods of learning a foreign language. Besides, information technologies give an opportunity to receive information directly from the Internet, to use authentic materials in the Internet for listening, to use electronic professional dictionaries. The Internet allows students to monitor changes in the language field. It all provides an opportunity to form sustainable motivation of a student to study a foreign language. The main advantage of information technologies in comparison with all other means of education is the possibility to create a special teaching language environment. It is as close as possible to real communication in terms of intensity of speech communication. Earlier human did not have opportunity to achieve it.

Purpose of the study

The purpose of the study is to consider the feasibility and importance of using information technologies in foreign language teaching, as well as to provide a list of the most popular resources in this area.
Methodology

The following methods were used in the study: analysis of scientific literature on the methods of teaching foreign languages, linguo-didactics, pedagogy, psychology, linguistics in the framework of the problem under study; methodological analysis of the existing practice of using multimedia and digital technologies used in teaching and learning foreign languages.

Results/Findings

Language is a historically composed system of sounds, words and grammatical means. Teaching a foreign language involves the accumulation of language material or acquisition all aspects of the language (phonetics, vocabulary, grammar). It is necessary to form skills of using language aspects in different types of linguistic activity, such as listening, speaking, reading and writing (Mencius A., Dauletukaeva C., 2020: 157). The mother-tongue is learnt more easily because a natural environment exists for learning it. It is spoken in family and in neighborhood. But this is not true for a foreign language.

Nowadays digitalization through information technology provides significant assistance in improving the knowledge of language aspects and developing the skills of verbal communication.

Information technology is a complex of interrelated methods, production processes and software and hardware tools for collection, processing, storage, distribution, display and use of information in the interests of its users (Pevneva I., Gavrishina O., 2015: 140). The technologies that provide and support information processes include processes of search, collection, transfer, storage, accumulation, replication of information and procedures of access to it.

The use of information technologies significantly improves the quality of visual and audio information. It becomes brighter, more dynamic. It is easier to understand and remember. Lessons with the use of information technologies are designed to develop practical skills and knowledge.

The advantage of information technology versus all other means of teaching is the possibility of creating a special learning environment. A student becomes able to fully immerse himself or herself in the language environment. In addition, the use of information technology in the study of foreign languages makes it possible to achieve an individualized character of learning. This is especially important for students with different levels of language proficiency, different levels of motivation and the level of formed skills and abilities.

The penetration of information technologies in the educational process creates prerequisites for a radical renewal of both the content and technological
aspects of learning. The role of technology in the learning process can offer significant contributions to help meet the increasing needs of students. In the field of language acquisition, new possibilities for instructional methods have emerged from the integration of innovations. Now digitalization of education is considered as an ordered set of interrelated organizational and legal, socio-economic, scientific and methodological, scientific and technological, production and management processes. They are aimed at meeting the educational informational, computing and telecommunication needs of the participants of the educational process. The implementation of activities is carried out using modern computer and peripheral equipment, local and global Internet, multimedia-networked learning complexes and various programs (Botavina E., Kaydalova T., Pigasova I., 2020: 10).

At teaching of foreign languages by means of information technologies, the purpose is achieved at the expense of full use of possibilities of the software and computer networks (Internet resources, local networks).

The advantages of multimedia learning programs include the following:

— a visual presentation of material (use of color, illustrations, sound, video, animation, etc.);
— a diversity of activities;
— a fast feedback (built-in test systems provide instant control over material assimilation).
— an interactive mode allows you to control the speed of passing the training material.

There is a huge amount of software in the field of foreign language teaching (Nurutdinova A., Dmitrieva E., 2016: 49). There are:

1. Programs of general character, which imply teaching of all language activities: reading, speaking, listening and writing.

   For example, the Reward training course. It has established itself in a traditional way. It is now possible to use an electronic version of this Reward Interactive course. Users can use the system of distance learning via the Internet. The distinctive feature of this course is that it includes creative writing exercises. Only a live instructor can check them. The applications also allow communication in real time, not only in text but also in voice mode (in the program this function is called “Forum”).

2. Programs that provide training in one aspect of the language: phonetics, grammar.

   The most famous programs of this item are “Professor Higgins. English without accent” — teaching phonetics of English. The peculiarity of this program is to compare your own pronunciation with the standard one not only by hearing, but also visually.
3. Programs that provide training for one or two types of speech activity.

For example, the program English Reading Club. It includes several literary applications. The user can read the text itself, listen to it (all texts are voiced by English-speaking native speakers), adjust their pronunciation using the method Re-Wise. In addition, after each section, you can find special exercises aimed at developing basic language skills, to test your understanding of what you have read, consolidate grammatical structures, activate new words.


For example, dictionaries. The best-known dictionaries of the ABBYY Lingvo, Oxford, Longman family. Another type of reference material is the encyclopedia. For example, Britannica Encyclopedia, Microsoft Encarta Encyclopedia Standard and others.

If we consider sites where there is an opportunity to improve all English skills at once, these are primarily sites of the British Council and the BBC services:

- learnenglish.britishcouncil.org/en;
- www.bbc.co.uk/worldservice/learningenglish.

Thanks to the Internet, many popular dictionaries are freely available to users from all over the world. They are located on such sites:

- dictionary.cambridge.org (online version of Cambridge Dictionary).

There are websites for language teachers with useful vocabulary and grammar exercises, lesson preparation programs, and various projects. Such as:

- www.globalschoolnet.org;
- www.onestopenglish.com;

There are sites where you can test your level of language knowledge. Such as:

- www.TestYourEnglish.net;
- www.English-test.net;
- www.toefl.org;

Digitalization of education allows receiving information from the Internet. It allows a student not only to use the material adapted for educational purposes, but also authentic. Thus, a student can independently replenish his active and passive vocabulary with the vocabulary of a modern
foreign language. It should be mentioned that there are two kinds of vocabulary, such as Passive Vocabulary and active vocabulary. First consists of those words, which are recognized and understood but seldom used, in speaking and writing. Second consists of those words, which are understood and constantly used by the learner while speaking and writing.

The Internet network is a vast source of resources in a foreign language and about the foreign language, as well as about the culture of the country of the studied language. Unfortunately, sometimes this information is not verified, qualitative and reliable. People can find a lot of material in a foreign language with grammatical, spelling and lexical errors in the Internet. Working with resources of this quality will require both the teacher and the student to develop special skills: the ability to observe, recognize, and critically analyze language material (Chekun O., Lushnikova I., 2015: 71).

A teacher should evaluate and select online resources for study and determine the degree to which they are appropriate for the language and general level of a particular group of students. An equally important criterion in the selection of material is its relevance and degree of novelty. A teacher should understand the extent to which the information presented reflects the current state of affairs. The Internet resources have a significant advantage over paper carriers in this regard, because students have the opportunity to get acquainted with the latest modern data.

Working with the Internet puts quite high demands on personal qualities and professional training of the teacher. Three types of classes can be distinguished, depending on the degree of teacher participation (Titova S., 2015: 75):

— the dominant role of teacher;
— the coordinating role of teacher;
— the dominant role of student.

Each of these types of classes has its own advantages at certain stages of study and the ability to use them depends on the student's level of foreign language skills, the subject matter of the class, and the selection of Internet sites.

It is important to note that the use of information technology, especially in the early stages of study, cannot be fully effective without a teacher, since it is only a means of teaching. Computer and information technology in a teaching process are not an electronic teacher or a substitute or equivalent for a teacher, but a tool that enhances and expands learning (Zhalilova L., 2016: 40).

Thus, the application of information technologies in the study of foreign languages helps to modernize education and improve the quality of learning.
The introduction of information technologies into the traditional educational process allows the teacher to make the process of learning more interesting, diverse, and intensive. Performance of any task, exercise with the use of these technologies increases the efficiency of the lesson, and the use of a variety of materials and different modes of work promotes individualization of learning. The computer does not replace, but only complements the teacher. Today information technologies can be considered the new means of knowledge transfer that corresponds to the qualitatively new content of learning.

Discussion

To sum up, the global expansion of information capacity has led to the reorganization of education and ensuring a new level of quality of training of specialists and the formation of a flexible system of training of workers with a rapid orientation to changing professional conditions. A modern computer is an effective mean of optimizing mental working conditions. This is the reason for mass computerization in education. Digital information technologies can be very essential and flexible helpers in language educational process. Digitalization of language learning has opened access to new sources of information, increased the efficiency of independent work, provided new opportunities for achievement and consolidation of skills, allowed introducing new forms and methods of learning a foreign language.

References


RUSSIAN EDUCATION AND THE NETWORK PARADIGM OF SYNERGETICS

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Abstract. We are all already in a new era that is different from previous periods. The situation of countries and peoples has changed dramatically. All life is connected with a serious scale of unprecedented changes and new challenges. An example of this situation is a pandemic with emerging diseases from coronavirus, when quarantine systems were established in various States to save people from diseases.

First, there was a sharp slowdown in population growth on our planet, which was defined by scientists as a global demographic transition to a new situation. Second, according to the forecast of the Institute of applied mathematics of Keldysh, the global population is stabilizing at the level of 10–12 billion people with corresponding changes in demography, economy and energy. The state of the future is directly related to technological changes and education. Technology situations are directly related to the results of scientific research on usage systems. Information has become a tool for achieving a safer, longer and more prosperous life for all residents, turning into knowledge and science, now perceived by people as a social institution. The use of science when it is obtained for the governance of society helps the development of society and further improvement along with the preservation and expansion of the corridor of opportunities for the whole society. (Ahromeeva T.S., 2013: 32)

The most developed interdisciplinary approach is the theory of self-organization or synergetics (from the Greek language “Universal action”) (Malinetskii G.G., 2013, 248 p.) The Origin and development of Synergetics was initially associated with the research of G. Haken. Synergetics has come a very long scientific way since its inception. This action was reflected in the synergetic paradigms that replaced each other. (Ahromeeva T.S., 2013: 32) Synergetics is a science that studies the processes of self-organization of various systems and possible ways to improve situations. Technological situations now include systems of connections that facilitate the interaction of elements that are part of a single system, which allows you to create a common or whole from individual parts.
Keywords: synergetics, digital education, interdisciplinary approaches, network structures, network paradigm

Introduction

For the first time, the necessary for education to improve the quality of social existence was formulated by Malthus T. R. He created a cognitive model of society in which there were five main parameters. Based on the results of studying the model parameters, it was found that the impact on improving social dynamics depends only on technology and education. Education is always of particular importance for creating new opportunities and improving social life.

In the twenty-first century, the entire human race takes a sharp turn associated with a demographic transition that has never been equaled in history. The global nature of social change based on the demographic imperative is related to how many people live on our planet. A certain number of people on Earth living and emerging according to scientific data recorded no more than 10–12 million people, both in the present and in the future. Managing the quality of living is necessary in harmony with the environment. In the processes of governance of society, the constant creation of harmonization of the society itself is also necessary, along with ensuring a turn to the humanist. (Kravchenko, 2015: 5).

While in most countries, the birth rate is reduced due to the need to live, but, on the contrary, an increase in the birth rate is necessary to improve the quality of life in the Russian country. The creation of prerequisites for increasing the birth rate was provided for the “concept of demographic development”, so that Russia would eventually become a country suitable for life and the birth of children, and children could receive appropriate education.

Objectives/Purpose of the study

The world system continues to change, while it is unknown which country will benefit from all this. This requires quality education from children to adults. In addition, it is useful to take into account the best methods of education and upbringing of children and adults that were developed earlier, and be sure to use them.

An analysis of the learning processes taking place in secondary and higher educational institutions of the country is necessary to obtain results that show in which direction it is advisable to move further to improve education.

It is also mandatory to use a scientific strategy to create educational systems. The strategy should be linked to the individual and society and
contribute to the creation of human measurement systems. The scientific strategy for today’s created technological processes is connected to the Internet, based on network structures that help people. And the main task of science is to be the basis for creating, using and supporting digital technologies with security. The emerging risks and barriers associated with digital reality reflect the insufficient resources of the established regional universities.

A number of people have a distrust of “numbers”, and there are digital gaps associated with the features of existing resources.

Network systems are created technical systems based on networks. Network systems are more of an engineering concept that helps improves situations.

Methodology and methods

Futurist E. Toffler proposed three types of civilizations, the first is related to agriculture, the second is related to industry, and the third is related to post-industry. Toffler himself formulated these types as follows: The power structure creates a society that is divided into three different contrasting and competing civilizations. These are the three main types of civilization, the first symbolized by a hoe, the second by an Assembly line, and the third by a computer. We are moving towards a power structure that uses the world of all three types. (Toffler A., Toffler H., 2005: 412)

We ourselves live in a new computer civilization. It has become post-industrial. Toffler gives the following definition of this civilization: Each civilization has a separate wave. In the third civilization, countries are in the third wave and are primarily engaged in selling information and innovation, as well as management, culture and pop culture, advanced technology, software, education, vocational training, healthcare, Finance, and other services. An important point is such a service as military protection. It is based on the possession of superior military forces of the third wave. (Toffler A., Toffler H., 2005: 412).

For education systems, mathematics is a very important function. Do students get the opportunity to solve problems themselves, or are they offered certain situations that they just need to memorize to get results? In our country, the Director of the Institute of applied mathematics of the USSR Academy of Sciences Tikhonov A.N. believed that improving mathematical education in high school is one of the main tasks of his life. He also created an initiative to prepare a series of textbooks for schoolchildren, which were created under the guidance of Professor V.F. Butuzov.

Also on his initiative, the departments of computational mathematics and Cybernetics were created for students across the country at Universities.
more than 30 years ago. Thanks to these faculties, the management system, domestic industry and the defense complex have successfully entered the age of computers.

The theory of self-organization is related to the system of knowledge. It also contributed to the formulation of problems that applied mathematics dealt with. The system of technologies was presented by LEM in the book “Sum of technologies” described in the form of a special Manifesto for the development of technological civilization. Self-organization by its nature effectively reduces the number of essential variables and thus simplifies the processes that are being studied.

The theory of self-organization is also called synergetics. It is initially an interdisciplinary field of research, based on an interdisciplinary approach.

The Greek “synergeia” means “joint or cooperative action” and created the concept of synergetics, this term was proposed by Haken. Haken initially proposed to understand and use those areas of science that deal with the effects of self-organization in physical systems, as well as related phenomena in broader classes of systems within the concept of synergetics. (Haken G., 1980: 406)

Synergetics is studied at the Institute of applied mathematics in great detail, taking into account the ongoing processes and the design and development of the future. The Directors of the Institute formulated the most important technologies for improving the existence and transition to the future. The organizer and first Director of the Institute of applied mathematics (KIAM), an outstanding mathematician, mechanic, “chief theorist of cosmonautics”, academician M.V. Keldysh worked with the definition of technologies, and his name and surname became part of the name of the Institute. He believed that in order for our country in the second half of the XX century to have real, and not “paper” sovereignty, it must have nuclear “technologies, space systems and reliable ciphers”. Corresponding member of the Russian Academy of Sciences, S.P. Kurdyumov became the third Director of KIAM. He formulated and proposed adding new technologies for “future design”, “high-tech technologies” and “technologies for assembling and destroying social subjects”. Design technologies allow us to determine how changes in various spheres of life, even small ones, can significantly affect the change in the development trajectories of countries, regions, or the world as a whole in the 20–30-year term. The latest technologies allow you to create the most effective use of the capabilities of individuals and teams with their further development. Technologies related to social actors provide tools for controlling a wide range of social processes. All the proposed technologies are related to interdisciplinarity. (Kochkarov A.A., Malinetskiy G.G., 2019: 294)
Thanks to electronic communications, connection becomes instantaneous, but the very image of connections that create networks is geometric images, which are based on topology.

We need a detailed understanding of how to create network structures and use them with appropriate management. It also requires research and understanding of the new opportunities and threats of the network era in which we now exist.

**Results/Findings**

The project of a world without separate borders is now impossible; the world rejects liberal values, and there is a movement from a liberalized world to a world of regions, each of which determines its own path to the future. Self-organization is active in the modern world at different levels and scales. Within the framework of the civilizational approach, education becomes the most important tool for ensuring the survival and development of civilization. Technology is becoming an increasingly important aspect of teaching and learning.

The theme of the future is useful in shaping future projects. The Internet has now become the basis of a new economy with the creation of an Information and telecommunications complex. The economy accordingly has new characteristics: quickness, reflexivity, and instability. The new economy started to pick up in the 1990s, and the first crisis was created in the 2000s. The consequences of emerging economic crises are now comparable to the results of military conflicts.

The patterns of the “network economy” determine the present and future of the world economy on a larger scale.

High technologies are getting closer and closer to network structures. The implementation of large-scale scientific and technical projects is gradually moving into the sphere of high technologies, which are becoming focused on mass-consumption goods and services.

**Conclusion**

The scientific strategy of the coming decades is clear and understandable. We need to move from well-understood systems and processes using network technologies to helping people and social society.

Synergetics, based on the system of interdisciplinarity, creates opportunities for combining the Humanities and natural Sciences with mathematics and solving complex problems.

Dynamic networks in use — defined as social networks, communication networks, and networks of collective interaction, structures of stock markets, and structures of mutual obligations of the interbank system.
The development of wireless networks is associated with the expansion of telecommunications technologies. Wireless networks are superior to their wired counterparts in terms of security, cost, functionality, stability, and usability, as well as in teaching and learning.

A number of measures are proposed to help overcome the current educational crisis.

The word “responsibility” has become a key word both for the country as a whole and for the national education system. In the situation of sanctions and an undeclared war in Russia, where the coronavirus pandemic has been added, and the US President is striving to ensure that our economy is severely reduced and is “in tatters”, in one form or another, we will have to go to “mobilization for education” — for fast and high-quality training of specialists necessary for society and the government in vital areas. The experience of implementing Soviet nuclear and space projects shows how this can be done. Education using social technologies can improve the quality of education. Dynamic social changes are constantly taking place in society. Public administration specialists today have to maintain a high level of professionalism, for this they constantly use social technologies of continuing education. (Vasilenko, 2014: 42).

Society is increasingly filled with network structures that arise as a result of the interaction of individual elements of the system. The practice of their actions is still ahead of the results of scientific research and, consequently, the theory.

**Discussion**

The future of our planet is connected with the cold wars, in contacts with packages and teams of robots based on network structures. The quality and standards of education should facilitate the further study and use of technologies and robots on models of network structures to improve situations.

The network that is used with new technologies is a collection of different connections, and societies are currently permeated with network structures.

In modern Russia, the broken link between science and education will now have to be restored. This is related to further national security. Every civilization should be able to feed itself, heal, teach, and do everything necessary for life, and this has not yet been done in our system.

In a post-industrial society, people need to understand whether to change the path to the future to virtual reality and computer games and act as necessary.
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BLENDED LEARNING IN PANDEMIC REALITY: COMBINING ONLINE AND FACE–TO–FACE TEACHING AND LEARNING

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Abstract. Online teaching will no longer simply be an option. Next year, institutions that are unable to offer a blended methodology that seamlessly integrates face-to-face and online teaching will increasingly find themselves left behind until they are simply out of the race. By next year, the emergency measures implemented by educational institutions over recent weeks will have to be fully integrated: solutions capable of providing efficient, complete and fulfilling learning experiences. A challenge for institutions, teachers and students, but one that could add a whole new dimension to teaching, adapting it to a new context, more flexible and, above all, more logical. In every way.

Statistics show that eLearning will become mainstream soon. In recent years, there has been an advancement in technology and increased internet connectivity. While the workforce has hugely adopted technology, the education sector needs recent studies have shown the importance of combining classroom teaching with technology.

One of the main objectives of blended learning model refers to teaching and learning conducted via a combination of face-to-face classroom learning and technology-based online learning approaches, which could be either synchronous or asynchronous or a combination of the two. Both of them aim to enhance and extend the learning opportunities for students beyond classroom learning. The authors of the article try to analyze and investigate the impact of blended learning as an educational approach on the academic performance of students in the context of COVID-19 pandemic and to present the list of open educational
resources as effective integration of content and technology for improving the efficiency of teaching and learning courses. The article describes the experience of using a blended learning model with the help of information and communication technologies.

One of the effective tools of students’ self-study in a foreign language in higher technical school is an application of technologies Moodle. Availability of technologies extends on the educational process. In particular, information and communication technologies give a possibility to the students in the choice of individual training and research. The essential advantage of technologies is a possibility to individualize the process of training by drawing up of tasks and intellectual scope expansion in a speciality, and development of abilities in the field of foreign languages.

**Keywords:** blended learning; foreign language; information technologies; Moodle platform, pandemic

**Introduction**

Intensive development of computer telecommunication technologies, creation of the developed information-educational environment, new trends and learning opportunities restructures the teaching-learning operation where educators have to face with different students’ preferences due to the emerging learning needs brought by technology. In this regard, that it is useful to highlight that blended learning seems a promising concept for any educational institutions that provide courses for learners of different age. Most modern education institutions understand the importance and potentials of blended learning especially in the period of COVID-19 pandemic but there is still a lack of implementation on how blended learning be planned, designed and applied. Urgent transition to online environments has become the greatest challenge for both teachers and students and has led to the fundamental change in the way of teaching and learning, respectively. All educational establishments faced with new reality characterized by Zoom meetings, accessibility of learning management systems and asynchronous scheduling. All these changes led to a panoply of logistical, technological, and pedagogical issues related to shifting face-to-face classrooms to online environments that are now mostly presented as a combination of online video sessions or conferences with online tutored self-study. Most teachers faced with the problem of rebuilding their courses and searching for technical tools or platforms, which allows them to integrate content for improving the educational experience and enhancing its quality relying on multiple learning patterns. In this regard, the use of Moodle platform (Modular Object-Oriented Dynamic Learning Environment) together with open educational resources as an example of above-mentioned tools help to combine the diversity of education and methodology-related
back-ups and monitors the quality of students’ knowledge, collaboration, achievement and motivation at the same time.

**Purpose of the study**

Overall, we believe that pertinent technical tools and resources, as well as well-planned and designed format, would work best for students and for courses. Rather than favouring one specific tool or resource over another, we felt that a successful intervention required a careful mix. The main purpose of this study was to present the list technical tools and open educational resources as effective integration of content and technology for improving the efficiency of teaching and learning process and to analyze and investigate the impact of blended learning as an educational approach on the academic performance of students. The present study was guided by the following specific questions:

1. What tools and resources can be used within a blended learning approach?
2. Does a blended learning approach improve student academic performance?
3. How do students and teachers perceive the blended learning practices in during pandemic?

**Methodology**

1.1. **Theoretical explanation of the “blended learning” approach**

A review of the existing literature shows that blended learning is defined as a combination of face-to-face sessions and the use of technology with an emphasis on the use of the internet (Kerres, M. and Witt, C.D., 2003: 105). Also, this combination of teaching approach according to Stacey and Gerbic (Stacey E. and Gerbic, P., 2007: 165–174), where a variety of online resources are provided in addition to face-to-face contact, has been referred to as representing a blended learning approach. Therefore, this study argues that using a combination of teaching approach will enhance students’ academic performance. It helps to address learners’ specific needs by giving students access to media-rich materials or resources and improve learners’ digital literacy as an important and useful lifelong learning skill that allows them to enhance self-directed learning opportunities.

Educators have developed 6 models for blended learning which can be summarized as follows: (Judy Thompson, 2016)

1. The Face-To-Face Driver Model. This modal is for classes where students are functioning at various levels of ability and mastery.
2. The Rotation Model where students have face-to-face time with their teachers and then move to online work by a set schedule. Thus,
students who are performing well in listening, for example, learning but not in reading may have face-to-face time with their teachers for reading before rotating to online learning. Teachers are able to give struggling students more individual assistance based on their needs.

3. The Flex Model. This model relies on online instructional delivery, with teachers acting as facilitators.

4. Online Lab School Model. This model involves students who attend school with total online educational delivery for entire courses. There are no certified teachers, but, rather, trained paraprofessionals who supervise.

5. The Online Driver Model. Students work from remote locations (e.g., their homes) and receive all of their instruction via online platforms. Usually, there are opportunities to “check-in” with a course teacher and to engage in online messaging if an explanation is needed.

While many teachers may resist blended learning environments, this trend is not going away especially in the case of a pandemic. Students are digitally-oriented, understand the potential for success that blended learning may offer them, and are excited about the opportunities that blended learning offers them.

Basically, a blended approach ensures that not only is the student more involved and driving his/her individual learning experience to some degree, but there are also numerous benefits for the instructor-instant feedback and the ability to quickly assess the student's knowledge and needs based on reporting, testing, or survey using LMS (in our case, Moodle) or other auxiliary tech tools and open educational resources.

1.2. LMS — Moodle

Many Russian universities have already implemented the “Modular Object-Oriented Dynamic Learning Environment” (Moodle) system of distance learning in the educational process. The Moodle system belongs to the class of learning Management systems — Learning Management System, LMS — which allows you to design, create and edit work with the resources of the information and educational environment of the University (History and main characteristics of the Moodle learning management system, 2020). Moodle provides a central learning hub to connect eLearning tools and simplify the teaching and learning process. With its functionality and plugin capabilities, Moodle offers an engaging and effective eLearning experience for students of all ages. Moodle allows for unique learning methods such as gamification, competency-based education, mobile learning, accessible guidebooks, interactive online classrooms, and much more (Rice, W.H., 2008: 75). It’s the first LMS brought out to the public in 2002.
Since then, Moodle has become the best alternative to tens of commercial LMS software. Nowadays, about 100 million educators have used or still using this platform. Here are some advantages of Moodle LMS.

1. Highly Configurable LMS Software.
2. Moodle speaks plain PHP easily deployed and implemented any platform such as Linux, Unix, Windows, macOS, and even on the newcomer Ubuntu.
3. Plugins. Moodle plugins directory shows that there are about 1601 plugins.
4. Global expertise community.
5. Assessment-type flexibility. Moodle offers a variety of assessment types: questionnaire, quizzes, assignments, hot spots, audio-and-video type assessment, etc.
7. Feedback System. It helps understand how your course, trainers/teachers, pedagogic methods are doing.

Additionally, due to its inherent flexibility and easy-to-use interface, Moodle can be used to reach a wide range of needs.

1.3. Open educational resources

A striking case is open educational resources (OERs) (Global Education Monitoring Report, 2016), which introduces the concepts of openness, collaboration and sharing using resources available on the web. These are learning and teaching materials that are freely available online for anyone to use. OERs can consist of full courses, course materials, modules, textbooks, videos, tests, software and any other tools, materials or techniques used to support access to knowledge. Normally, small units of OER (e.g. animations, videos, podcasts, etc.) are most attractive to educators from both the re-use and production angles, as they are easier to embed into the existing classroom or online learning activities. Many teachers embed OER material into teaching sessions (e.g. classroom sessions, practical classes, workshops, seminars) and/or provide links to OERs. The advantages of using OERs are the following:

- **Student experience:** Use of appropriate OERs can enhance the learners' **studying experience**.
- **Digital literacy:** Helping learners to search for, critically evaluate, use and reference high quality and relevant open educational resources is an important and useful skill.
- **Recognition:** For the individual who creates OERs, there is external recognition of their learning and teaching activities and the promotion of their school/faculty or institution. If OERs are modified or re-purposed
by users, both the original creator and their students benefit from any improvements or additions.

- **Marketing and external relations**: For education institution, OERs provide an opportunity to promote their excellence and innovation in learning and teaching, and widen the pool of high-quality applicants for their programs.
- **Efficiency**: OERs have the potential for enormous savings in cost and time.

The most useful examples of effectively integrate content and technology to enhance the teaching and learning of education courses are:

- MERLOT is a curated collection of free and open online teaching, learning, and faculty development services contributed and used by an international education community.
- OPEN UNIVERSITY’S OpenLearn — The Open University’s range of free educational courses and resources.
- MIT’s OPEN COURSEWARE — Free online educational resources from the Massachusetts Institute of Technology.
- XPERT — a repository of e-learning resources created through the open-source e-learning development tool called Xerte Online Toolkits
- OER COMMONS — open educational resources for all sectors.

As we noticed, open educational resources (OERs) can be a valuable addition for learners’ productivity, which is augmented when they are exposed to tools that promote their understanding based on various capabilities. OERs challenge teachers to incorporate digital technology into their courses and programs and enable students to access quality content in an autonomous manner.

### 1.4. Other useful tools

Given the variety of blended learning models, each educational institution chooses its own model based on its capabilities and eLearning experience for their students. We have found the following tech tools that are useful in differentiation purposes:

1. **Document cameras**. A document camera is a real-time image capture device that displays images to a large audience. It is like an updated version of an overhead projector. Teachers can utilize document cameras to take pictures and refer back to them during lesson plans. They are a great way to complement lectures and engage visual learners.

2. **WordPress**. WordPress is an online program used for building free websites and blogs. Teachers can use it to create a class website, maintain communication with parents and students, and enhance students’ technological
and writing skills. Educators are also able to control access to the content and keep students’ writing private.

3. **TED Talks** TED stands for Technology, Entertainment, and Design. The website hosts conferences and discussions that take place all over the world. TED Talks covers various topics, reinforces critical thinking skills, and promotes creativity and collaboration. Topics showcased by TED Talks can be applied to school, work, and home.

4. **Edutopia.com** Edutopia is a website that discusses almost an educational topic you can think of, including technology in the classroom, classroom management, brain-based learning, curriculum planning, student engagement, and teaching strategies, to name just a few. This website allows teachers to post articles, read about different issues and ideas, and converse with one another. In addition to written posts, Edutopia hosts various videos.

5. **iPads**. iPads can be used by individual students, in groups, or as a whole class. Various apps can be added for making videos, reading and writing, conducting projects and experiments, etc.

6. **Thinglink** uses pictures to place links in different locations where viewers can click to learn more.

7. **Piktochart** lets you create infographics to offer a visual explanation of a concept or idea.

8. **Tackk** lets you create small interactive pages or build a portfolio of work using different media tools.

9. **Moovly, MindMup and PowToon** are tools that provide students with different ways to express their ideas, such as mind maps, timelines, and video presentations. Give students a mix of tools and they will find what works best for them.

**Results/Findings**

Over the last few decades, blended learning has been used extensively in the educational process. Many programs were developed allowing students of all educational levels to choose what form to get. However, almost a year, the blended learning model is seemed to be the ideal form to address many challenges by the COVID-19 pandemic. The challenges are as follows:

1. Online education also creates an additional teachers load. Not all the teachers were ready to incorporate innovative technology into their teaching method.

2. Insufficient internet access or technical impossibility.

3. Parental Involvement. Technology allows parents to participate in the learning process by offering guidance and support on the home front.
4. Extra work for teachers as they are expected to master both distance and in-class teaching (online and offline classes).

5. The measures of health and safety precautions of in-class learning are not the same as in the distance learning process.

All these challenges have changed the way of teaching and learning. Some teachers will result in a poor user experience that is unconducive to sustained growth. Others believe that a new blended model of education will emerge, with significant benefits. These benefits can be following:

1. For educational establishments: development of technical capacity and necessary access to a computer and an internet connection with reasonable bandwidth.

2. For teachers: a reconsideration of all methodologies and preparation for a new reality — blended learning environment. This requires openness toward being trained in the use of new tools, modifying their syllabuses, their evaluation methods, and understanding the role of each element in this new environment with new learning processes.

3. For students: development of personal growth with the help of flipped classroom method, where you (as a student) take centre stage in preparing material and the teacher devotes interaction time — online or face-to-face — to providing structure, explanations in greater depth, or answering questions.

4. For students and teachers: development of collaboration as a complex system made up of participation, course work, projects, individual and group work, grades assigned by colleagues, and possibly several other criteria which helps to transfer the knowledge acquired.

Discussion

The problem we face from now on is clear: what initially looked like emergency measures no longer are. From now on, we must prepare for life in a world where a vaccine for COVID-19 is going to take a long time to arrive, which means a great many restrictions on how we used to do things. For a long time, classes will be at half capacity, many students or teachers will be forced to self-confine, attendance will be irregular, and many methodologies we used before will no longer apply.

Now eLearning is no longer a fad, it is essential for survival, as seen during this COVID-19 period. As the result, we have specific reasons why we should pursue a blended approach to education.

For example, supplementing classroom teaching with eLearning allows the students to learn at their own pace (Individualized learning). Blended learning allows the student to do quizzes and tests online and get immediate feedback through auto mark features available on online
platforms. It also saves a lot of time for teachers that can instead be used to help weak students through one-on-one interactions (Immediate Feedback).

Students learn in different ways. Some do well with classroom instruction while others require more stimulation to learn. ELearning platforms provide the student with pictures, videos, podcasts, and games that appeal to all senses. They also create and maintain students' interest in the subjects (Variety). Up-to-day technology opens a doorway for students to work in groups with their classmates, other schools, and even on a global scale. The students can also engage in writing competitions, which is a huge motivation to learn (Collaboration). Online learning requires one to inculcate certain life skills for it to be successful. Students are required to practice self-discipline, time management, and online etiquette. All these skills are essential in the 21st century and will prepare the students for their future career (Future Work Skills). (P. Gitonga, 2020: Accessed October 10, 2020).

Let us look beyond COVID-19 and embrace blended learning in schools and at the universities as the perfect tool for our students to succeed in their skills in all spheres of life.

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DISTANCE LEARNING AS AN ACTUAL CONCEPT IN THE FORMATION OF MODERN EDUCATIONAL STRATEGIES

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Abstract. The article offers the results of research on the concept of “distance earning”. The actual understanding of the concept of “distance learning” has gone beyond scientific discursive practices into a live experience of interaction between participants in the educational process and has become an urgent problem in both scientific and everyday life. The purpose of the research is to describe the nominative field of the concept, its peripheral components, which, according to the authors, allows us to understand the problems associated with the introduction of distance learning in the education system, and to analyze possible solutions. Diagnostics of synonyms and antonyms of the concept “distance learning” allowed to describe the place of the concept in actual cognitions that form the expectations of teachers and suggestions of teachers who broadcast educational disciplines online. The objectivity and subjectivity of associations that determine the specifics of the conceptual field of cognition “distance learning” are natural markers of research that combine theoretical and empirical methods. The effective form of diagnosis is a questionnaire conducted in the context of online learning, based on virtual educational platforms. 300 students of Tyumen universities who are studying remotely due to quarantine (spring-summer 2020) took part in the survey. It was the self-isolation mode that allowed us to have an audience that was suitable for the experiment not only in terms of quantity, but also in terms of quality, since during one academic year the respondents experienced the pros and cons of various forms of education. The results of the survey indicate the need to prepare important organizational decisions through the use of speech strategies based on cognitive research; as well as the importance of speech diagnostics of current problems that are verbalized and become part of the information, psychological and cultural field
of modern man. The authors' conclusions are related to the prospects of using the capabilities of cognitive science in the practice of both higher and secondary education, as well as in the sphere of interaction of administrative management structures with performers and consumers of educational services. To understand the prospects of research of this kind, it is important that modern linguistic science allows to record the attitudes, moods, likes and dislikes of different audiences on different occasions and simultaneously harmonize the present and even the future of society, including hot topics in the field of scientific reflection and attracting professionals to the discussion.

**Keywords:** distance learning, distance education, concept, cognitive analysis, educational strategies

**Introduction**

Distance learning takes a common place in modern discussions about the fate of domestic and world education, and the collocation itself, under the influence of external factors (pandemic, isolation, quarantine, etc.), has moved beyond the actual educational discourse into the everyday experience of world communities. It should be noted that the active transition of the concept into cognition began in the last five years and became more active during the quarantine period as a real form of implementation of the educational process and at the same time as a strategic component in the situation of reformation of secondary and higher education. However, the discussion about the use of distance learning technologies in adult education goes back to the 90-ies of the twentieth century, but mainly concerned the issue of law enforcement practice, since distance learning was not prescribed in the Law as a special form of education (Ovsyannikov V.I., 2001). Therefore, in the practice of the idea of “distance”, it was customary to consider distance education as a form of distance education through new technologies (Malkova T.V., 2009). With the development of computer technologies and video communication tools, various forms of distance learning have become part of the informal educational process in the environment of tutoring, professional development, etc. The transition to distance education was also implemented as part of additional professional competencies in the field of higher education and postgraduate additional education. At the level of general school education, the process of attracting distance technologies was not noticeable, since there was no question of widespread use of distance technologies for teaching schoolchildren. This circumstance is associated not only with the underdevelopment of broadband Internet, but also with the psychophysiological characteristics of schoolchildren, psychological and pedagogical requirements for collectivism in childhood. Also important are the existing views on health-saving.
technologies and the opinion about the negative impact of computers on health. However, the pandemic has made it necessary to urgently introduce distance learning at all levels of education. However, not all countries have switched to distance learning through computer technology. For example, in the UK, tasks are given to students via regular mail, which is due to a strict policy in relation to the Internet. Accordingly, the concept of “distance learning” has received additional emotional and peripheral characteristics over the past six months, which confirms the relevance of the study. A consistent description of the concept often allows the scientist to identify the problem points of the phenomenon that determine the possibility of practical implementation of specific projects and influence the choice of strategies for their implementation. The theoretical and methodological basis of such works is usually research on cognitive linguistics and is presented in the works of V.A. Maslova (Maslova V.A., 2008), I.A. Sternin (Sternin I.A., 2010), T.G. Skrebtsova and others (Skrebtsova T.G., 2001). They contain both theoretical justifications of methods and practical recommendations for the analysis of traditional concepts.

**Purpose of research**

We can assume that in the case of the concept of “distance learning”, the context of understanding the research results is not limited to the field of education, but also includes the problem field of economics, politics, lifestyle, everyday activities, and specific issues of the psychological climate in the team, age and other characteristics of those who teach and those who study.

Therefore, the results of the analysis of the concept of distance learning can be useful not only for those who are engaged in promoting the ideas of distance education, but also for those who are active users and recipients of distance education offers.

**Methodology and subheadings**

As a rule, the development of concept research begins with the clarification of the terms (concept, conceptosphere, cognition, frame, etc.) and the stages of research of a specific phenomenon of thinking. Currently a general algorithm seems to have emerged that makes it possible to conduct this type of research. it has been repeatedly mentioned in the works of colleagues and therefore does not need any additional comments. The situation is different with the interpretation of the results of cognitive research, which often have a discursive nature and reflect the processes occurring in various spheres of life.
Core of the concept

The concept of “distance learning” is formed around the core, which is defined by the lexeme “learning” and goes back to the basic concepts of didactics. Pedagogical dictionaries define this concept as “a specially organized, purposeful process of interaction between teachers and students, aimed at mastering knowledge, skills and abilities, forming a worldview, developing mental strength and potential of students, developing and consolidating self-education skills in accordance with the goals set (Kodzhazpirova G., Kodzhazpirov A., 2005, p. 176.), as “the process of interaction between the teacher and students” or “the process of cognition controlled by the teacher” (Pyannikov M., 2010). Researcher M.M. Pyannikov notes that the key words in the content of interpretations are process and interaction. In the same article, the author summarizes new didactics interpretations of the concept of “distance learning”: “Modern scientists who are interested in this problem understand learning at a distance as distance learning, when the student is separated from the teacher by distance, or an educational technology in which every person living in any place gets the opportunity to study the program of any College or University, or a new form of education based on the principle of independent student learning” (Pyannikov M., 2010). Currently, there are more and more studies devoted to the analysis of the advantages of distance learning in comparison with traditional forms of education (Popova N.E., 2014), which indicates the prospect of studying this concept in the field of scientific knowledge.

The semantic scope of the concept

The semantic scope of the concept of “distance learning” is determined by the situation to which it belongs i.e. the sphere of education. The predicate of the core “learning” is the adjective “remote”, which refers to specific ways of solving the corresponding problems: at a distance, through an intermediary. It is noteworthy that synonyms of distance learning are traditionally considered concepts, although not identical to the concept under study, but working on its peripheral values. For example, “distance education” is not only training, but a systematic approach to training, which involves obtaining a status result (certificate or diploma of the level of training). It is important to note that most definitions of distance education are deliberately concise and supported by obvious tautologies such as “this is education that is fully or partially carried out using computers and telecommunications technologies and tools” (a popular definition in Internet resources). It should be noted that the distinction between these two close concepts (“distance learning” and “distance education”) is an important
component in modern discussions about the fate of education. Another synonym for “online learning” basically contains a marker from computer reality, i.e. it concretizes the way training is carried out and often sounds along with such phenomena as an online tour, an online movie theater, etc.

**Association analysis**

The study of the associative field of the concept allowed not only to diagnose synonyms and antonyms of the concept “distance learning”, but also to understand the place of the concept in current cognitions. A questionnaire was developed, and the self-isolation mode allowed to attract 300 students to participate in the survey, i.e. an audience suitable for the experiment not only in terms of quantity, but also in terms of quality (we are talking about students who experienced the pros and cons of various forms of education during one academic year).

**Results**

Doing the task to find synonyms for the concept of “distance learning”, students suggested the following expressions: “online learning” (150), “distance education” (136), “remote learning” (95), “online courses” (92), “home learning” (44), “home learning” (20), “remote learning” (19), “remote interaction” (13), and even “distance learning” (5).

The first three synonyms included in the most popular responses are related to the main meaning of the concept. as for the subsequent options, their choice is determined by specifying the distance and place of actual stay of the respondents.

The evaluative nature of the latter option may be a consequence of the negative attitude of the respondents to distance learning.

The choice of antonyms for the phrase “distance learning” is less diverse and is represented by the following options: “full-time training” (230), “classical training” (112), “classical education” (88), “full-time training” (5).

It is noteworthy that a significant percentage of respondents (80%) oppose distance learning to classical education, and some of them indirectly characterize this form of education as unacceptable for those who want to get a full education.

All this may be an indication that students are already evaluating the possibility of introducing distance learning into the normal practice of education at the experimental stage.

When studying any concept, a productive stage is the study of subjective associations that arise in native speakers and form an associative field.
If we describe the first associations that arise on the “distance learning” incentive, they seem to quite predictable and largely due to the conditions of quarantine, during which the survey was conducted.

The associative field of the concept consists of the following lexemes: school, home, health, work, computer, quarantine, boredom, boring, unclear, tired, long, high, easy, etc.

Thus we can say that the place of this concept in the language world picture of Russian native speakers is changing: from the scope of the actual learning and self-development transfers to the sphere of education and even lifestyle.

This is evidenced by the proposals made by the respondents using the concept, which reflect the patterns of contextual perception of the concept and actual peripheral values. Here are some of them:

Here are some of them:

“Distance learning, like everywhere else, has its pros and cons”;
“Distance learning is a nightmare that you really want to forget”;
“Distance learning is, on the one hand, convenient and effective, and on the other, the risk of becoming a slacker increases”;
“Distance learning is a temporary phenomenon and a necessary measure”;
“Distance learning is an opportunity to get an education comfortably anywhere in the world”;
“I'm home — Hooray!”;
“I don't need to get up and go”;
“Due to the coronavirus, distance learning has been introduced across the country”;
“Distance learning in this format is an absolutely useless waste of time, effort, and money, respectively”;
“Distance learning has crept up unnoticed, but sensitively”;
“I’m fed up with distance learning”;
“I don't understand anything, there are a lot of tasks”;
“Old teachers don't know how to work with a computer”;
“I'm not interested and fed up”;
“Distance learning is like a dish that I have never tried. It tasted good at first, but after a week you're sick of it.”

It is impossible not to take into account the opinion of foreign students who were caught in the epidemic in Russia: “Why can't I get an education at home in Egypt?” A month after arriving in Russia, foreign students found themselves trapped in uncomfortable dormitories, without any language and country knowledge, without anion possibility to communicate widely, and found they had to pay for accommodation, tuition, and visa extensions.

Contractual relations with the University in the context of distance learning are another challenge to the modern education system. Students doubt the adequacy of distance learning fees.
The range of collected opinions confirms the hypothesis expressed by I. Sokolovskaya: probably, satisfaction rate of students with work in the distance format during the period of self-isolation largely depends on the degree of their subjective well-being. (Sokolovskaya I. E., 2020: 46).

If previously distance learning was perceived primarily as a form of additional education, as an opportunity for self-education, now students and schoolchildren are faced with the need to consider distance learning as the only possible form of education.

Moreover, the emotional (often negative) reaction of students to the possibility of introducing distance learning in the long-term educational experience or even in the daily practice of secondary and higher education is to some extent due to the lack of preparation of the information field.

Proof of this can be found on the websites of all Russian universities, without exception, where remote mode is still associated with temporary events, one-time projects that do not require the mandatory participation of all students.

Conclusion

The question of transferring to distance learning remains open. The enthusiasm of Russian teachers has shown that distance education will now be widely used in emergency situations of epidemics, quarantines, and the impossibility of full-time attendance (for citizens studying outside the traditional classroom system).

It is necessary to solve the issues of forming a team without personal everyday communication. New structural connections are being created based on network communication and the mobilization of solutions to collective tasks without direct contact.

Dictation raises the problems of ageism in a new way. According to students studying at a distance, the most active teachers are young and middle-aged, using an the whole Arsenal of various Internet technologies.

There are examples of eliminating age-related teachers from working remotely, both due to health restrictions and their unwillingness to change their usual work tactics.

Analysis of search questions showed that teachers are forced to purchase the necessary equipment at their own expense: graphic tablets, Webcams, computers, and spend money on unlimited access to paid educational platforms. So far, legislative initiatives are only related to reimbursement of Internet costs.

Distance education will undoubtedly cause a number of restructurings of higher education such as the opportunity to receive education in the home region, but with the possibility of obtaining a diploma in the capital, which
will increase interest in the country's leading universities, while reducing
the need for dormitories, classrooms, etc. The consequences of this
transformation are not obvious: students have always been an active mass,
with a positive intellectual potential, and its outflow from everyday life
raises questions.

The results of the survey, on the one hand, indicate the need to prepare
important organizational decisions through speech strategies based on
cognitive research; on the other hand, the importance of speech diagnostics
of current problems in General. Modern linguistic science allows to record
the attitudes, moods, likes and dislikes of different audiences on different
occasions and simultaneously harmonize our present and even future,
including hot topics in the field of scientific reflection and attracting
professionals to the discussion.

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Sokolovskaya, I. E. 2020. Social and psychological factors of satisfaction of
students in the conditions of digitalization of training in the period of a pandemic
Abstract. The technological revolution against the backdrop of a global pandemic has made serious changes in all spheres of life of the modern society, accelerated and exposed already established trends. The need for global social development has set the vector of incessant modernization and digital innovation, dictating new requirements for a person and his life-supporting social structures. These changes have captured the educational sector, setting new tasks for it, the implementation of which depends on the use of digital technologies and introduction of new solutions. Transformational processes in education are taking place all over the world, but in our country attention to their use is changing in waves, which requires serious analysis and discussion. Substantiation of the importance of using digital technologies in the education transformation system, the need to develop its new paradigm and determines the relevance of the study.

The purpose of the study is to reveal the features of the development of a new paradigm of education, the formation of new competencies of a well-educated, motivated person living in the world with high uncertainty, updating the planned educational results, methods and technologies of educational work, as well as improving the system for assessing the results of each student in rapidly developing digital environment based on the implementation of digital technologies and new solutions in the field of education.

The proposed results will provide a transition to new principles, functions and technologies of education in the context of digital innovative development, aimed at the formation of modern human competencies of the XXI century and creative abilities, allowing to apply existing knowledge in the dynamic environment of a digital society.
The proposed research is based on modern scientific theories related to advances in digital transformation, practices of leading universities of the world and the experience of leading high-tech companies.

The obtained results can be used in the process of forming a modern educational trajectory for the training of Russian specialists for each of the sectors of the economy, possessing analytical and cognitive abilities, skills in using digital knowledge to solve specific problems at the micro-, meso- and macro levels.

**Keywords:** new solutions, digital technologies, education system

**Introduction**

Today world markets need new technological solutions designed to carry out radical and large-scale transformations not only in all areas of production, but also to form new models in the education system that meet the requirements of the digital economy and the needs of modern business. At the same time, the main forces should be aimed at changing the usual ways and approaches of teaching people, which is a serious intellectual challenge of the 21st century both for educational researchers and for the country as a whole, entailing the training of an active, skillful person — a leader of change with creative skills and great intuition, able to keep up with the times and achieve success in the context of digital updates.

At present, the Russian education system is conservative and inert in nature, responding only to a fraction of modern challenges and global trends. Therefore, this aspect is especially relevant for Russian education, which predetermines the formation of new personality traits necessary for effective existence in the emerging digital economy, as well as the transition to digital technologies and new solutions in education focused on the development of competencies in accordance with the modern digital educational environment and rapid technological change.

Most Russian universities have made attempts at strategic changes aimed at the shortest development prospects, however, the overwhelming majority of educational institutions do not consider new formats of education, limiting themselves to traditional models of conducting and implementing university education, which are situational and non-systemic in nature, insufficiently consistent with the vision of digital transformation. Therefore, in long-term development, a new paradigm of education is required, which completely changes the thinking of a modern person, teaches him to be more flexible and efficient in work and in life, directs him to self-determination and constant self-development. For this, the education system requires the introduction and implementation of fundamentally new approaches, technologies of the “future” and futuristic solutions that combine hybrid competencies, which include both traditional knowledge
and skills, and digital skills that can provide comprehensive training and development of highly qualified personnel.

The foregoing necessitates studying the problems of using digital educational technologies and substantiating the possibilities of innovative solutions in education that meet the challenges of the digital world, aimed at building new horizons of learning and strengthening the positions of Russian universities.

**Purpose of the study**

The aim of the study is to substantiate an integrated approach to the systemic renewal of the components of the educational process, including the disclosure of the features of the development of a new paradigm of education, the formation of new competencies of a “complex person” living in a world with high uncertainty, updating the planned educational results, methods and technologies of educational work, as well as improving systems for assessing the results of each student in a rapidly developing digital environment based on the implementation of digital technologies and new solutions in educational activities.

**Methodology**

The conducted research is based on a set of methods: theoretical (study and generalization of best practices in the field of digital transformations and the introduction of digital tools that contribute to the individualization of learning and the transition to a new model of organizing educational activities); empirical (comparative analysis and generalization, critical analysis and synthesis; systemic and structural-logical approaches), ensuring the formation of a new paradigm of education and the choice of the most acceptable educational trajectory; graphic description and interpretation of information for visualization and structuring of the content of the components of the educational process in the digital environment.

**Results/Findings**

Today it is important to adapt to constant changes, to learn to accept them as the natural state of the modern and complex world. Over the past decades, the Russian education system has undergone major transformations. Government expenses spent on education have increased 15 times, and the volume of paid educational services has increased 12 times. More than 90% of Russian schoolchildren go to study at universities, while in Germany this figure is only 30%. Therefore, in world statistics, Russia has the highest percentage of people with higher education. Despite this fact, students, teachers and, above all, employers who require competitive specialists who
are able to generate their knowledge, skills and abilities, and prove their worth in global world markets are dissatisfied with Russian education.

This fact indicates the need for a transition to a new paradigm of education as a more flexible, mobile and highly effective educational model.

“New paradigm of education” is a system for the formation of new principles, methods and approaches aimed at designing modern educational trajectories for training specialists with 21st century competencies, corresponding to the trends of the digital economy.

The digital economy today requires each student to have an ability to self-study, have critical thinking, be able to use fully digital tools in everyday work, and most importantly, be able to apply the acquired knowledge in personal and professional life creatively. The new paradigm of education should teach a person the competencies of the 21st century, namely, to form a person's ability to work in a complex world with high uncertainty, i.e. develop the competence of a “complex person”.

Thus, the main task of the new paradigm of education is to work out new educational processes and technologies and give students the opportunity to form the skills necessary for professional, social and personal success (Starodubtsev V.A., 2018: 245), which means to prepare a person who is able to manage his own studying in a complex multitask world. Competencies of the future or the competencies of a “complex person” should include “new literacy” and be aimed at a willingness to live and develop in a society with complex strategic uncertainty (Figure 1).

“Specialized contextual skills”, “Hard skills” are applied in a specific professional context, including physical and social skills, for example (programming, language learning, driving, video blogging, etc.).
“Cross-context skills”, “Soft skills” are applied in broader areas of a social or personal activity, aimed at obtaining digital literacy, digital hygiene, the formation of ecological thinking, the ability to cooperate and work in a team, etc.

“Existential skills” are universal skills that can be applied throughout life in different areas of life in a complex and unstable society. They form resilience, determination, concentration, creativity, self-knowledge, an ability to learn, relearn and self-develop.

In order for a person to easily and quickly form this trajectory of development, fundamental skills are needed — “meta-skills”. They simplify and accelerate the development of other skills, teach you to overcome negative emotions, anticipate hidden obstacles and opportunities, make it easy to develop habits of efficiency and regularity of actions, manage attention and emotions, develop imagination and intuition.

At the moment we are observing how most educational startups are trying to respond to these formats. There are projects for personalized studying, projects that make it possible to get different types of experiences, design what a person learns, projects that combine the digital format of online learning with some practical, live educational experience, i.e. what is today called mixed education. Career planning tools, language platforms, educational intensives in a particular field of activity, programs to improve financial, digital literacy, etc. have been developed. However, there is a huge number of undeveloped niches that will require educational investments in the near future, such as simulations and gaming technologies in education.

It is extremely important to think about education and the projects that it implements, not as measures that can be used to spot shortcomings and improve the education system. It is necessary to think globally from the perspective of a person's lifelong interaction with the educational system, developing support technologies throughout life — “HR tech”, technologies that accompany personal self-development and well-being, biotechnology, financial and digital technologies, thus creating an infrastructure for human development.

Assessment components are also given an important place in the new educational paradigm. Assessment is the main aspect in terms of where the educational breakthrough will take place. The archaic assessment system that exists at present has not changed since the 50th of the 20th century and today does not correspond to the capabilities of the 21st century.

Digital platforms on which we spend a significant amount of time know much more about us than educational institutions, because they are able to assess emotional profile, preferences and interests. Therefore, it can be argued about the possibilities of transferring such digital profiles to the educational
environment, which will make it possible to assess person's preferences regarding the learning strategy and the quality of learning experience. All this can be assessed using big data, using blockchain, profiles of “digital twins”, etc. (Education for a complex society, 2018) (Table 1).

Table 1

<table>
<thead>
<tr>
<th>What is being evaluated</th>
<th>How is it assessed</th>
<th>Assessment technologies</th>
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</thead>
<tbody>
<tr>
<td>— competencies of the 21st century,</td>
<td>— portfolio (artifacts),</td>
<td>— “big data”,</td>
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<tr>
<td>— new literacy,</td>
<td>— competency profile,</td>
<td>— “blockchain”,</td>
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<tr>
<td>— self-control,</td>
<td>— “meta-data”,</td>
<td>— “digital twins”,</td>
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<tr>
<td>— self-regulation,</td>
<td>— real-time assessment,</td>
<td>— “neurophysiological correlators”, etc.</td>
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<tr>
<td>— personal style and motivation to learn,</td>
<td>— evaluation as feedback</td>
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<td>— quality of experience</td>
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This is a zone of fairly serious development, and if there are platforms that can assess students in real time effectively, then in the near future these will be the most preferable solutions in demand for both the new and the existing education system.

In addition to the solutions that have yet to emerge in the development of the new educational system there are projects of new forms of education in an adaptive format that allow you to adapt to each person, personalize content, make education in augmented reality with scenarios for using artificial intelligence as a mentor accompanying learning human, with scenarios of game simulators, etc.

Discussion

Thus, a fundamental change in the education system in Russia, accompanied by digital transformation, requires, on the one hand, the construction of an optimal educational development trajectory, oriented towards results, and allowing to solve the problems of improving the quality of education, on the other hand, it contributes to the mastering of new, universal skills, competitive in the labor market and necessary to adjust to a complex world. Moreover, digitalization in education actualizes the issue of the knowledge assessment system, the renewal of which is a primary task and an important component of the educational process.
Education is becoming a key process not only of educational organizations, but also of urban life, therefore it is necessary to identify key players — stakeholders who will shape the educational environment of the future. City management and city stakeholders need to think of cities as a place where a person can study throughout his life, responding to the needs of citizens who want to get an education, providing opportunities to integrate certain educational formats in the process of a person's daily interaction with the city, with work, shopping, walking. Digital augmented reality solutions will be in demand for citizens who need the skills of the future.

Therefore, digital transformation today requires the changes of the entire logic of the educational system and creating a natural model of lifelong education. We should take into account the level and duration of life of the Russian population, the quality of the learning process itself and the associated emotions and experiences (joy, satisfaction, trust, love, understanding, health, etc.), therefore, they will be easily transformed and developed with the help of modern digital technologies.

All the formats mentioned above, digital technologies and new solutions will play an important role in the educational landscape of the 21st century.

The research materials can be recommended as information, analytical and methodological support for training qualified personnel and substantiating the directions of innovative development of educational structures in the context of digital transformations of the Russian economy.

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NEW ASPECTS OF THE DEVELOPMENT OF THEATRICAL AND EDUCATIONAL COMMUNICATION IN THE DIGITAL ENVIRONMENT AND THEIR INTERACTION IN MODERN CONDITIONS

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Abstract. The study is devoted to the investigation of new aspects of the development and features of interaction between theatrical and educational communication in the digital environment and their impact on intercultural interaction.

The authors have considered new properties and features of the appearance of theatrical elements in the educational process, as well as the acquisition by theatrical art of educational function in the digital space. This became possible due to changes occurring in the development of Internet technologies and increasing intensity of intercultural communication.

The analysis of properties of theatrical and educational communication has been carried out, new aspects connected with active use of Internet technologies and influence of external conditions have been revealed.

It was noted that in the modern world the educational process acquires some features of theatrical production, and theatrical art performs an important educational function. In addition, both educational and theatrical communication interact and acquire new characteristics.

As noted by the authors, in modern reality, the use of digital format of communication by institutions of art and education has not only become in demand, but also had a strong impact on intercultural interaction, improving the level of education of audience, provided an opportunity to connect with the best examples of world culture. In addition, it is the multi-level dialogue of communicators and recipients that allows for the interaction of the educational process and theater in modern conditions.

Keywords: intercultural communication, theater communication, educational communication, digital space
Introduction

Today, the semiotic space of culture is a kind of continuum, where information flows transform the interaction of the individual with space, time, social reality, transcendental, virtual, as well as affect interpersonal, inter-group, mass and intercultural communication. In modern culture the communicative space has changed significantly. According to F.I. Sharkov, social intercultural communication in the field of education, science, tourism, etc. is developing especially actively (F.I. Sharkov, 2012: 204).

If we consider intercultural communication from the pragmatic point of view, its main task is to increase the efficiency of communication of representatives of different cultures. Here, the researchers include both contacts between people using personal and indirect forms of communication, and building and establishing relationships between different countries, nationalities and cultures.

Since Internet was one of the main channels for the development of relationships between individuals and different social groups in the field of education and culture in 2020 during the COVID-19 pandemic, it was on this platform that the process of communication between representatives of different countries was more frequent, and both personal and intercultural relations were established.

Purpose of the study

The aim of the study is to investigate new aspects of the development of interaction between theatrical and educational communication in the digital environment in the context of personal communication limitations, their impact on the development of intercultural interaction.

Methodology

Methods of research used in this paper: analysis of traditional properties of theatrical and educational communication, identification by induction of new aspects of development and properties that have emerged in the digital space, synthesis of these properties and study of their impact on the development of intercultural interaction.

Communication Features of Theatrical Art

Modern receivers of different information are becoming more and more aware of their perceptions. Their lives are firmly connected with the use of Internet communication (Sharkov F.I., 2015: 35). Thus, there was an urgent need to transform traditional forms and channels of interaction.

Educational communication in the process of its adaptation to new formats of interaction began to acquire some features of theatricality. And theatrical art, in its turn, began to perform an educational function.
Theatrical art, having a synthetic nature, unites many genres and directions, thanks to which it can adapt to the requirements of the external environment, improve, meet the modern demands of the audience.

Based on the interactive model of T. Newcomb, the audience is included in the process as an equal content creator. Contact with works of art is comprehended according to the laws of communication, empathy, and thus there is an active inclusion of the spectator in the world being created (O.A. Alekhina, L.E. Ukolova, 2020: 157). This format of communication can be correlated with the two-way symmetric model of communication according to D. Grunig and T. Hunt.

The system under study has the following features:
— Communication is represented as a dialogue in which a semantic contact occurs when the communicative dominants of the generated and interpreted text are combined.
— The works exist in the moment of their perception by the spectator. Consequently, interactivity plays an important role in the spectator's perception of a theatrical production and in the communicator's receiving feedback.
— Theatrical communication is short-lived. The exchange of information, its evaluation and feedback are realized during the performance.
— The audience chooses events that match their tastes and values.

Recently, experimental directions of theatrical art have appeared: new drama, updated classics, performances, theater of the artist, happening, etc. Working in such genres allows to strengthen intercultural communication, expand the understanding of the culture of other peoples and subcultures.

**Theatrical Communication in the Internet space**

Due to the temporary closure of theaters forced by pandemic, there was an urgent need for digital transformation of communication channels with the audience. Recordings of theatrical performances have been placed in the Internet space before, but now there is a noticeable intensification of this process, as well as in education.

As a result, the largest theaters from different countries used two forms of interaction with the audience: they organized online broadcasts of performances and placed the archival records of the performances on Internet resources.

In Russia, the theaters of Moscow and St. Petersburg and regional cultural institutions presented their performances in the category “Drama Theatre”. Evgeny Vakhtangov Theatre, Lenkom, Satire Theatre, Vladimir Mayakovsky Theatre, Alexandrinsky Theatre, “Theatre-Theatre” (Perm),
“Old House” Theatre (Novosibirsk) and many others were among them. Russian spectators could also see performances of foreign theaters.

The Mariinsky Theatre, the Vienna Opera, the Bavarian Opera (Munich), the Komische Opera (Berlin), the Netherlands National Opera (Amsterdam), the Royal Covent Garden Theatre (Great Britain) etc. demonstrated their art in the category “Opera and Ballet”.

The Chekhov Moscow Art Theatre (Moscow) invited the audience to the “video gallery” section containing archival materials. The Hermitage Theatre has announced an online project #Theatre Quarantine. Archival performances were posted on the website of the theater and in free access on YouTube channel. Moreover, archival records of famous Moscow performances are available on YouTube channel Moscow Theatres.

As a result, the transition to the new format of communication showed high efficiency, which is confirmed by the number of views. For example, the broadcasts of performances of the “Big Tours-Online” project have more than 25 million views in total (TASS, 2020).

Thus, under the new conditions, the properties of theatrical communication have been transformed and adjusted to the requirements of the time. As a result, theatrical art has acquired new specific features, which allowed it to have a strong influence on intercultural communication.

Personal preferences of spectators came out on the first place as they were able to choose the content, that is increased personalization of productions.

Secondly, theatrical productions took an important place in the educational process and acquired an educational function. Spectators were able to study culture, literature, traditions of foreign countries, as well as foreign languages indirectly. Thus, understanding became possible between members of different language and culture groups.

Thirdly, the dialogic nature of theatrical communication was preserved due to interactivity and instantaneous feedback. That is, the viewer can review a favorite performance several times at any time, or invite friends to watch it, thus increasing the audience coverage.

Fourthly, the audience was able to see and evaluate the content of different genres, expand their horizons and even change their preferences.

Fifth, works of theatrical art ceased to exist in real time only. Viewers can watch archival records, which also expanded the ability to reach target audiences with this type of communication, which is no longer short-lived.

**Features of Educational Communication**

Educational communication is a complex consisting of methods, channels, techniques, modes, formats of promotion of educational, scientific,
professional technical, socio-cultural information and this information itself within the framework of organization and provision of the educational process (Matyash O.I., 2002: 37–47).

As E.A. Nazarova notes, the process of information transfer is realized by the formula “information-communication-knowledge” according to which information created at a certain time and place is transferred from one individual to another through communication, in the course of which they perceive this information and form a certain knowledge” (Avdeeva E.V., Nazarova E.A., 2017: 88).

In modern conditions there is a tendency towards transition to the digital form of education. The national project “Education” sets one of its objectives “to create a modern and safe digital educational environment that provides high quality and availability of education of all types and levels” (Digital Education, 2020).

One of the main trends in the system of innovative education is the ability to choose the necessary knowledge, ways to obtain it, free access to sources of information and technologies for its use (Sitarov V.A., 2014). Thus, the lecture method of teaching in higher education, supplemented by seminars, practical and laboratory classes, colloquia, etc., has shifted from linear one-way communication to a two-way symmetric model.

Based on digitalization, the whole educational process is being updated. The main advantage is the communication transition from mass to personalization, like in the theatrical sphere.

In 2020, the format of distance learning was introduced in secondary schools and higher education institutions due to the pandemic. As a sequence, the participants of the educational process had to adapt to the new conditions.

It is possible to use electronic training programs, multimedia technologies, intellectual training systems, databases, digital libraries, conferences, e-mail and data exchange networks in the format of digital learning (Chirichkina V.V., 2016). Most of them provide for asymmetric communication, while electronic conferences provide an opportunity for two-way symmetric communication. An element of theatricality is created in the process of communication between teacher and student — the use of the visual means, the combination of the visual and verbal, which is the historically established basis of theatrical activity. In this way, the lecture approaches the form of a theatrical production.

Education enhances the quality of human development that is part of a country's national and cultural wealth. It also provides a permanent opportunity for scientific interaction through communication between scientists and teachers.
Intercultural communication during such an educational process expands the socio-cultural experience and forms new personal qualities of the process participants.

New aspects of digital educational communication, which have found features of theatricality

Firstly, theatricality combines visual and verbal origins, as well as the possibility of interactivity, because communication takes place in a dialogue format.

Secondly, accessibility — everyone has the opportunity to listen to lectures by leading scientists of the world, watch the world best foreign samples of theatrical art, use digital libraries and other online resources.

Thirdly, it is integrated into the culture of students’ education, embedded in the educational system. The educational process is built on the basis of inter-subject links, the union of related disciplines, i.e. like modern theater has a synthetic nature.

Fourthly, targeting, focus on the personality of the student, taking into account the values and needs of the student, orientation to his professional interests, which allows you to quickly make changes in the educational process.

Fifth, the use of a wide range of technologies to fully cover the complex of diverse educational communication.

Sixth, the ability to constantly update technologies, curricula, libraries, databases, adapting to changes in the external environment.

Thus, the concept of intercultural communication is expanding. In the modern representation the scientific meaning of the electronic educational process is created in the process of complex dialogical communication of a teacher, methodologist and students, combining the results of scientific creativity and creation.

Results

Therefore, we can highlight new aspects of modern theatrical and educational communication that affect intercultural interaction:

— The possibility of combining the visual and verbal in a digital space.
— Personalization, i.e. consideration of personal preferences of participants.
— Availability, opportunity to participate in an event that takes place in another country, or to view it in the record.
— Expansion of horizons by getting acquainted with the specifics of different cultures, foreign languages, peculiarities of communication, carriers of a different cultural code.
— Involve new audiences and increase coverage by using the Internet communication channel.
— Dialogic communication due to interactivity and constant availability of feedback.

**Discussion**

Thus, it can be concluded that in modern conditions there has been an accelerated transition to the use of digital communication channels in the theater and education. Theater and education gave an opportunity to the mass audience to move away from mass culture and join its best examples. In this regard, the dialogue of different national cultures has been actualized. Taking into account that constantly improving information technologies contribute to the formation of a new information society, we can talk about the emergence of a new “culture society”.

Consequently, communication in the theatrical and educational sphere in modern conditions provide interaction between the subsystems of culture, within society, individuals within one culture, and at the level of intercultural communication. Based on a two-way symmetric model, they best meet the needs of modern world culture, contribute not only to influence their own destiny, but also to achieve harmony in the global community and socio-cultural development of all humanity.

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STUDENTS’ COLLABORATION IN DIGITAL EDUCATIONAL ENVIRONMENT AS MEANS OF IMPROVING COMMUNICATIVE SKILLS

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Abstract. In recent years due to digitalization, forms of autonomous study in the process of learning a foreign language have changed. In order to make educational process more effective and motivate students for collaboration, students can be encouraged to use online forums. The aim of the research is to make sure, if it is useful to use a forum as a tool for collaboration and motivation of language learners and if it can be used for achieving better results in autonomous study. It presents certain interest to determine if it is necessary to use new digital tools of monitoring students’ autonomous work carried out in the process of teaching a foreign language. According to the results of the study, participation in forums is useful for students. The author comes to the conclusion that forums can be used for students’ collaboration, for formation of communicative competence and improving their skills in writing and communication. Moreover, forums can promote critical thinking, language learning autonomy, develop communicative competence and enhance the quality of learning. In recent year due to the pandemic Coronavirus, forms of autonomous study are changing. In order to make autonomous work more creative and efficient, it is useful to implement new teaching methods and various forms of autonomous work. Using forums helps teachers and language learners to get in touch out of classroom situations, no matter where they are and what time it is. Language learners can work in collaboration, they can discuss various topics, therefore they can improve their communicative competence. As a result of this work, students have language learning autonomy, their motivation to study foreign languages increases, the quality of learning becomes much better. Nowadays there are many new forms and approaches in implementation of electronic tools for autonomous studies. The forms of teacher-students interaction have greatly changed due to students’ isolation because of coronavirus. Teachers are available for students not only at the lessons but also after the lessons. It is obvious that teachers of foreign languages have to face new challenges and find solutions in response to unexpected changes of their teaching plans. The pandemic has changed many aspects of teaching, learning and students’ autonomous work.

Keywords: online forums, distance learning, foreign languages
Introduction

In recent years due to digitalization, forms of autonomous study in the process of learning a foreign language have changed. In order to make educational process more effective and motivate students for collaboration, students can be encouraged to use online forums. The aim of the research is to make sure, if it is useful to use a forum as a tool for collaboration and motivation of language learners and if it can be used for achieving better results in autonomous study. It presents certain interest to determine if it is necessary to use new digital tools of monitoring students’ autonomous work carried out in the process of teaching a foreign language. According to the results of the study, participation in forums is useful for students. The author comes to the conclusion that forums can be used for students’ collaboration, for formation of communicative competence and improving their skills in writing and communication. Moreover, forums can promote critical thinking, language learning autonomy, develop communicative competence and enhance the quality of learning. In recent year due to the pandemic Coronavirus, forms of autonomous study are changing. In order to make autonomous work more creative and efficient, it is useful to implement new teaching methods and various forms of autonomous work. Using forums helps teachers and language learners to get in touch out of classroom situations, no matter where they are and what time it is. Language learners can work in collaboration, they can discuss various topics, therefore they can improve their communicative competence. As a result of this work, students have language learning autonomy, their motivation to study foreign languages increases, the quality of learning becomes much better. Nowadays there are many new forms and approaches in implementation of electronic tools for autonomous studies. The forms of teacher-students interaction have greatly changed due to students’ isolation because of coronavirus. Teachers are available for students not only at the lessons but also after the lessons. It is obvious that teachers of foreign languages have to face new challenges and find solutions in response to unexpected changes of their teaching plans. The pandemic has changed many aspects of teaching, learning and students’ autonomous work.

Due to the unexpected global outbreak of the coronavirus, there are certain changes in the process of teaching and learning English as a foreign language. There are also many new forms of student-student and teacher-students interaction during the lessons or webinars and in autonomous work (Aileen, Ng., 2008; Anderson T., 2010; Chikileva L.S., 2016; Chikileva L.S., 2019). Teachers do not know if remote learning will become the main form of education in the nearest future or students will be able to study in
a traditional classroom setting. It is important if students will be able to use social skills acquired in the classroom, no matter what type of education will prevail. Students need social contact in everyday life and in digital educational environment. It is obvious that language instructors can use new educational opportunities in teaching due to the coronavirus crisis using various forms of virtual instruction. The coronavirus crisis has given rise to new methods of teaching. Much attention is given to interdisciplinary instruction and to students’ autonomous work. It should be noted that in the period of students’ isolation the teacher’s supervision is of primary importance, as students need not only language instruction but also moral support. Teaching foreign languages is becoming more student-centered in a digital learning environment. Technology is widely used for making language study exciting and efficient. One of the main reasons for using technology in students’ autonomous work is to upgrade the educational process (Groves, M., & O’Donoghue, J., 2009). Teachers of English as a foreign language should find solutions to numerous challenges they have to face. A qualitative approach may be used for analyzing interviews with EFL teachers (teachers of English as a foreign language). It was found out that teachers were aware of benefits and drawback of online EFL teaching. Teachers of English have to acquire and upgrade ICT (information and communication technology) skills as they try to understand students’ learning needs. More than that, EFL teachers have to intergrade online teaching methods with methods of traditional teaching. When the period of isolation is partially over, some students may be in the classroom while others study from home attending webinars, that is why blended learning is very useful in this case. It combines traditional classroom face-to-face instruction with virtual teaching and learning, therefore there are many opportunities for students to acquire competences, skills and habits using digital technologies. One more factor of successful teaching is the teacher’s ability to motivate students to study on-line, to be industrious and enthusiastic language learners, to manage time properly and to do autonomous work in collaboration using on-line forums.

Online forums are often used in education to provide digital environment for teaching purposes or they may be used as pedagogical management tools. Online forums may be considered as primary tools of electronic learning. According to Cyprus, an online forum is known as a discussion area on a website (Cyprus, S., 2010). An educational online forum is a discussion area on a website where teachers can post discussions, students can read and respond to the posts of their teachers. Online forum is considered to be computer mediated communication which allows individuals to communicate with each other by posting written messages. It can use
synchronous and asynchronous type of communication. An online forum can be considered as digital communication space that can be used for teaching and learning. Proper usage of online forums can increase the effectiveness of communication and motivate language learners for autonomous work.

Electronic tools may be used in autonomous language study for creating personal routes and for promoting distance learning as it gives students opportunities to combine work and study. Digital educational environment provides a new approach for collaboration between teachers and students, give new opportunities for feedback. New technologies used in language training are very useful for students’ autonomous work as they give language learners better opportunities for communication. As a result, students become motivated to study more effectively. However, rapid development of electronic educational environment may present some problems. Language learners, especially junior students, are unable to control the time for autonomous study in a proper way, therefore they can become failures as they do not meet deadlines. To use electronic environment in a more efficient way, teachers should use student-centered approach and pay more attention to students’ needs. Language learners should acquire life skills which they will be able to use in the process of lifelong learning.

Using online forums in distance teaching and learning of foreign languages gives certain advantages to both teachers and students, as it seems to be an effective way giving teachers an opportunity to contact their students and increase their motivation for language study. Teachers of foreign languages can use an online forum as a tool of pedagogical management to make students’ autonomous work more productive.

The aim of the given article is to determine the role of an online forum used as a pedagogical management tool for motivating language learners and making autonomous language learning in digital educational environment more productive, giving language learners a chance to have collaboration. The study has the following tasks:

— to determine whether students find using online forums useful;
— to find out if language learners use forums in the process of autonomous work to take into consideration their teacher’s reminders and instructions;
— to determine perspectives of using forums in language study.

The hypothesis was as follows:
— students become more motivated in language study after using forums.
— an online forum may be regularly used as a pedagogical management tool;
— language learners need their teacher’s instructions to make progress in language study.

**Methods**

For the purpose of achieving the goal, we used such methods: a survey with Likert scale, the survey data analysis and semantic interpretation of data. These methods have proved valuable for finding out students’ opinions about usefulness of forums for their autonomous work. The survey was conducted among the first and the second students who study English as a foreign language. The survey was anonymous. The total number of surveyed students was 176. They voluntarily expressed their will to answer the given questions. Students were from the groups majoring in Economics, Management and HR. Students were to answer what they thought about such sentences: 1) I find participating in the forum useful; 2) I follow my teacher’s instructions given on a forum; 3) It would be helpful to use forums for development of writing and communicative skills. They could use the answers from 1 to 5 denoting different degrees of their agreement and disagreement. There were two stages in the research. First, the aim and objectives of the research were defined, a hypothesis was developed and methods of the study were chosen. The second stage included data analysis, systematization and conclusion. Students were to express their points of view, concerning their work on the forum.

**Results**

Language learners who use electronic educational environment need motivation for autonomous study. As for the issue about motivation, students answered in the following way. A small number of students took a neutral position (20.01%). Full consent (40.00%) and consent (22.76%) expressed 62.76%. About 11.35% of language learners did not agree and 5.88% absolutely disagreed, it was 17.23% all together. Therefore, students whose motivation increases after using forums are more numerous (62.76%) compared with the students, who are neutral (20.01%), and compared with those who expressed disagreement (11.35%) and expressed absolute disagreement (5.88%), their total number is 37.24%. The hypothesis that students become more motivated after using forums has been confirmed.

**Discussion**

It is evident that students study more efficiently if a teacher regularly monitors learners’ autonomous work and informs students about the results
of monitoring on forums. Students can progress more effectively. The teacher’s instructions are helpful for the majority of learners, especially if students can’t control their time and need reminders about deadlines. It helps them to be better organized and more successful in electronic educational environment. Students become more motivated in language study. Moreover, students’ participation in forums plays a great role in the integration of individual learning efforts. Teachers monitor various stages of learners’ individual activities in digital educational environment. Forums can help teachers to encourage language learners to be more competitive as students have an opportunity to compare their results with the results of their group-mates. Students are sure that the best way of teacher’s pedagogical management is giving instructions on forums as it helps language learners with time management. The hypothesis that an online forum can be used as a pedagogical management tool and language learners need their teacher’s instructions has been confirmed.

Conclusion

Online forums known as discussion areas on a website or discussion boards (Cyprus, S., 2010; Harman, K., & Koohang, A., 2005) can be used for educational purposes. Users of forums can discuss topics related to a certain theme interacting with the help of messages. Teachers of foreign languages can use online forums for contacts with their students. Online forums can be used in language learning for improving students’ writing and communication skills and for motivating students to collaborate with each other in the process of autonomous studies. Online forums can be widely used in educational process for various purposes. They can be useful as tools of pedagogical management and they can be used as tools for language learning. With further development of computer-mediated communication, online forums will be widely used in educational process to promote student critical thinking and language learning autonomy (Marra, R.M., Moore, J.L., Klimczak, A.K., 2004; Lim, C.P., Chai, C.S., 2004).

It presents interest to continue research and find out what other skills students can developed using forums. It may be helpful to determine the role of forums in language learning and students’ autonomous work.

References


DIGITAL TECHNOLOGIES IN THE HIGHER EDUCATION SYSTEM — PROBLEMS AND PROSPECTS

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Abstract. The tasks facing the higher education system, as part of the transformation of the world community to the global digital economy, are tightly related to the opportunities and limits of modern digital technologies, as well as the very appropriateness of their use in the learning and socialization of students. The practical application of all the digital technologies used in educational activities has revealed both their clear advantages and serious limitations and threats. The introduction of digital technologies applied in the higher education field should always be accompanied by a serious analysis of the need for their application, taking into account the maximum use of the advantages and leveling of the existing limitations and disadvantages of the educational process digitalization. The experience of higher education institutions applying all forms of online learning, from the development of online MOOCs (Massive on-line open courses) to webinars in individual modules or disciplines, as well as the development of blended learning, should be taken into account and analyzed, to assess the success of the formation not only of general professional and professional competencies, but also from the point of view of socialization and education of students, the development of the necessary communication skills. Obviously, the existing information technology platforms serve, first of all, the goals of organizing the educational process, while education in its essence is a broader concept that includes the learning process itself, upbringing, socialization — that is, the transfer of a whole complex of knowledge, abilities, skills, experience and value attitudes. The use of digital technologies in educational activities should be aimed not only at the formal transfer of knowledge, but also become part of the system of education and socialization of students. At the same time, the use of modern digital technologies in education serves as a powerful incentive to increase the computer literacy of the population as a whole, as well as to involve in the educational activities of universities not only the audience of students receiving their first higher education, which is familiar to them, but also to expand the audience due to older participants who receive knowledge in additional education programs, where digital educational platforms can also be successfully used. In addition, the
digitalization of education literally erases boundaries, expands the geography of participants in the educational process, which also imposes certain requirements on the formation of training programs, the selection of educational materials and technologies. The choice of a university for education will now be to a lesser extent related to its geographical location, and the brand of the university, its approach to the educational process, the content of curricula, the qualifications of teachers, as well as the possibility of forming an individual educational trajectory taking into account the interests of students are coming to the fore.

**Keywords:** digital economy, higher education, digitalization of education, digital technologies, digitalization

**Introduction**

The national project “Digital Economy” aims to implement a comprehensive digital transformation of the economy and social sphere in Russia by 2024 (The future of Russia…, 2020). One of the leading areas of this program is training for the digital economy. The key objectives of this area are:

1. Improving the system of education to provide the digital economy with highly skilled and competent personnel.
2. Changing of the labor market, due to the requirements of the digital economy.
3. Creation and implementation of a motivation system for the necessary competencies development and stimulation of personnel’s participation of in digital economy of Russia (Personnel for the digital economy, 2020).

Due to that, the introduction of digital technologies in the universities educational activities solves not only applied problems of transferring knowledge in an online format for students, but also in a wider sense, helps to form professional competencies and skills in the digital economy. Accelerating technological changes causes the fact that many professions are under the process of deep transformation, or require new knowledge and skills, some of them are irrevocably outdated, but new ones appear at the same time. The obsolescence of knowledge is accelerating, so the concept of long life learning comes to the fore, that is, lifelong learning. Global trends in society development also require a profound transformation of the education system, in particular, a rethinking of the usual skills of obtaining and processing information, forming a system of transferring knowledge from a teacher to a student, taking into account all the possibilities that modern digital technologies provide.
Objectives/Purpose of the study

One of the most important areas in the formation of human resources for the development of the digital economy, and one of the key performance indicators of the “Human Resources for the Digital Economy” area is the achievement of the control indicators by 2024. The planned figures are as follows: 120,000 people per year should be graduated from higher education institutions related to information and telecommunication technologies; around 800,000 people per year should be graduated from higher and secondary education system with competencies in the field of information technology in accordance with existing world standards; 40% is the planned proportion of the population with digital skills (Personnel for the digital economy, 2020). Thus, all the system if professional and higher education is faced with an important task — to form the skills of using digital technologies not only among students of IT directions, but also in other specialties. As L.V. Shmelkova, the most important feature of a person adequate to the digital economy is his ability to own digital technologies, use them in everyday and professional activities, everywhere and everywhere where they are useful and necessary (Shmelkova L.V., 2016).

Methodology

The list of distance learning problems is wider, one of which is the lack of a single platform for learning. This problem arises due to the fact that each teacher prefers to use a convenient service for him. For conferences, zoom.ru or webinar.ru is most often used, for text assignments and distribution of educational materials — Learning Management System (LMS) or e-mail. It is difficult for students to switch between platforms and understand the functionality. Especially when other devices are used in addition to computers — tablets and mobile phones.

Another problem is the technical imperfection of platforms and services. Disruptions in work due to low Internet speed, sound interference and a freezing picture — all this takes up academic time and some of the material never reaches the students.

According to experts, students note that school workers often lack understanding of online teaching methods and skills for remote transfer of knowledge, and therefore distance learning turns into a system of self-education (Experts have identified the main problems of distance education in the Russian Federation, 2020).

A study by the Russian Ministry of Science and Higher Education and RANEPA conducted among university professors showed that every second teacher (51.2%) noted a high prevalence of plagiarism and cheating. The vast
majority (87.1%) of teachers in the summer session of 2020 took exams completely remotely. More than half (66.8%) of teachers called the distance conditions for taking exams inconvenient (University teachers complained about plagiarism ..., 2020). Personal identification is a very important component for assessing student work. This problem is solved by installing web-cameras on the side of the training and the corresponding training software. This is costly and time consuming. Therefore, trying to compensate for this shortcoming, educational institutions practicing distance education include in the program a mandatory face-to-face session, which students take in person in the classroom.

Results/Findings

The basis of the educational process in distance learning is aimed to final purpose and includes controlled intensive independent work as well as work with a teacher through various training platforms. Of course, distance education has development prospects. To do this, pupils and students need to show discipline, and teachers need to improve their skills in working with online learning platforms. An interactive learning format will allow students to be captivated and away from the lack of live communication. Also, the key to successful mastering of the training program will be an individual approach to each student and the possibility of drawing up a flexible training schedule.

Discussion

A full-fledged educational process that differs from standard education in that it does not require the presence of the student himself at lectures and practical classes is called distance education (Information resource “Education in Moscow”, 2020). This type of education makes it possible to study for anyone without leaving home just with access to a computer and Internet system.

Distance learning is primarily suitable for people with disabilities, as it makes the learning process accessible and comfortable. This type of education is also relevant for the category of people with less opportunity to attend educational institutions — nonresident students, foreigners, or, for example, mothers on maternity leave. In addition, distance learning is popular among people who want to get an education in the digital field or improve their qualifications. But in the new realities of 2020, almost all Russian schoolchildren and students had to try distance learning due to the difficult epidemiological situation in the country.
Not all pupils (pupils' parents) and students perceived this type of training positively and appreciated its true worth. Most often, when switching to a distance learning format, students experienced problems due to a lack of communication with comrades, noted problems with technology, as well as the difficulty of studying at home, follows from a survey conducted by the Higher School of Economics in cooperation with Tomsk State University (TSU) (Students named the main problems of online learning... 2020).

Self-discipline is an important part of successful student learning. The result of training directly depends on the independence, motivation and consciousness of the student. In addition, students feel a lack of practical training. System of permanent monitoring of results could be a powerful incentive.

Despite the emerging difficulties in distance learning, there is a future for this type of knowledge acquisition. Especially now during a pandemic. Consider its prospects.

Training only becomes complete when an imitation of real communication with the teacher is achieved. This effect can be achieved by combining various types of electronic communications, manufacturability and interactivity. This will compensate for the lack of personal contact through fun activities.

Letting learners determine their own pace of learning will make learning more effective because everyone's abilities are different, and it may take different amounts of time to master the same material. If the student independently chooses the disciplines and the time of their study, then this guarantees deeper knowledge.

Another advantage is the ease of distribution and storage of training materials. Teachers can easily share useful literature, presentations and other files with students. Since digitalization is now taking active steps, the younger generation is switching to reading through mobile devices, using less and less print publications, this format of transferring information and knowledge has prospects for development. In addition, distant courses could be accompanied with e-versions of printed books or multimedia presentations, which could be also a good platform for future learning.

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HUMAN CAPITAL AND DIGITALIZATION OF PUBLIC LIFE IN THE PUBLIC OPINION OF RUSSIAN RESIDENTS

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Abstract. The article is devoted to the risks, problems and prospects of digitalization of Russian society in the context of public opinion of Russians.

Based on the human capital theory and using data from specific sociological studies of the Center for Strategic social and political studies of the ISPR RAS, the authors link the success of digitalization and the formation of an innovative economy in Russia with the level of human capital development and with the willingness of the population to learn new social practices of the information society.

We consider some indicators of the level of human capital development based on the most well-known international ratings and indexes (as Education Index, Human development Index, Knowledge Economy Index, Global Innovation Index, E-Government Development Index), the dynamics of which allows us to conclude that the quality of human and intellectual capital in Russia is declining. It is connected with ambiguous reforms is school and higher education which lead to lowering the quality of education and, therefore, to decrease in the indicators of nation’s intellectual potential.

Showing the level of prevalence of digital technologies and communications in society, we draw attention to the weak use of digital technologies in everyday economic practices of people and in political practices.

Despite the high level of Internet coverage and the high level of digital literacy of Russian citizens, digital technologies are mainly used in the field of consumption and entertainment, maintaining healthy and sports practices, gradually moving into the field of additional education, which one way or another is connected with private life.
Despite the General very positive attitude to the spread of digital technologies, the digitalization of the formal political process is slow and is not supported by the majority of the population, which is also reflected in the low level of e-democracy development in the country.

The level of awareness and support of Russian citizens for national projects, most of which are aimed at improving the efficiency of the public system in the development of an innovative economy, cannot be considered high. Such low public awareness of these projects can be explained by a rather high degree of alienation of the people from the government and a low level of trust in the government in general.

The success of social development will be determined by the quality of human capital, the development of which implies the creation of a specific environment for its support and appropriate political decisions.

**Keywords:** human capital, innovative economy, information technologies, digitalization, public opinion

**Introduction**

The transition to the new sixth technological order is accompanied by an increase in the share of the intellectual property market, which dictates the development and the implementation of relevant state policies designed to form and ensure the effective development of the so-called *learning society*.

The current objectives of The Strategy of scientific and technological development of the Russian Federation reflect the understanding of the fact that the competitiveness of the state involves the use and application of the human factor, the key component of which is the intellectual potential.

Although this term has been used in scientific discourse since the late 50* of the XX century, it entered to political language after Theodore Schultz winner of the Nobel prize in 1979, on the basis of statistical methods convincingly showed that investment in human capital in the United States is more profitable than investment in securities (Schultz, 1963). In his works he highlighted the main areas for investment in human capital: education, science, medicine and professional qualifications, emphasizing that the most important and effective investment is in education and science (Schultz, 2005).

**Methodology**

In this article, we understand *human capital* as a set of indicators such as: the number of intellectual workers involved in the production of intellectual assets (Zheng, et al., 2011; Yadgarov, 2016), the general level of education, the amount of information processed, efficiency in solving non-standard tasks, learning ability, propensity to partner, and so on.
Purpose of the study

We try to identify the extent to which the use of digital technologies in various spheres of life changes the daily social practices of our citizens, what is the reaction of society to the current socio-political situation in society as a result of innovative domestic and foreign policy of the state, carried out in order to transition to a new technological order, how this affects the overall place of Russia in the structure of the global knowledge economy.

Findings

As an empirical base of the article we use statistical data in the field of digitalization, as well as the results of the research of the Center for strategic socio-political research of the ISPR RAS “Political culture of Russian society in the transition to a new technological order and the implementation of the Decree of the President of the Russian Federation dated 07.05.2018 No. 204 “On national goals and strategic objectives of the development of the Russian Federation for the period up to 2024”1.

About digitalization

Today the main vector of development of countries is the formation of a new type of economy, where the knowledge sector plays a crucial role, and the production of knowledge is a source of economic growth.

We emphasize that the Internet and digital technologies are developing at the same rapid pace in Russia as in the rest of the world. The Russian Federation is among the top ten countries in the world in terms of household Internet access coverage, and the audience of Internet users among the Russian population is more than 114 million 920 thousand people (Country Comparison, 2020).

At the same time, the share of active Internet audience (users who go online at least once during the day) is more than 68% of all Russians (Breakthrough Strategy and digital reality of Russia, 2019: 35, 36). This level is generally in line with the European average. Like residents of other countries Russians actively use social networks, such as YouTube video hosting (63% of respondents) and social media: Vkontakte — 61% and Facebook — 35%, respectively, while the average Russian spends about 2 hours and 24 minutes on social networks (We Are Social Inc, 2020).

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1 The research was carried out with the financial support of the Russian Foundation for Fundamental Researches in the framework of Research Project No. 19-011-31142. The sample size was 1,800 respondents. The survey was conducted in May-June 2019 in 22 regions of the Russian Federation.
This gives grounds to say that the level of technological equipment and digital literacy of Russian citizens allows them to become more actively involved in social practices that provide not only to expand opportunities for obtaining a variety of services, education, and work, but also to participate in various social activities, from charity and volunteer activities to political debates and actions. It is natural that Russians have a generally positive attitude to the Internet, although a quarter of citizens believe that it is more likely causes harm to health and promote the spread of false information (see table 1).

Table 1

<table>
<thead>
<tr>
<th>Distribution of answers to the question of how the Internet affects human life (in % of the number of respondents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>68,0%</td>
</tr>
<tr>
<td>64,0%</td>
</tr>
<tr>
<td>28,1%</td>
</tr>
<tr>
<td>25,1%</td>
</tr>
<tr>
<td>13,7%</td>
</tr>
<tr>
<td>9,0%</td>
</tr>
<tr>
<td>4,7%</td>
</tr>
<tr>
<td>5,3%</td>
</tr>
</tbody>
</table>

The source: Center for Strategic social and political studies of the ISPR RAS

At the same time, the vast majority of socio-economic processes, associated with the digital transformation of the economy and society, develop spontaneously, outstripping the ability of public administration to record them in a timely manner, to learn, to organize and properly regulate them.

Assessment of the level of human capital development in Russia

Based on the understanding of the fact that the success of digitalization largely depends on human and intellectual capital, we will consider its indicators in accordance with some international methods of its assessment, which allows us to analyze the position, dynamics and prospects for the development of intellectual potential. It is no accident that various indicators of the state of individual entrepreneurs are included in more global ratings of countries competitiveness, economic efficiency, and innovative development. The most cited index is the UN educational index (Education Index), which is included in the human development Index (Human Development Report, 2020) and it is based on such indicators as
life expectancy at birth for both sexes; total gross enrolment ratio in primary, secondary and higher education institutions; adult literacy rate; GDP per capita at purchasing power parity in US dollars. Today, Russia ranks 49th in the list and is at the end of the list of countries with a high CR index (Belarus and Kazakhstan are located after us in the list). (Human Development Report, 2019).

The organization for economic cooperation and development conducts an annual study of the level of literacy of the population, which involves assessing various skills and abilities in various fields of 15-year-old students and adults (Programme for International Students assessment, 2020), where Russia is traditionally in the top ten, which indicates the good potential of domestic education.

Since 2004 within the framework of knowledge for development program the World Bank has been forming Global Innovation Index based on an assessment of 109 qualitative and structural indicators combined in 4 groups. According to this index Russia is ranked 47th in 2020. The lowest indicators in Russia are the following: the level of institutions development, including legal and economic environment, the quality of regulation, the ability of society and its institutions to use effectively existing knowledge and create new knowledge (71 place) and the highest level of human capital (30 place) (The World Bank Annual report, 2019).

A similar rating (Knowledge Economy Index) is formed by the European Bank for Reconstruction and development (European Bank, 2020), using 38 indicators grouped into 4 categories: institutions for innovation; innovative skills; innovative systems and information and communication infrastructure (Introducing the EBRD..., 2019), where the Russian Federation takes the 17th place, down 3 points over the past 2 years. Most experts believe that the decline in a number of indicators is connected to unsuccessful reforms in the field of secondary, secondary professional and higher education, which were accompanied not only by a reduction in funding for this area, but also by substantial changes in Federal educational standards (Breakthrough strategy and digital reality in Russia, 2019: 738).

We can state a high level of human capital development, which is offset by the peculiarities of the structure of the Russian economy and the labor market, which does not allow us to use human intellectual potential to the full.

**Public Assessment of opportunities for the development of an innovative economy in Russia**

The task of preserving the country's competitiveness is reflected in the presidential Decree “On the national goals and strategic objectives
development of the Russian Federation for the period up to 2024”, which implies the formation of citizens for innovative and resistant to change political and economic culture, where civil society and social state in solidarity to ensure the implementation of the may decrees of the President of the Russian Federation.

And if the Russian government, at least formally, links the future of Russia with the development of digital technologies, including the implementation of the national project “Digital economy of the Russian Federation”, Russian citizens are rather cool about technological innovations: 37% of respondents wish for improving the level and quality of life of all Russian citizens, but 24% had an opinion that the introduction of digital technologies would cause a decrease in the level and quality of life and an increase in the number of poor citizens (Levashov, etc., 2019: 41).

A well-known consequence of digitalization is the changing standards and norms of consumption. Indeed, Russians have become quite active in making purchases over the Internet. However, in general about 34% of respondents think that the result of introducing the digital technologies could be the imposition of standards and values of mass consumption of goods and services, the degradation of nature (34%).

At the same time, it is difficult to call Russian society largely competent in digital technologies, especially representatives of the older generation. Although the practice of computer technology includes at least half of the population, they are used primarily for banking operations, paying taxes, utilities, transmitting meter readings, ordering a taxi, buying transport tickets, making an appointment with a doctor.

In other words, information technologies are actively used in everyday practices, but mainly in the field of consumer behavior (consumption of goods and services), in the field of leisure and entertainment, and partly in the field of additional education and maintaining healthy lifestyle and sports practices. The increased use of new technologies in the private sphere is not always accompanied by their use in public and political activities.

In this regard, we will focus on such an important aspect of digitalization as the coverage of the population with public digital services. Today, half of Russian Internet users are registered in the Unified identification and authentication system (UIAS) and have access to state and municipal services provided in electronic form (Sergeeva, 2018).

According to our research, more than 50% of respondents interact with government agencies online in one way or another: to obtain certificates and documents from state bodies (37.3%), to search for and pay fines (58.9%), to file complaints and appeals to state bodies (38.2%). At the same time, only 26% noted that the introduction of digital technologies will
lead to citizens participating in the management of society and the state. (Breakthrough strategy and digital reality in Russia, 2019: 10–15)

We can say that while technological opportunities are developing the sphere of public services, they do not stimulate the development of Internet democracy (Digital democracy or E-democracy).

It is no coincidence that the e–government Development Index and the e-participation Index Russia went down from 32 meta in 2018 to 36 in 2020 (E-Government Development Index, 2020).

The most important basic condition for the formation of an adequate innovative political culture is the awareness of citizens about the national goals and strategic objectives of the development of the Russian Federation for the next five years. However, based on empirical indicators of public awareness, its level remains very low. Moreover, measurements show that citizens’ awareness of national projects develops spontaneously and depends mainly on their level of education: the higher the level of education, the higher the awareness. At the same time, the share of people with higher education who are familiar with the digitalization project is 2 times higher than in the group with secondary vocational education (9.5% vs. 4.9%). A positive attitude of the majority of citizens, regardless of their satisfaction with the government’s economic policy, was formed primarily to those national projects that directly affect their interests: health care (83%), Housing and urban environment (63.4), Safe and high-quality roads (61.1%), Education (52.7%) (Levashov, etc., 2019).

However, the majority expressed the opinion that the Russian Government will not be able to achieve national goals, such as increasing life expectancy, increasing real incomes of citizens, reducing the poverty level by 2 times (more than 75% of respondents), and ensuring economic growth rates higher than the world’s (66%).

These data correlate with the “trust in power” indicator, where the President, the Army, and the Church are traditionally the leaders of the trust in various political institutions rating, but the Government, legislative bodies, and heads of regions do not have much public support.

**Conclusions**

The state and prospects for the development of intellectual potential are one of the most important indicators of the development of society and the state.

The quality of intellectual potential implies the formation of an environment for the development of the country’s human capital as a whole, where intellectual activity is provided for the production of new ideas and their implementation in design, design and other developments. Against the
background of the declared large-scale goals, budget expenditures on education, science and health continue to decline, which does not allow us to count on the success of the formation of an innovative economy, which is impossible without people. Paradoxically, the introduction of ICTs on a massive scale marginalizes socially well-off groups of the population, including the middle class.

Russia’s transition to an innovative development path requires a significant increase in the contribution of labor potential to economic growth and social progress.

References


SOCIAL SPACE OF DIGITAL MEDIA COMMUNICATIONS: A MULTILEVEL MODEL OF MEMES DIFFUSION

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Abstract. Media communications are considered in various dimensions: social space, social networks, personal space. Researchers of social networks therefore, discovered a social phenomenon appearing as a result of the combined use of several Internet applications, in contrast to communications in the “early Internet”, which had very limited opportunities for interactive communication. The modern Web 2.0 network provides the ability to autonomously generate and publish various types of materials by those who have access to the network, by integrating the capabilities of blogs, social networks and other tools. In the context of such generation there are considered social technologies of content production and consumption based on the theory of prosumerism. In the communicative model, a prosumer is a communicant who takes an active part in the production and consumption of a particular content (including the production of meaningful information for its own use). The sequence of operations applied in this case allows to optimize the use of various elements of the surrounding media environment (as a kind of social environment) is a technology of affordance, which is offered in the author's interpretation.

The generated content is considered in the form of a unit of cultural information called a meme. Meme (from Ancient Greek “mimetes” — “imitator”). The term “meme” is widely used in social networks to describe an information item that is disseminated through communication between people on social networks. Memetics is knowledge based on the theory of evolution by Charles Darwin, which is at the intersection of pseudoscience and science, since the theory of coding cultural and behavioral information in memes cannot be confirmed by research, tests and experiments. Memes are the cultural counterpart of genes, referring to any reproducible messages that convey cultural information from individual to individual.
Research objectives. To define the role of media communication that saturate the social space, as well as ways of spreading new meanings in the digital space through a unit of information (called a meme), which is transmitted through communication between people in social networks, as well as consider the features of the formation of a multi-level model of meme diffusion.

Methods. In the networked space, technological and social changes merge, various spheres hybridize with each other. The formation of new media communications requires a combination of methods of working with various content: digitalization (dematerialization of images, sounds, documents); convergence (different types of content are brought together on one platform); determination of the communication vector (unlike traditional media, digital media are not unidirectional and centralized); hypertextualization (content is distributed non-linearly, but it can be personalized); social dynamics record (the manifestation of the relevant content fragments on Facebook, Twitter or other networks is considered); enabling interactions (users have the ability to interact with the content).

Conclusion. The social space of media communications, formed on the platform of the “second generation Internet — Web 2.0”, consists of such major platforms for publishing content as Blogger, Facebook, YouTube, other social networks, services (for example, Wikipedia), portals for posting photos, audio or video. The main idea of these tools is the ability to interact with other users or receive content that enriches the Internet experience. At the same time, it is argued that units of cultural information are subject to mutual diffusion on platforms of different levels. These prerequisites allow us to say that such communication develops its metacommunicative and relative aspect and leaves the instrument of reflection in the background. The Web 2.0 user is undergoing a transformation, turning from a simple spectator to a director, and new media, in fact, contribute to the development of a sense of belonging or, under certain circumstances, the opposite state — alienation and isolation. Thus, humanity is entering a new evolutionary stage where everything becomes instrumental: user participation, use and transformation of content based on combination with units of information (memes).

Keywords: social space, media communications, meme, diffusion of memes

Introduction

Prosumer — a person who takes an active part in the production of goods and services consumed by himself. In the prosumer society, the boundaries between the owners of the means of production and the final customers, between the workplace and housing, are blurring. The term “prosumer” is sometimes translated as “producer for oneself”. Affordance technology in the author’s interpretation is a sequence of operations that optimizes the use of the surrounding social environment. For the study of modern digital environments, a privileged platform is represented by the continuum between the micro-reality of interaction practices that occur on
a daily basis. Social media combines one-to-many communication with one-to-one communication using an accessibility matrix that sits at the intersection of real and asynchronous time, between public/external and private/internal (Cammaerts, 2014: 16–18). The changes taking place between new media and those that existed in the past are mainly concerned with the reality of connected audiences and the production and disambiguation of media content that occurs with participation in forms of production and distribution driven and developed by the driving force. This takes into account the ongoing cultural convergence of the main mass media and conventions of various levels (Sharkov F.I., Silkin V.V., 2018: 75–78).

**Problem**

The problem is not in the very existence of the information technology network, but in the fact that in some cases it is used exclusively as a means of exercising control over oneself, one's language and, consequently, one's communication. The logic of the connecting essence of the network becomes a cultural matrix that gives the individual communicative competencies and enhances its role in the construction of various models of social ties. Such constructions are supported by the forms of organization and reorganization of the roles themselves, and in the managerial structure — by relative for his, in turn, exacerbates the problem, translating the diffusion of memes into a multi-level plane (Mazzoli L., 2009). At this rate, various sciences and scientific areas cannot bypass digitalization. Thus, S.A. Kravchenko introduces the concept of “digital turn in sociology” into scientific circulation, actualizes the humanistic component of this process, emphasizing the fundamental importance of shifting the emphasis of the principles of global technological transformations to rationality, pragmatism and mercantilism (Kravchenko S.A., 2019: 397–405).

**Methodology**

*Communication units transmitting cultural information*

The ideas discussed in the article are based on the methodology for constructing multilevel connected reflexivity, on the theory of transition from a communicative subject as such to a digital communicant. The communicant in the media space is simultaneously a component of various social spaces. Web 2.0 provides the ability to generate and publish different types of content that are used by those who have access to the web. In modern communication processes taking place on the Internet, within the framework of network dynamics, collective forms of self-presentation of identity are generated through the production of content.
The concept of “media communication” in this context is understood as the joint presence of different technologies used in different contexts, and users with different origins and cultures, which is reflected in their use of media technologies. Media communication itself is a part of users' daily life, which is carried out through the formation of memes.

Richard Dawkins, who introduced the concept of “meme” into scientific circulation, presents it as a unit of information that exists in the human brain, and those who understand memes — as external, observable cultural artifacts (Dawkins R., 2013). With the complication of human social behavior in the process of human development, mutual diffusion of memes occurs. Memetics examines the diffusion of a meme in the process of its replication in one form or another: ideas, words, sound, behavior. Once a meme is identified, it can facilitate the classification of different types of social processes. A variety of constructs used to record the effects of meme diffusion and replication identify the M3D model. It is carried out by establishing the identity of the models for transmitting information about the dynamics of memes from individual to individual or from individual to group.

**New media communications in a new modernity**

Today, humanity is entering a “new modernity”, realizing “new media communications”. With the appearance of the Internet and the development of network technologies, a “new communication paradigm” is being formed based on technological transformations. The social structure of society is being transformed, social processes are beginning to move into the digital media space. This led to the fact that in a short period of time the format of communication changed, which was reflected in the relationship between the individual and society. In a relatively short time, the network has changed the structure of work, politics, relations within various communities (Sharkov F.I., 2009: 104–124). The rules that characterize social identity arise when individuals take on the role of subjects of communication. Various role assumptions have an irreducible identity that places individuals in their uniqueness as members of one or more social groups. Even in front of a computer, our sociality is always active. The number of people with whom you can interact on the Internet can be huge, some of them are identified by the communicator (the subject of communication), and communicators (objects of communication) contribute to mutual recognition.

The protection provided by anonymity facilitates the transfer of personal information. On the Internet, one can experiment with various aspects of oneself that are personalized and individualized representations
of oneself in the past, as well as hypothetical states of self-projection into the future.

A person can never be separated from his material environment, from signs and images through which he gives meaning to the world. As a consequence, the material world cannot be separated from the ideas through which technological artifacts are created and used. Technology is seen as a by-product of a broader process that also includes a typically human characteristic, namely, changing the external environment and transforming what is naturally given into artificially constructed, thus balancing its own organic deficiency.

In a networked society, technological and social changes intersect, each area hybridizing with the other. Convergence emphasizes the greater diversification of digital technologies, while the more important technologies — telephone, television and computer — in the electronic space are a hybrid of technological, economic and social practices (Bolter, J.D., Grusin, R., 2005). Convergence occurs not only between media equipment, but also in the brains of individual users and in their mutual social interactions. Each of us puts into practice Piaget's theory of adaptation: we assimilate fragments of media, and then transforms them into resources by adapting to what is already known. This is how we give meaning to our own experiences and everyday life.

**Online and off-line media communications**

The most important shift is the transition from the communicative subject to the digital person: from the position of the user, that is, the consumer of news from the media broadcast, to the position of the content producer. This transformation creates new consumers / producers who are born in participatory cultures (DIY, viewer-user, co-producer, user-producer. “The combination of on-line and off-line communications in an information technology network forces network participants to exercise control over themselves, their language, and therefore their communication, critically analyze a wide range of media products: TV dramas, newspaper and magazine articles, comics, pop songs, commercials, video games, and websites. The model of analysis is based on the idea that mass media are forms of living and complex experience: not only cognitive, but also sensitive, emotional, practical, interpersonal, and empathic. It is a synthesis of various fields of research in the semiotics of mass media” (Ruggero Eugeni, 2015).

So, when exchanging information through media between individuals and society, there is no difference in which mode they are carried out (on-line or off-line), because both methods are adequate to the sociality of an
individual who knows different approaches, which, in turn, allow yourself through authenticity and individualization. The point is that such a communication model allows you to include your content in social networks, which has a combination of public and private.

**Results**

With the advent of the Internet, individuals have become more than just being part of an audience. Associated reflexivity is constructed in blogs, social networks, services and online worlds, and this allows the production, dissemination and consumption of symbolic forms and meanings in new ways. The changes taking place between new media and those that existed in the past are mainly concerned with the reality of connected audiences and production and disambiguation of media content, which occurs with participation in forms of production and distribution, driven and developed by a driving force that takes into account the cultural convergence of fixed assets, media and grassroots conventions. Linked audiences are created to consume information, and those same audiences also become producers. Thus, a multi-level model of cultural memes is created, subject to continuous mutual diffusion in a network. As Jenkins emphasizes, such connected audiences form a culture of participation. More generally, more effective collaboration is possible on the interpretation of the content of a work, and this is an essential element that connects a person to the text. “Naturally, intertextual paintings circulate in the Encyclopedia, lend themselves to various combinatorics, and the author you may decide to dispense with them precisely for surprise, to deceive or to delight the reader” (Eco U., 1979: 119).

This interpretation can now take place in real time, through discussions on forums or blogs, as well as through the creation of artistic products. New media communications mark the transition to new values, new institutions, new languages. The key to this change must be sought in a new cultural sensibility that, albeit slowly, is taking root in all areas of our life. A new cultural identity is being created and developed in modern society.

**For discussion**

The free flow of news jeopardizes its credibility and legitimacy by misleading audiences with false statements and promises. The dynamics of polarization and fragmentation that is present especially on the Internet also carries the risk of contributing to the spread of “fake news.” false promises that spread and gain force through information echoes and virtualized communications. All this destroys classical journalism and requires the introduction of new forms and methods of interaction between the journalist
and the audience in the social space of new media communications. However, it must be remembered that the event is capable of creating news regardless of their true or false content. This is not about setting the boundaries of information, but about defining a strategy in which news is managed using the same information and communication mechanisms that are used in these segments of the media space.

Consideration of the continuum between the micro-reality of spontaneous daily interaction practices and deliberate, conscious communications is relevant today, especially in the modern digital space. The role of horizontal connections between the subjects of communication, interacting with the same object, is increasing. Social actions carried out with the use of new cultural meanings include new sociocultural memes in their circulation, which “take root” in the digital space. Such media fall into the space of intersubjectivity, in which new structural relations, new communication mechanisms are applied taking into account the possibilities of using memes of various levels and properties.

The process of digitizing analog content allows any information to circulate through various information and communication channels. For example, radio can be broadcast in both analog and digital form. Many digital communication technologies can be implemented on various media. For example, a gadget in the form of a mobile phone can include telephone functions, the Internet, cinema and television.

Information technology has led to the creation of interconnected networks that continuously transmit information and image streams. This gives rise to the information business, where the production of information is mainly aimed at selling information. “The starting point, in short, can only be the analytical study of technological innovations to understand the instrumentation of change, and then move in the direction of inserting technological change within social organization and work, and study its effects” (Castells, M., 2002: 14). In terms of the use of communication models, the Internet provides an opportunity for a diffuse marketing model to function. For example, Google, although the company claims freedom and transparency, information is used and sold (Carr, N., 2010).

The web not only offers information, but also engages users in interactions, which is becoming evident in blogs, forums, Twitter, and all other social uses of Web 2.0. The combination between old and new media is used in all information technologies. All the old media are on the web, going through digitalization. This is the current reality that repeats all stages of media development, transforming content and technology into a new platform of a higher level.
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ASSESSMENT OF THE ORGANIZATION OF INTERACTION BETWEEN AUTHORITIES AND STAKEHOLDERS IN SOCIAL MEDIA BASED ON WEB ANALYTICS METRICS

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Abstract. The digital transformation of public administration presupposes the achievement of a qualitatively new level of transparency of regional authorities in the space of public communications. Social media play an important role in shaping this space. In this regard, the need for an advanced analysis of the existing regional practice of using network platforms from the standpoint of interaction between government agencies and network actors is actualized. The purpose of the study was to analyze the basic indicators of user activity and their interest in content that is published by the authorities in their official accounts. Analysis of official accounts was carried out on the basis of web analytics metrics (S as the sum of likes, reposts, comments) for the content published by the authorities for a fixed time period using the example of official groups and publics of the Administrations of subjects RF in the Central Federal District.

The study showed that the most promising from the point of view of organizing the interaction of regional authorities with interested parties, it is advisable to include the social networks “VKontakte,” “Odnoklassniki” and Instagram. These networks are leaders in almost all assessed indicators. The predominance of these network platforms, along with their popularity among the population, is also explained by the fact that the functionality they present is most suitable for solving the tasks of 1) informing citizens about the most relevant management issues and measures implemented, 2) providing feedback, 3) consolidating the network community when discussing socially significant problems.

Social networks are both informing citizens about the activities of government agencies, and informing officials of the most acute social problems of citizens. In practice, this can be expressed in the simultaneous use of accounts in
several social networks in the work of one state structure and active two-way interaction with citizens. Unfortunately, this approach has not developed in all the regions studied. In this regard, the task of generalizing the existing experience is particularly relevant, as well as forming recommendations on improving social media activities that are acceptable to all subjects of the Central Federal District.

Keywords: social media, network communities, public communications space, authorities, stakeholders

Introduction

The digital transformation of public administration implies the achievement of a qualitative new level of transparency of regional authorities in the space of public communications. This space is a set of information channels that unite the authorities and stakeholders of civil society in solving issues that have a public interest. The high level of penetration into the environment of Russian Internet users made social media one of the most relevant resources for the public communications space, which is able to consolidate the efforts of the authorities and society in solving socially significant issues (Zotov, Gubanov, 2019, Sharkov, 2019). A number of publications by both domestic and foreign authors indicate the prospect of using social media as electronic platforms for interaction between authorities and stakeholders as well (Agostino, 2013; Graham, et al., 2018; Startsev, et al., 2018, Vasilenko, et al., 2015; Zakharova, 2015; Zimova, et al., 2020).

Purpose of the study

In this regard, the need for a comprehensive analysis of established regional practices in the use of online resources is being updated. This should be done from the point of view of the interaction of authorities with network actors. Such an analysis will make it possible to form a set of recommendations aimed at further optimization of the public administration process. Hence, the purpose of the study is to analyze, based on web analytics metrics, activity indicators and user interest in content published by the authorities in their official accounts.

Methodology

The incorporation of digital technologies into the public administration system initiated the transition from the concept of New Public Management to the concept of Public value management. In this concept, public administration is the organization of the systemic behavior of stakeholders based on public values. In turn, this orients the authorities towards deepening interactions with stakeholders, creating conditions for
their participation in public issues (Volkova, 2014). This leads to an increase in scientific and practical interest in the potential of social media as platforms for organizing dialogue and partnership.

**Methods**

The analysis of official accounts was carried out on the basis of the indicator of the activity and interest of users in the content published by the authorities within the framework of the official groups and publics of the Region Administrations of the Central Federal District. This region is formed by 18 of 85 subjects of the Russian Federation, and its population is 27% of the total population of the Russian Federation. The data were considered for a fixed time period (June-July 2020). The choice of the period is associated with a small socio-political activity of the district's citizens in the first months of summer. The integral indicator SI was used as an indicator of user activity and interest. The indicator reflects the actual engagement of the audience in the replicated content. It was calculated as the sum of such values: like, repost, comment / citation.

Along with this, attention was paid to the following indicators: the number of subscribers to each individual resource; the distribution of the number of subscribers across individual network platforms — an indicator of the demand among the regional audience for specific social networks; the distribution of the official accounts of regional administrations on individual network platforms.

**Results**

According to the estimates of the research company Mediascope, as of July 2020, 3 social network media platforms (“VKontakte”, “Odnoklassniki”, Instagram) are among the top 10 most popular resources in Russia at the same time (Mediascope, 2019). However, network platforms are not equally suitable for building dialogue with stakeholders. In addition, it is important to take into account the formed heterogeneity of the distribution of the audience of each social network, which has a significant impact on the models of building communication channels between power and society.

It was found that the greatest interest in the content published by state bodies is characteristic of the residents of the Kursk (526 thous.), Tula (205 regions) together with Moscow city (177). The leaders of the anti-rating were: Yaroslavl (1), Vladimir (5) and Oryol regions (9). General statistics on the distribution of SI indicators are shown in figure 1.
The largest number of user approvals (likes) received publications in the accounts of the Administrations: Kursk (482 thous.) and Tula (179) region, Moscow city (160), Voronezh (94) and Bryansk regions (76). The greatest demand from the point of view of replication of official content by users (reposts) was received by the accounts of the Administrations: Kursk region (14 thous.), Moscow city (9), Smolensk (5), Voronezh (4) and Tula (4) region. Most of the discussions were associated with publications in the accounts of the regional administrations of the Kursk (29 thous.), Voronezh (26), Tula (21), Kaluga (9) and Smolensk (9) regions.

Evaluating the structure of the comments, it should be noted that citizens are primarily interested in problems related to countering the spread of coronavirus infection and organizing education for schoolchildren and preschoolers. They also asked questions related to the logistics of transport in cities, housing and communal services, payments of social benefits and subsidies, environmental problems, rising prices for goods and services. As a rule, the administrators of the official accounts redirected the appeals received in the comments to the relevant authorities or did not respond to them at all.
When evaluating user reactions, there were significant discrepancies in the audience of official accounts of all marked regions. The largest number of subscribers to the resources of regional administrations was recorded in Moscow (1,015 thous.) and Tula (131), Kursk (114), Voronezh (96), Ryazan (71) regions. And if Moscow's leadership is explained by its high population. That underdog of the Vladimir (5), Oryol (12) and Tver (18) regions cannot be explained by the low population.

Summarizing the established practice, the experience of social network interaction in the Tula, Kursk, Voronezh, Bryansk, Smolensk regions and the Moscow city can be recognized as the most productive for the regional audience.

Within the framework of the ongoing study, it seems advisable to compare the data received with the indicators of each particular social network. So, the most popular in the regions were social networks: “VKontakte” (100% of cases), “Odnoklassniki” (95%), Instagram (72%), Facebook (67%), the least — Twitter (44% of cases). Almost all regions leading the overall rating are represented in 4–5 of the declared resources. At the same time, the distribution of the number of accounts turned out to be disproportionate to the total number of subscribers to the official accounts of each individual media platform. So, the largest representation of users was recorded in “Odnoklassniki” and “VKontakte”, the smallest — on Twitter and Facebook (Figure 2).

![Figure 2. Distribution of the audience of subscribers to the official accounts of Administrations in the Central Federal District by social networks, in% and in the number of subscribers (thous.).](image)

It is worth noting that such a significant leadership of the VKontakte and Odnoklassniki social networks is justified not only by a large level of
penetration among the regional audience, but also by the fact that these resources have become widely known among domestic users before the rest. In practice, this factor can also have a negative impact, in particular, it was VKontakte and Odnoklassniki that registered the largest number of “dead” accounts (blocked and inactive).

The study showed that users were most active on Instagram (Si is 774 thous.), “VKontakte” — 418, “Odnoklassniki” — 301, Facebook — 24, Twitter — 7, while the most discussions (by comments) took place in resources: “VKontakte” — 78 thous., “Odnoklassniki” — 29, Instagram — 34 and Facebook — 2 thous.

Conclusion

In our opinion, summarizing the current practice, the most promising from the point of view of organizing the interaction of regional government bodies with citizens, it is advisable to consider the social networks “VKontakte.” “Odnoklassniki” and Instagram, which are leaders in almost all indicators assessed by us. The predominance of these resources is explained, inter alia, by the fact that the functionality presented by them is most suitable for solving tasks (1) informing citizens about the most relevant management issues and programs, (2) providing feedback, (3) consolidating the network community. In particular, the tools provided by “VKontakte” are most similar and can actually duplicate the standard information portals of government agencies. Facebook and Twitter undoubtedly have significant prospects for use, however, at present these resources are the least optimal both from the perspective of an ordinary user and government agencies.

The conclusions presented and the results of the study make it possible to formulate a number of recommendations, the implementation of which will contribute to the further openness of the activities of regional authorities, as well as to the expansion of the practice of bilateral communication between officials and all interested parties.

1. Comprehensive development of the entire set of official accounts of government bodies of the region to overcome the current asymmetry of the use of network resources. In particular, the greatest attention is paid to optimizing the published content under the requirements of “VKontakte” and Instagram, but this happens to the detriment of other resources, which is reflected in the final drop in interest from potential subscribers.

2. In a number of regions of the Central Federal District, there was no link between official network platforms. In particular, the accounts of one institution may not contain mutual links to each other, and the official website of the regional administration does not reflect representation in social media.
3. In a number of regions, cases of coincidence of the official accounts of the press services of the Administrations and themselves were recorded. But such a practice misleads users and significantly complicates the search for information of interest.

4. In some regions, there was also a mutual substitution in different social networks of the accounts of the regional administration and the head of the region. For example, Vladimir, Oryol, Ryazan regions. In our opinion, this can not only complicate the search for target information for users, but also potentially poses a threat to the loss of a significant audience in the event of the termination of the powers of the head of the region and the reclassification of his accounts from official to personal.

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CRISES IN THE DIGITAL SOCIETY, EDUCATION AND THE CONNECTION TO NATIONAL SECURITY

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Abstract. Major shifts and changes have occurred around the world, before global climate change, associated with warming and rising ocean levels, melting Greenland ice and slowing the flow of the Gulf stream. Russia is a Northern country, but warming should improve living conditions in Moscow and the regions. Creating strategies for the future will help improve your overall life. All other forms of social existence — economy, science, culture, defense, politics, and security—depend directly on technology, and the use of technology is linked to the quality of education. Life directly depends on the technologies used and education of people from childhood and better for life. Residents must learn how to create, use and apply the necessary technologies.

Our country has been great for many centuries. Now the state has been weakened with many problems, it needs to return to the state of its greatness. If at the beginning of the twentieth century people still felt part of nature, but gradually began to move into the world of machines, now people are moving to the Internet and, as a result, are returning to the world of people.

The theory of post-industrial development was created by Daniel Bell, a sociologist from America, who was connection with the history formulated through three periods: pre-industrial, this is before the twentieth century, industrial — this is the twentieth century and post-industrial, which is now a transition period of leading countries. Daniel created a forecast of problems that will be solved in the new state of development.

The creation of computers led to the fact that people began to use them more and more, to the point of permanence. This created computerization, which opened up the rapid development of virtual reality. Computerization is used by a lot of people in their own lives, it has led to a catalyst that accelerates the current transition to a new era.

The coronavirus pandemic has increased the General state of crisis that affects changes in people's lives in General, and has significantly increased overall Internet use.
Keywords: digital education, digitalization, educational strategy, interdisciplinary approaches, modeling of educational systems.

Introduction

Predicted serious threats to humanity in MIAM, that in the first half of the XXI century, these threats will be associated with diseases, these threats have been confirmed. The situation with the pandemic corresponds to the predicted threats that create crisis situations. This coronavirus — related pandemic occurred in 2020. Our condition is also referred to as pre-war according to the crisis data. The state of pre-war is associated with a decrease in the quality of life of people, which is why we need to improve the opportunities for our life and education.

In Russia, in the context of a pandemic, the educational crisis is seriously increasing. The situation with the coronavirus has seriously increased the ways of learning and earning money via the Internet. Russia is in a completely new situation. The Institute of Applied mathematics described this situation as a historical fork in the road with a choice of the future, where there is a constant increase in the use of digital technologies and the Internet for solving various problems and education, including for creating projects. People began to get used to the Internet and constantly use it, especially young people.

For the whole world, the use of education in every country has increased, especially with the use of the Internet. This is also very important for us.

Taking into account the serious changes that have already been created in the educational space, the existing education, unfortunately, deprives our country of the future, so it is necessary to improve education in accordance with the future that is being created.

Education is now directly linked to both digital technologies and a number of new ways and users of the Internet.

Objectives/Purpose of the study

The idea of ways to develop national educational systems created an image of the sociology of education. Developed countries have followed this path, and countries that have just begun to develop should also use the path of developing education so that it is universal. (Giddens E., 2005: 632), (Shtompka P., 2005: 664).

The inertia of education slowly includes the problems of modern civilization that have arisen, which differ from the problems of previous eras.

Lot has changed and continues to change, but the future begins today, when we all find ourselves in a new situation of bifurcation, where Russia's
strategic priorities arise. Technological risk management creates strategies that help assess the risks of proposed projects and solutions and choose the direction of the strategy. Currently, all risk management technologies are of strategic importance. They provide an opportunity to objectively, to the extent that it is possible at the current level of knowledge, to choose the future in a strategic plan.

Much has changed and continues to change, but the future begins today, when we all find ourselves in a new situation of bifurcation, where Russia's strategic priorities arise. Technology risk management creates strategies that help you assess the risks of proposed projects and solutions and choose the direction of your strategy. Currently, all risk management technologies are of strategic importance. They make it possible to objectively, to the extent that it is possible at the current level of knowledge, to choose the future in a strategic plan.

Students in education now study the past, whereas they should teach for the future.

**Methodology and methods**

The problem with education in Russia is one of the most significant.

We used research on school reform in Russia and, in particular, test evaluation of learning outcomes. For example, the international test of fifteen-year-olds (PISA) was conducted; it showed that now children have moved down to 40 levels according to statistics, whereas 30 years ago Soviet schoolchildren occupied a leading position in the world. In other words, education in Russia has seriously degraded over the past 30 years, while in a number of other countries, especially those that were engaged in development, there have literally been revolutions in the field of education with serious improvements.

New approaches to education have now been formulated, which are now linked to self-organization and an interdisciplinary context.

On the one hand, many problems and risks of modern civilization fall into an interdisciplinary field and require appropriate specialists to solve them. On the other hand, a person now has to study for a long time on training systems in order to become a good specialist.

A classic example in the United States is that doctors are trained there for about 15 years, so heart surgeons participate in their first operation only after 15 years of training. This situation is now similar for almost any professional education. But now it is necessary to use new ways, taking into account the cognitive limits. And this should be created in Russia.
The problem of complexity and correct use of information technologies is becoming more and more relevant in the context of the development of the information society in the transition period to a digital society.

The problem of complexity and correct use of information technologies is becoming more and more relevant in the context of the development of the information society in the transition period to a digital society.

Results/Findings

The social world is the reality of human existence. They first of all notice the reflection of themselves in others; it is these contacts that create society. The image of society now becomes a form of imagination, which must be realized in the form of a guarantee for the creation of a social construct. Thus, society becomes a network of consciousness. The person himself can now allow himself to be released or change and remake himself into an improved state, so consciousness changes and behavior is programmed. The former era with nature and things has ended, and with its end the limitations of the past have disappeared. (Bell D., 2004: 663).

As a result of these innovations, there was a devaluation of academic degrees with a serious decrease in the scientific level of candidate and doctoral theses. Changes in the decline in education also affected the design of candidate and doctoral theses.

In Soviet times, to defend a candidate's thesis, it was necessary to make an independent scientific research, which was formalized in the dissertation: “containing “a new solution to an actual scientific problem”.

The status of the Higher attestation Commission under the Council of Ministers of the USSR (HAC) was very high. Its Chairman was a member of the government, which allowed for a principled and objective assessment of the work and implementation of personnel policy in this area.

Currently, postgraduate studies are only recognized as the next stage of education. New scientific research is not required from the dissertation, and the Higher attestation Commission has the status of a regular Department of the Ministry of education. The reform did not take into account the opinion of the scientific community. Postgraduate courses were opened in a number of universities that do not conduct scientific research at all. (Ivanov V.V., Malinetskiy G.G., 2014: 83–95), (Ivanov V.V., 2015: 383).

Now students should be able to learn quickly and effectively with an emphasis on the necessary aspects. Otherwise, technological progress slows down, and students themselves can no longer master what they have created. How should students solve problems that arise?

— There are special methods and methodologies that contribute to the rapid study of texts by improving the brain and memory. Daily brain and
memory practices increase the speed and quality of learning and memorization

— Continuing the development of disciplinary approaches, synergy is also part of interdisciplinary research and continues to evolve with the language issues, trends, strategies and development objectives of complex systems, discussing scientists, humanists, technologists and managers, using the language of synergetics. (Malinetskiy G.G., 2014: 60; Kotov Yu.B., 2004: 328).

The overall perception of the system with synthesis instead of analysis, fragmentation and dismemberment helps to understand and evaluate problems.

— The school of science formulates how cognitive technologies are used, taking into account expert knowledge and extraction methods. There is a very good result was obtained in the scientific school of academician I.M. Gelfand using methods of diagnostic games too. (Sumleny S., 2013: 66–69).

Conclusion

Social trials and changes are taking place and this is the time of a new era. Large — scale changes are taking place in society, which have become profound. Their research and scientific analysis now uses interdisciplinary research. Social dynamics are now developing rapidly, and the approach to it is now civilizational. (Ahromeeva T.S., and all., 2014: 3–15).

Turning points happen that really change people. There is using of mathematical modeling in the Humanities and social Sciences makes it possible to create the future in state situations.

When a crisis occurs, the situation changes, as small causes of problems can create serious consequences. For example, a little extra snow creates a huge avalanche in the mountains.

The solution of complex problems is possible through the creation of new organizations of collective activity. This idea is becoming increasingly popular in the form of expert systems, situation centers, various types of foresight and cognitive centers. As a result, effective teams should be “better”, “smarter”, “more talented”, and “more paradoxical” than each of their participants. Even here, the whole may have properties that the parts do not have. But to do this, both children and students need to be taught differently ways.

A number of innovative technologies have been created, and these technologies related to education are especially important. If they are used, there will be a gradual transition to the state of the future, and the use of interdisciplinary approaches creates strategies that facilitate further transition.
When it comes time to choose what is necessary for a person, symbols, signs and harbingers have become very important for elections. Understanding them gives people the opportunity to look into the future and make strategies. The future of humanity critically depends on the fundamental choices that people will make consciously or unconsciously.

Combining scientific achievements through interdisciplinary approaches allows you to create more accurate strategies for the future.

Discussion

All risk management technologies are of strategic importance. They provide an opportunity to objectively assess the risks of proposed projects and solutions, as far as possible with the current level of knowledge. In Economics, risk management procedures help to save money and resources well and increase the resilience of economic agents to external adverse circumstances.

In Russia, disasters are often much more serious than Western ones in all details, so if you invest a ruble in forecasting and preventing disasters, you can save up to 1000 rubles by eliminating problems.

It is the technology of risk and crisis management, combined with the idea of guaranteed mutual destruction in the event of a large-scale nuclear war that has provided strategic stability and allowed us to avoid world wars over the past 70 years. Now it is necessary to manage risks in order to create a normal future.


The importance of educational use of the Internet and the process of digitalization in re-use has not yet been studied in detail. This learning process with the Internet used should create the future.

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DATAVEILLANCE SOCIETY: UNEXPECTED CONSEQUENCES OF DIGITALIZATION FOR SOCIAL ENVIRONMENT

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Abstract. The article emphasizes that personal data has converted into a new type of oil in modern world. The process of collecting data has changed people’s consumption practices and economy as a whole. Almost all aspects of a person’s physical and mental functioning are constantly measured and monitored by all kinds of devices such as smart watch, smart toys, smart televisions etc. Being smart means that device is connected to the internet, can talk to you, help you and gather personal data. Some social scientists call such all-seeing Panopticon as “surveillance capitalism” system but the authors prefer digital metamorphosis of society best. It is shown in the article how personal data becomes a commercial commodity today and is exploited by big commercial companies for their profit. The author uses in that case the term dataveillance which refers to the process of monitoring and collecting data as well as metadata. Dataveillance is concerned with the continuous monitoring of users communications and actions across various platforms or bank accounts. It is worth adding in most cases people are being informed about how their personal data can be used and agreed to terms and conditions and privacy policy concerning third-party use. The purpose of the study was formulated as a validation of the need for investigation of digitalizing dataveillance society and its consequences in social sphere. Using theoretical and methodological approaches to the study of data-driven society the author shows how technophobia is expressed in latest questionaries’ by the Monitoring of Public Opinion. The author draws the attention to the very controversial fact that many people who use digital technologies best understand they are being watched and listened but still continue consuming smart devices. According to Edison Research Smart Audio Report, seven-in-ten smart speaker owners use their device daily despite common concerns around security and privacy, while those same factors are leading reasons non-owners have not acquired a device. At the same time it is alerted in the text the need for an adaptation both of social practices and social research to such dramatic social digital metamorphosis and studying its dehumanizing consequences for social environment.

Keywords: dataveillance society, digitalization, unexpected consequences, cybersocialization, surveillance capitalism
**Introduction**

The situation with general quarantine burst in at the very beginning of 2020 has exposed some imperfections in the social sphere of society and made people take seriously the dominant role of technology in the modern world. Many people turned out to be unprepared for the new “zoom-format” interaction. And we are talking not only about the level of computer literacy. In particular, in the field of the education, the pandemic has revealed that unplanned “emergency distance learning” cannot replace such universals the institution of education is based on: face-to-face emotional communication with students. In May-June 2020, Sociological school of MGIMO-University, Moscow was supported by the grant of the President of the Russian Federation for state support of leading scientific schools called “The unintended consequences of digitalization for institutions in the social and educational sphere: substantiation of a humanistic approach to the scientific and technological development of Russia”. My colleagues have already conducted online survey among students of Russian universities on the problems of digitalization of the educational environment and adaptation of students to online learning due to the forced transition to a distance format. The sample included 433 students from several Moscow and regional universities (results are being processed now).

According to the hypotheses initially put forward, in the student community, to a lesser extent than among middle-aged citizens, the level of *technophobia* has increased due to the compelled shift to online space.

**Purpose of the study**

The purpose of the study is to validate the need for investigation of digitalizing dataveillance society and its consequences in social sphere.

**Methodology**

The article research is based on a set of theoretical and methodological approaches to the study of data-driven society. Besides that there are used theoretical and empirical methods, sociological description of secondary data and interpretation of empirical data.

**Results/Findings**

According to the Russian well-known scientific journal “Monitoring of Public Opinion”, in September 2019, 56% of Russians were worried about the use of digital technologies spying on citizens and manipulating public opinion (N = 1600). In June 2020 this threat expressed their concern about that fact 71% of the respondents (Nestik T.A., Zadorin I.V., 2020). In March and September 2020 there have been made some measurements of
Internet users’ attitudes toward the use of Artificial Intelligence (AI) in a pandemic (N = 364; N = 515) showing that pandemic anxiety increases both government support for AI use to contain the pandemic and concerns about the negative impact of AI on society.

Today it isn’t seen as a dystopia anymore the news about creation of a cyberman with a computer chip embedded under the skin, performing the functions of a personal assistant — a prototype of a passport and bank cards. The same can be told about “smart home”, which is controlled at a long distance or digital personal assistant like Amazon Echo in the USA or Alisa in Russia. At all levels no matter if it is small enough being inserted within one’s body or it is a TV-set or even luxurious satellite “smart” car — all devices are united by one thing — being connected to the internet they collect data about human’s everyday personal activities, talks and even body functions. Definitely, sometimes collected data can by functionally used and uploaded to the healthcare professionals in order to prevent some disease. On the other hand, it is not your private data anymore — that is its dysfunction.

Let’s look at this as an example. The story of this young girl has already become a textbook. The largest retail American company Target sent a 15-year-old girl flyers and coupons with advertisements for bottles, diapers and cots two weeks before she told her parents about her pregnancy. It turns out that Target has a purchase history of hundreds of thousands of consumers, and they calculate the so-called pregnancy index, which does not just show whether a woman is pregnant or no, and when she has to give birth. They don't figure it out by looking at obvious things like buying a crib or clothes. They see that the girl bought at online shop more vitamins than usual, or googled for a bag in which diapers are placed. By themselves, these purchases do not seem to say much, but there is a behavioral template that can be applied in the context of thousands of other people, and already it begins to show something.

We have already become the editors of the media today. Just ordinary online users not powerful elite decide what gets attention based on what we give our attention to. Everything we blog, tweet, click, talk to next to our digital personal assistant has become a public act. The case study of that high school pregnant student shows that there are hidden algorithms that decide instead of us what to look at and what to buy based on what we click on. And every year it is getting tremendously hard to defend one’s own privacy.

Data selves and dataveillance

Our brain and thinking acquire the character of functioning of digital technology. Perhaps, the emergence of the social type of “homo informatics”, with its unique behavioral practices, can be called a no lesser
The development of the human “self” is not carried out due to J. Mead theory, when a generalized other and a significant other exercise control over the formation of a person’s identity. The role of the traditional stages of the game (play) and competition (game) is leveled, which developed the individual's ability to evaluate himself through the eyes of others. On the contrary, the cyber-game stage is being approved and intensified, during which a child gets acquainted with the possibilities of the internet and computer games.

By the way, gaming disorder was defined in the 11th Revision of the International Classification of Diseases as a pattern of gaming behavior (“digital-gaming” or “video-gaming”) characterized by impaired control over gaming, increasing priority given to gaming over other activities to the extent that gaming takes precedence over other interests and daily activities, and continuation or escalation of gaming despite the occurrence of negative consequences (Official site WHO, 2020).

In the process of cybersocialization, we would suggest designating the emerging self as a screen identity, due to the dominance of screen technologies that operate on the basis of digitalization. From birth, children are surrounded by items from the cyber world: smartphones, tablets, parents’ computers, which become the usual material environment for growing up a child, in the future make them dependent on the unique functions inherent in information and communication technologies, in particular, the Internet — children depend on “googling”. In the scientific categorical apparatus of sociologists and psychologists, the term “google effect” is present to describe this kind of dependence. Its essence is to change the properties of the memory of individuals: from operational (information is stored in it from several seconds to several days) and long-term to transactional. This means that people do not remember the information itself, but the place where it can be found, most often on the Internet (Karpova D., 2017).

All above mentioned examples of “smart” homes, gadgets, Target case look as a response to the intensification of what has been termed datafication of everyday lives. Datafication enrolls an expanding array of digital technologies that are directed at recording aspects of human lives and bodies and rendering them into digitized information. These details are the personal data that are the subject of a new book by Australian sociologist D. Lupton “Data selves” (Lupton D., 2020: 154). She examines people’s interaction, their use of mobile and wearable devices, mobile apps and other “smart” objects, their movements in sensor-embedded spaces all generate multiply and continual flows of personal data. These data record details about intensely personal actions, habits and preferences, social and intimate relations and body functions and movements. They can include such
attributes as person’s age, gender, date of birth, telephone number, family members, friends and other contacts, email and home address, educational qualifications, race, place of work etc. Internet browsing and search history using tools like Google. Social media sites, including Facebook, Instagram, Twitter and Snapchat, encourage people to continually upload status updates that may include details of their recent activities and social encounters, videos of themselves etc. Lupton acknowledges the importance of paying attention to practices, affects and sensory and other embodied experiences, as well as discourses, imaginaries and ideas, in identifying the ways in which people make and enact data, and data and make and enact people. In so doing, the author seeks to explore the onto-ethico-epistemological dimensions of living with and through our lively data, generating our “data selves” (Lupton D., 2020: 6).

One more evident characteristic of “data selves” today is its visible simplicity and easiness of all social actions. On the one hand, the proximity of people is intensifying while using the internet: we do not see a person, which means that we allow him to be even closer. This can be manifested in confidential conversations on intimate topics, the exchange of personal photos and so on. On the other hand, intimate relationships mediated by a computer cease to be truly real. As an example, starting in adolescence, people using various computer applications are able to control their identity, proximity and imagination. In virtual space, an element of expression of intimacy is a system of non-verbal computerized symbols, in this case, the equivalent of a visa-a-vis rating system as likes. Social researchers are alarmed by the fact that the enthusiasm for children and youth with likes acquires the characteristics of an obsession. Active members of the virtual internet community seek to get as many “friends” as possible for a published photo or statement, others can start a “cyber spying” for their partner. Some internet platforms are designed in such a way that any registered user can follow the activity of a friend or relative: with whom he talked, which group he joined, which of the users he liked, “winked”, invited to enter into personal correspondence, etc. Excessively active virtual “Compliments” can cause a feeling of jealousy on the part of a real partner. The British sociologist J. Urry notes that in cyberspace the boundaries of the human body dissolve, individuals and machines interact much more intimately than in the pre-digital period. On the other hand, real interaction remains the basis of social contacts between individuals and cannot be replaced by completely virtual interactions. Close co-presence includes rich, multi-layered and rich communication. These are not only words, but also contexts, facial expressions, body language, social position, intonation,
meaningful silence, past events, expected conversations and actions, rules for changing roles, etc. (Urry J., 2013).

By and large, cyber spying by one’s partner isn’t dysfunctional at all. It only concerns the issue of trust between two or more people. What really gets intimidating today is “control society” based on *dataveillance*.

The term dataveillance refers to monitoring and collecting data as well as metadata. Dataveillance is concerned with the continuous monitoring of users communications and actions across various platforms or bank accounts. It is worth adding in most cases people are being informed about how their personal data can be used and agreed to terms and conditions and privacy policy concerning third-party use. We very often meet with this while registration on sites, booking flights, restaurants, theater tickets, buying clothes and food online etc.

Digitized and other forms of surveillance are often understood in negative terms as an authoritarian restriction of autonomy and privacy of those who are being watched (Lupton D., 2016: 101–122). Much of the scholarly writing on dataveillance adopts a view that positions it as repressive, invasive or exploitative, conducted by those with power on less-powerful citizens as part of the digitized “control society”. The issue stemming from companies and other agencies which collect personal information known as *data brokering*. Data brokers collect user’s personal data and sell that information to third parties.

The case with Target company and pregnant teenager proves that according to their people’s purchasing habits retailers propose their costumers functional loyalty programs, coupons and discounts. Other companies encourage people to upload their body and physical characteristics such as physical activity data generated by wearable devices. Underpinning these initiatives is the notion that personal information is valuable today. In the contemporary digital information economy or what Sh. Zuboff calls “surveillance capitalism”, personal data have become commercial commodities that can be exploited for profit (Zuboff Sh., 2019).

It is quite a controversial fact that many people who use digital technologies best understand they are being watched and listened but still continue consuming smart devices. According to Edison Research Smart Audio Report (Spring 2019 survey), seven-in-ten smart speaker owners use their device daily despite common concerns around security and privacy, while those same factors are leading reasons non-owners have not acquired a device (Smart Audio Report). The Smart Audio Report is based upon a national online survey of 909 Americans ages 18+ who indicated that they owned at least one smart speaker. They are — Alexa, Siri, Google Assistant, Amazon Echo and Google Nest — a very complex working gadgets which
play music, help us control our smart home devices, and come with virtual assistants ready to answer our every question. The number of smart speakers in U.S. households has grown by 78% in one year from 66.7 million devices to 118.5 million.

Discussion

As a result, a previously unthinkable type of Panopticon society as a prototype of ideal system of control designed by the English philosopher J. Bentham three centuries ago. “The ubiquitous surveillance collects as much data as possible, creating a digital version of the all-seeing Panopticon because almost all aspects of a person’s physical and mental functioning are measured and monitored. There are toys that not only entertain children, but also record voices in a living room and transmit them for accumulation as a marketing product”. Anti-society as the system that is best called “surveillance capitalism”. Thus, there was established quite a new version of Panopticon as a viewer society in the form of Synopticon where “the many watch the few” instead of “the few watch the many” (Mathiesen T., 1997: 215–232). The modern social network includes the internet, avatar-interaction in three dimensional virtual space, connecting locally and globally at any time. All that made the foundations for the appearance of Synopticon as a radically new surveillance which functions due to the rise of a societal communication which M. Castells conceptualizes as ‘mass self-communication’ that reaches a potentially global audience. “It also is self-generated in content, self-directed in emission, and self-selected in reception by many who communicate with many. This is a new communication realm, and ultimately a new medium, whose backbone is made of computer networks, whose language is digital”. Due to it Synopticon is based on mechanisms of seductive spying on someone else’s life — users are driven by the thirst for information about their online or offline idol. Practically anyone who has the opportunity to create and upload content, link to other audio-visual material, comment on preferable personal data, becoming such an idol (Kravchenko S., Karpova D., 2020: 196).

Digitalization dehumanizes not only intimate level, but also socially significant institutions at macro level. There is a dehumanization of the institution of family-marriage relations: spouses and children have less communication with each other, reading to children at night is replaced by watching movies or computer games. As we have already mentioned before, education is dehumanized too: large lecture flows, the use of technology without a human factor to control student knowledge, minimal contact between teachers and students, distance learning — all this inevitably can lead to unforeseen consequences.
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TRANSFORMATIONAL OPERATIONS IN DECODING ARMY JOKES IN UNOFFICIAL MILITARY DISCOURSE AS A REFLECTION OF HEURISTIC MECHANISMS OF EMPIRICAL OBSERVATIONS

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Abstract. A lot of research has been carried out to identify the specifics of the military discourse in different approaches, but there have been insufficient studies into the peculiarities of functioning of military discourse at a colloquial level. The article is focused on the profound analysis of decoding army jokes within military context operating in colloquial speech. With the occurrence of the Internet, the joke has gained even more popularity, representing international content. The object of the study is the institutional military discourse expressed in informal communication. The subject of the research is the linguistic and translation peculiarities of the army jokes. We have analysed the examples of army jokes and figured out the possible difficulties that a translator/interpreter can face taking a particular translation decision. This required the implication of the method of content analysis and description. It is pointed out that “army jokes” are traditionally transcoded using a variety of translation transformations based on both linguistic and extralinguistic contexts, often appealing to the pragmatic adaptation of small-format texts. We found that the most common features of army jokes are pragmatic expressiveness, psychological function of the perception of the world due to phenomenon of individual comprehension by representatives of different cultures. When translating the jokes we should bare in mind all the peculiarities of the original text to convey the full meaning on the one hand, and follow the norms of the translated language, on the other. Among translation transformations we could distinguish the following of then: modulation, semantic rearrangement, grammar substitution, contextual replacement, compensation. The stylistic device of pun is found the most difficult for decoding taking a special place in the theory of translatability and translation practice, falling into the list of ‘untranslatable’ phenomena, therefore a translator has to resort to the method of replacement or even compensation. Thus, we can assume that rarely enough in translation practice...
it is possible to preserve the semantic (denotative, significative), syntactic structure of the statement and the pragmatic level of the utterance.

**Keywords:** discourse, military discourse, army joke, decoding, transformation

**Introduction**

Within the context of military conflicts in the XXIst century, military discourse and the development of military contacts have become of primary importance. The militaristic discourse has become the main tool not only for the transmission of commands and orders, strategies and doctrines, but also for the goal-setting of ideology in society, covering the fabric of discourse. In this context, communication in military circles and discourse itself must convey cultural models based on specific elements and phenomena. It is known, the army is one of the main social institutions of many powers, including a complex system of relationships between individuals, mediated by special rules and principles of communication.

**Purpose of the study**

Thus, the study of the specifics of the verbalization of the military discourse as a social and professional subcode is extremely important, that determines the relevance of the research undertaken. The object of the presented article is the institutional military discourse in the focus of informal communication. The subject of the research is the linguistic and translation features of the informal (joky) military discourse in its modern understanding.

**Methodology and sub headings**

Within the undertaken research, we have employed the method of content-analysis to process and analyze a huge amount of experimental material. The content-analysis is defined as a research method designed to detect particular units and concepts in a text or a text corpus (Matveeva G.G., 2004: 126). It is known, the military discourse, comprehended as a dynamic process of the linguistic activity of military personnel, inscribed in the social context of the national picture of the world and parameterized by the correlation with the speech military situation, the military environment and military factual informational content, is a formal and informal format of personal communication. The subject of the study of the informal part of the military discourse is the so-called army joke.

**Results/Findings**

We consider the joke on the example of army jokes in the framework of the linguistic theory of humor as a special type of cultural reflection that has its own typological features and pragmatic expressiveness of laughter
communication, taking into account the psychological function of the perception of the world by representatives of different cultures. To convey the author's intention in the context of intercultural interaction, “army jokes” are traditionally transcoded using a variety of translation transformations based on both linguistic and extralinguistic contexts, often appealing to the pragmatic adaptation of small-format texts.

“The average age of people living in our military retirement community is 85. Recently, a neighbor turned 100, and a big birthday party was thrown. Even his son turned up. “How old are you?” a tenant asked. “I’m 81 years old,” he answered. The tenant shook her head. “They sure grow up fast, don’t they?”” (Wattpad, Military retirement, 2020)

Our translation: Средний возраст пребывающих в пансионат для военных, вышедших на пенсию — 85 лет. Недавно соседу по пансионату исполнилось 100 лет. По этому случаю устроили праздник. Даже его сын прибыл на таргжеество. — А сколько вам лет? — спросила директор пансионата. — Мне 81 год, ответил сын. Она покачала головой и произнесла: Как же быстро вырастают дети!

In this example, an ironic, playful euphemization of age takes place, performing the function of political correctness — an ambiguous phenomenon in modern communication. The realia the military retirement community, which is the closest to the meaning “интернат для престарелых”, causes particular difficulty in translation, but this concept provokes a negative assessment of the perception of this institution in Russian, which is not in the original text.

Compare: Military retirement communities are communities that are in areas where military hospitals, VA hospitals and military bases are or cater to military. There are also benefits for the retired military for when they need nursing homes, home care or assisted living. We built the nation’s first military retirement community, which opened in Washington, D.C. in 1962. (Bestguide-retirement communities, 2020)

The translation of the question “They sure grow up fast, don’t they?” — Как же быстро вырастают дети! Is conveyed by expanded modulation: changing the syntactic status of the sentence — the interrogative form changes to an exclamatory sentence, the addition technique is used and the modal word sure is compensated by the Russian-language amplifying modal particle ‘же’.

My high school assignment was to ask a veteran about World War II. Since my father had served in the Philippines during the war, I chose him. After a few basic questions, I very gingerly asked, “Did you ever kill anyone?” Dad got quiet. Then, in a soft voice, he said, “Probably. I was the cook.” (Reddit, 2020)

Our translation: В старших классах мне задали задание расспросить ветерана Второй мировой войны. Мой отец служил на Филиппинах в то
вре́мя, поэтому я обрати́лся к нему. После нескольких обычных вопро́сов я остро́рожно спроси́л его: ‘Тебе приходи́лось кого-нибу́дь уби́вать?’ Возникла пауза. Затем он тихо про́изнес: ‘Може́т быть, може́т быть. Я же слу́жил пова́ром’.

From the point of view of translation decisions, this joke does not present any particular difficulties, since it is not complicated by ethno-specific and cultural-historical characteristics. However, in the translating language, the comic of the ambiguity of the answer is realized by the variety of the pattern of the phrase — doubling, and at the morphological level the adverb is replaced by a phrase.

The following translation of the joke is accompanied by a number of lexical and semantic transformations, although it does not cause any particular difficulties in transcoding a foreign language text due to the coincidence of stereotypical situations in both languages, but it requires the translator to have linguistic and cultural competence in conditions of mismatch in the scope of concepts.

"A Sergeant was addressing a squad of 25 and said: ‘I have a nice easy job for the laziest man here. Put up your hand if you are the laziest. 24 men raised their hands, and the sergeant asked the other man ‘why didn't you raise your hand?’ The man replied: ‘Too much trouble raising the hand, Sarge.’" (Wattpad, Laziest man, 2020)


A squad in the Russian army is commanded by a sergeant and it consists of 5–10 people, while the number of privates in a troop is from 15 to 60 and it is usually commanded by a lieutenant (officer position). Thus, the lexemes 'sergeant' and 'squad' are contextual replacements as a result of the localization of foreign language realities, the numeral 25 is omitted in translation, since the information is further compensated by the context, the morphological transformation of 'работенка' as a special type of paraphrasing contributes to the realization of the effect of attracting attention, concretization of the word man, which has a wide subject-logical meaning, allows us to present an adequate analogue.

In the following example, we resort to a compensation technique using occasionalism in a whole rearrangement as a marker of grammatical and psychological interpretation.

“So, Donald Rumsfeld is briefing George Bush in the Oval Office. ‘Oh and finally, sir, three Brazilian soldiers were killed in Iraq today.’ Bush goes pale, his jaw hanging open in stunned disbelief. He buries his face in his hands, muttering
“My God...My God”. “Mr. President.” says Cheney. “we lose soldiers all the time, and it's terrible. But I've never seen you so upset. What’s the matter?” Bush looks up and says..."How many is a Brazilian?” (Vic.Bg., 2020)

Our translation: Дональд Рамсфилд докладывает Джорджу Бушу-младшему в Овальном кабинете Белого дома. Так, и, последнее, сэр, три бразильских солдата были убиты в Ираке сегодня. Буш бледнеет, открывает рот в удивлении и не веря своим ушам. Затем закрывает лицо руками и произносит — Боже мой!! Боже мой!!! — Господин президент, конечно, ужасно, что мы теряем солдат в этой войне, но я никогда не видел вас в таком состоянии. Буш поднимает голову и спрашивает: — А сколько нулей в одном бразильоне?

In English, the phonetic similarity of Brazilian and the numerals million, billion is played up to emphasize the stupidity of George W. Bush, who is considered the stupidest president of America, as evidenced by the numerous Bushisms that are actively studied in modern political rhetoric and other areas of the Humanities knowledge.

It is known, that the pun is a complex linguistic formation, a special key semiotic sign in a text that reveals the fictitiousness of a hypothetical similarity, therefore, the transmission of a pun takes a special place in the theory of translatability and translation practice, falling into the list of ‘untranslatable’ phenomena. The pun based on homonymy is rarely conveyed in translation discourse, since “resource latency” occurs due to the lexical and grammatical features of various national pictures of the world.

“Which month do soldiers hate most? March!” (SuperJokes.Net., 2020). In this case, one can appeal to the semantic analogue in the Russian language in order to achieve the necessary pragmatic effect. Thus, translation dilemmas can be solved with the help of alternative constructions in the formulation of verbal realities “not of their own meanings”.

Discussion

Summing up, we come to the conclusion that the interpretation of the joke includes the meaning of transposition of many explicit and implicit meanings, which are reflected in the translational linguo-cognitive picture of the world, therefore the search for a translation solution is a complex heuristic process, “the axiological dominant of which is harmony” (Kushnina L.V., 2012). The translation discourse, which today is the subject of scientific reflection, which until recently was of a prescriptive nature, is considered within the framework of our study as a complex semiotic process, a secondary sign system that implements the equivalent cognition of communicants in conditions of interlanguage asymmetry, developing the ideas of the skopos theory.
References


DIGITAL SOCIETY IN THE CONTEXT OF TRANSFORMATION OF THE MODERN MEDIA SPHERE

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Abstract. The purpose of this study is to analyze existing interpretations of the digital society and determine its main characteristics. Methods: The modern social system requires an interdisciplinary research approach. The study of digital society in the context of the transformation of the modern media sphere involves the method of interdisciplinary analysis and synthesis. The work used methods of logical analysis, description, and generalization were used. Results: Agreeing with existing statements, we note that the concept of the information society has not lost its relevance, continues to develop and acquires new characteristics in connection with the processes of digitalization. Given the fact that information is one of the most important needs of a person, it should be borne in mind that a balance is important: a lack and an overabundance of information can lead to negative consequences. The result of these changes is a digital society that is characterized by many contradictory phenomena. And the first of them is the confrontation between the concepts of “information” and “knowledge”, in connection with which, since the second half of the last century, discussions have not ceased about what information has value and what can be considered knowledge, in which case information passes into the category of knowledge. At the same time, it is impossible to deny the significant influence of mass communications on the psyche of consumers of any age, which forms the agenda, universal values, and personality-forming factors. A new type of personality is being formed — the Informational Person (Homo Informaticus), who lives in a fundamentally new society based on knowledge. In modern conditions, when the sensitivity of society to information is high, we can note the negative factor of socio-psychological influence on each individual. Morality, ideology can be destroyed under its influence. At the same time, the availability of information must grow and contribute to the growth of human intelligence.

Keywords: digital society, digitalization, information space, media convergence, Homo Informaticus, media sphere

Introduction

The main criteria for a digital society are: an increase in the share of the economic component and the spread of ICT. The condition for the
development of a digital society is an increase in the volume of information, the objective need is the use of ICT, the result is an increase in the share of the non-material sector in the economy. Thus, a digital (information) society is a system of relationships between individuals, due to the process of information exchange, which is due to the processing of information received and contributes to the quality of decisions made.

The problem of updating personnel capable of working in a multitasking environment is becoming an urgent need for business structures. The density of the information field is growing, the mass media are becoming an integral part of the life of every consumer, and in this regard, the information and communication function appears to be the most relevant both in business and in everyday life. The most knowledgeable people are successful today, and timely information is the key to the effectiveness of any business.

Have an opinion, it is often argued that humanity is entering a new era of digitalization, having moved from the information society to the digital one, which is already called “society 5.0” (this type was preceded by 4 historical types of societies: hunters and gatherers, agricultural, industrial, and information (“society 4.0”).

E.E. Krieger notes that “we are in a time that introduces us to a different civilization of the digital world and as a consequence of the digital society. This creates a new socio-cultural situation of human development and raises new questions related both to the understanding of the digital society itself and to the formation of the individual in it” (Krieger E.E., 2018: 30).

According to Derevyanchenko A.A., “the concept of an emerging digital society in sociology does not yet have a clear interpretation. In a first approximation, we can say that this is a society in which information and networking, information and communication technologies, local and global computer networks play a crucial role in organizing and regulating people's lives; this is a society in which digital communication and virtual communities begin to dominate live communication and real communities.” (Derevyanchenko A.A., 2019: 16). The author emphasizes that the skills of working with information sources, the ability not only to search for information, but also to analyze, learning from childhood to “filter” information flows are necessary conditions for “successful human existence in a digital society” (Derevyanchenko A.A., 2019: 19).

**Purpose/objectives of the study**

The purpose of this study is to analyze existing interpretations of the digital society and determine its main characteristics, taking into account the transformation factor of the modern media sphere. The objectives of the study is to substantiate the concept of “media sphere”, consider it in a number
of definitions of “media environment” and “media space”, and clarify the wording of the term.

**Methodology**

The modern social system requires an interdisciplinary research approach. The study of digital society in the context of the transformation of the modern media sphere involves the method of interdisciplinary analysis and synthesis. The work used methods of logical analysis, description, and generalization were used.

**Results**

Agreeing with existing statements, we note that the concept of the information society has not lost its relevance, continues to develop and acquires new characteristics in connection with the processes of digitalization. It becomes obvious that in the new conditions life will not be the same, changes in connection with the comprehensive significance of information concern every representative of modern society, all spheres of human life.

Given the fact that information is one of the most important needs of a person, it should be borne in mind that a balance is important: a lack and an overabundance of information can lead to negative consequences. The modern information field is oversaturated, and global information flows are becoming more intense. Information explosion is inevitable, some researchers believe, which leads to the transformation of earth's civilization. We are talking about an information explosion, expressed “in a steady increase in the volume of information: in 2018, according to a study by IDC and Seagate Technology, the total amount of data in the digital universe is 33 zettabytes, and by 2025 it is projected to increase to 175 zettabytes” (Krivoshapko Yu., 2019)

The result of these changes is a digital society that is characterized by many contradictory phenomena. And the first of them is the confrontation between the concepts of “information” and “knowledge”, in connection with which, since the second half of the last century, discussions have not ceased about what information has value and what can be considered knowledge, in which case information passes into the category of knowledge.

According to F.A. Ermirzoeva, information can become knowledge only if the consumer is highly intelligent, this process depends on “his social, cultural and economic existence”. The cognitive process is valuable precisely for those factors that affect personal development. (Ermirzoeva F.A., 2018: 54–55).

Today, one of the most significant contradictions is associated with the concept of “social mood”, which is formed under the influence of a number
of different phenomena, including a variety of emotional and sensory experiences, ideas, achievements and failures that occurred during life.

Recently, many experts are concerned about the threats that arise in connection with the compaction of the information field. There are both psychological and social factors of dependence on information flows. It is difficult for a modern person to distinguish between them. To do this, critical thinking and an analytical view of events must be developed, while maintaining a system of values based on the moral foundations of society. At the same time, human intelligence develops, enriching itself with new knowledge that should be available to each individual. This is how scientific knowledge develops, new technologies appear, which leads to new achievements of civilization. But the problem of degradation due to information saturation, as the other side of the coin, is becoming more and more obvious and frightening. Unfortunately, experts are increasingly noting the intellectual degradation of the part of the population that is not easy to comprehend and assimilate complex semantic structures, analyze current events, cause-and-effect relationships, and logical conclusions.

Discussion

The formation of a digital society is directly related to the transformation of the media sphere. It is obvious that along with the spheres of social life, economic, political, social and spiritual, a new one is being updated — the media one. The term “media sphere” is widely used in the scientific literature, often without specifying the meaning, while along with it such definitions as “media environment”, “media space”, “media landscape” are used as synonyms.

Modern media space especially organizes information relations between individuals in the process of collecting, processing and presenting information, which requires a meaningful analysis of this phenomenon. The information space as a sphere of interaction between the user and various communities is present in the activities of each mass media. The sociological approach allows us to consider the media space in this interpretation. Sociology of media, sociology of culture, sociology of public relations allow analysis of socio-cultural factors media: types and formats the relationship between the communicators, the specificity of new media, audience segments and their features, social media functionality, etc.

If there are many approaches to the interpretation of the concept of “media space”, there are several General characteristics that the authors point out:

— mass communication media (in particular, mass media) are the core of the media space;
— the media is an active actor in the formation of other types of spaces: social, educational, cultural, religious;
— changes in the media space and in society are interrelated and interdependent (the media space reflects the leading trends in the development of society, in turn, this allows us to study its development in the context of ongoing transformations);
— in the media environment (mass media), a picture of the world is formed, that is, the media environment is the basis for a socially constructed understanding of events occurring in real life;
— the media space, as a special complex system, has a specific set of structural elements that obey the General laws of the development of the whole.

Sidorov V.A. (2015: 33) considers the concept of the media sphere through the prism of the value aspect, he writes: “Of course, describing the channels of communication that saturate the media sphere, we will first of all name the mass media, both in their traditional forms (print periodicals, TV and radio broadcasting), and in the forms modernized by the new network environment. It is the media, partly social networks, that are the main channels of communication, which EN masse, but at the individual level, bring to the consciousness of the person the values they affirm, reflect on their interpretations and updates from society.” Thus, the author presents the media sphere as “the media area of the cultural existence of mankind” (Sidorov V.A., 2015: 33). Buryak M.A. was the first to attempt to conceptualize this concept, and therefore conducted an expert survey on the definition of the concept of the media sphere. Summarizing the data obtained, the researcher considers the media sphere as one of the public spheres in which the other four are involved. In the end, the author gives a definition of the media sphere, including the main factor in determining the media text: “The media sphere is a collection of ideas, topics, opinions, and other non-material entities represented by media texts that have the following characteristics: importance, significance for different groups of audiences, momentary, topical, and open to multiple interpretations” (Buryak M.A., 2014: 209). In our interpretation of the media sphere, we are based on the macrosociological sphere approach, accepting the fact that the media sphere penetrates into all these four spheres of public life, as a result of which their close interaction is formed. The key word in the already established formulations of the economic, political, spiritual and social spheres of society is the word “relations”, which, in our opinion, should be the starting point in the formulation of the fifth sphere of society’s life.

The media sphere is a set of relations and interactions between people who are producers and consumers of mass media products of economic,
political, spiritual or social significance, represented in traditional and digital information resources.

The emergence of the information society was preceded by the development of the information space. The formation of “information consciousness” can be judged by the fact of the availability of information and the increased standard of living of society. At the same time, the problem of human consciousness lagging behind rapidly developing digital technologies is becoming one of the most urgent. The accumulated baggage of information has a negative impact on each subsequent generation. The question of its processing and assimilation is becoming more acute. If the time comes when this becomes impossible, this factor will indicate the complete degradation of humanity.

**Recommendations**

Any organizational structure that is professionally engaged in information should have a responsibility to society, which can help slow down and stop regressive processes. The key to the development of universal principles should be a value approach that will allow solving emerging problems from the perspective of forming a media culture, the level of which can be determined by the presence of certain qualities of each person. Only a moral society can apply new technologies for the purpose of progress and growth in all spheres of life. Further progress in the development of the digital society is possible only if a meaningful attitude to the analysis of its threats and advantages is taken. This approach can qualitatively transform the life of society and have a positive impact on each of its individuals.

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EXPLORING NECESSITY OF SMART MANAGEMENT FOR MILLENNIALS IN DIGITAL SPACE

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Abstract. Millennials are the generation that leave jobs and migrate in digital space, becoming digital nomads much more frequently than other generations. They show a lack of loyalty to employers (PWC's NextGen, 2013) and that is why they are more likely to choose self-employment or remote work. Millennials as a significant part of the global workforce are becoming less available for modern corporations and less ‘manageable’ for the government.

This research aimed to understand millennials’ organizational behavior and explore “smart management” options for optimization of Digital Nomads work and integration of them into the regulated part of the economy. Research strategy included both theoretical analysis of academic and corporate research and empirical data analysis. Theoretical analysis showed that the digital employment market has been growing since the end of XX century and it is enough evidence to reveal that Millennials represent the huge part of Digital Nomads. It represents the part of the modern shadow economy. It is an obstacle for “smart management” implication.

The empirical part of the research included thematic data analysis of in-depth interviews with 17 Millennials (10 women and 7 men) with different cultural backgrounds: British, American, German, Jordan and Russian. Gender and cultural mentality did not affect research results significantly. It was founded that Millennials have common generational values: value of time, desire to make a difference, care for ecology and society, collaboration, value of feedback on work performance. Millennials also value a work-life balance and if an employer cannot provide opportunities for that ‘balanced’ lifestyle, they will not stay long in the company. Self-identification crisis and anxiety caused by the VUCA (Volatile, Uncertain, Complex, Ambiguous) world force them to change jobs frequently and migrate to the digital space. They constantly seek for new opportunities for growth as professionals to relieve the anxiety. However, modern organizational structures cannot offer a clear promotion system and motivational strategy. That is why Millennials need “smart management” for effective functioning in the digital society. The further research on the influence of Millennial generational traits on remote work performance during COVID-19 pandemic, it is crucial for a “smart management” strategy development.

Keywords: Millennial, Freelancer, Digital Nomadism, E-lance Economy, Digital Labour Market, Smart Management
Introduction

Generation Y is the most represented generation on the modern labour market. Millennials are an over-protected generation: parents structured their time and raised them in an atmosphere of hard work as a key condition of success. (Howe & Strauss, 2000). These kids faced ambiguity of modern world as young professionals and now they are experiencing self-identification crisis (Shamis, 2017). They don’t know what to expect from future and how to prepare for it, in other words, they face crisis of uncertainty, caused by global transformations of social system (Vasilenko, 2019) and fluidity of modern world (Kravchenko S.A., 2019). This situation needs a socially oriented turn from digital policy towards “smart management” to be solved (Tikhonov A.V., et al., 2020: 74).

There is a special group of Millennials represented on the labour market — digital nomads and freelancers. It must be noted that digital nomads are not necessarily freelancers or self-employed. They can be regular company employees with only difference — they function in digital space instead of office space. Digital employment is not only a profession, it also includes specific lifestyle and common everyday routine culture.

Basic values in russian society are controversial. On the one hand, there is a trend of return to patriarchal family values. On the other hand, most of corporations transfer stable office employees on distant work options. What might cause controversy? Globalization and digitalization expand social space by virtual one, with nearly endless opportunities for new cultural images development; and lead to modern values spread in the society (Kashina M.A., et al., 2019: 27).

Purpose of the study

The study aims to understand Generation Y (and digital nomads among millennials) on labour market; to consider opportunities for more effective smart management of digital labor market.

Methodology and subheadings

Research methodology includes theoretical analysis and empirical research based on semi-structured in-depth interviews (N=17). Research sample consisted of Millennials born in 1986–2000, 10 women and 7 men with different cultural backgrounds: British, American, German, Jordan and Russian. In order to avoid border generational traits in participants, people born in 1983–1985 and 2001–2004 were not included in research sample.

Theoretical analysis showed: phenomenon of freelance, including “digital employment” is rapidly developing from the end of XX century; labor markets for freelancers and digital nomads are growing and accumulating
human and social capital. That leads to destroy of cultural and human isolation. E-lance economy term appeared (Agrawal et al., 2015). There is a trend to growth share of international freelancers (from USA, Canada, Italy, Israel, Greece, Czech Republic, etc) on Russian speaking labor market. Based on the number of registered users of the largest exchange FL.ru, it is argued that in the past 10 years at least 1 million people have gained experience of self-employment in the Russian-speaking remote work market. There is an interesting relevant Russian research “Distant work labor market monitoring” — online-survey for independent professionals (freelancers) and their clients — conducted by Laboratory of economic-social research of High School of Economics: 2009 (N=8613), 2011 (N=7179), 2014 (N=10574), 2019 (N=2410). Trend for engagement of diverse professionals in digital self-employment identified. Share of freelancers with higher education increased from 54% in 2009 to 70% in 2014; with two university diplomas or PhD increased from 8% to 19%. Age of freelancers increased from 26.6 years old in 2009 to 31.5 years old or 2014; share of freelancers 40 years old or older is growing. This makes grounds to assert that the biggest share of freelancers are Millennials. It explains why international corporations invest in qualitative and quantitative research of Generation Y on the labor market every year. According to research conducted by PWC in collaboration with LSE and South California University (data included online survey, offline interviews, focus groups) (PWC’s NextGen, 2013) Millennials will be 50% of the world workforce. Forecast has limitations: age borders of Generation Y (1980–1995) are not certain. The most of research sample belongs to Generation X, some of them belong to border generation X-Y. The huge part of Millennials (born after 1995) was excluded from the research sample.

Deloitte corporation identified that millennials prefer meaningful work, value focus on customer support and high quality of product or service; one in three millennial plan to change workplace in next 5 years (The Deloitte Millenial Survey, 2016, 2017).

Millennials are more satisfied and happy than other generations; a smaller number of them are religious (in comparison with other generations) (Strebkov D.O., et al., 2016).

Research methods: semi-structured in-depth interviews (N=17). Research sample consisted of Millennials born in 1986–2000, 10 women and 7 men with different cultural backgrounds: British, American, German, Jordan and Russian. In order to avoid border generational traits in participants, people born in 1983–1985 and 2001–2004 were not included in research sample.
Findings

As a result of in-depth interviews analysis, common themes, reflecting generational values that explain millennials' behavior on the labour market, were identified.

**Self-identification crisis of Generation Y**

Millennials try to find answers to questions like “who I am?” “who are we?” (as a generation) in this ambiguous, complex world in global crisis and emerging changes. They want to be heard:

“Also it is good to be heard at the workplace. I used to work in a team where I was the youngest member at that time. And it’s very important for me to take me seriously and appreciate the work that I am doing”...

Participants express desire to find themselves, find the job they are good at and be able to fulfill their potential. Millennials find answers to these questions in corporate structures; try to reflect themselves through work they are doing; they want to be heard in organizational culture and be able to make difference:

“... I need to feel a purpose at work and to find myself in it”;
“I haven't found something I am good at in this field”;
“I haven't fulfilled my potential”...

**Desire to make difference**

Millennials want to make difference in the social structure and organizational structure of companies they are working in (Deloitte, 2016). They try to make world a better place and want organizational structures to give them opportunity to do that:

“I just wanna do something that help society”;
“...like values I believe in: helping people, making difference in other people’s lives”

Millenials value freedom of expression as an important part of their work in an organisational structure. This is also connected to millennial self-identification crisis:

“They encourage me being be, they did not try to change me into becoming, you know, traditional teachers... So I was free to do whatever I want as long as I get information that I need to”

“I value freedom of expression and understanding employer. But in my current job, I do not have any creativity, because my employer want me to be creative, but every time I come up with ideas, they don’t like it”
The image of success for Millenial

Millenials value the feeling of achievement more than other generations (Gibson et al., 2009), success is an important topic for them. Participants felt anxious while answering questions about success. Some of them tried to persuade the interviewer that they are successful in some aspects. Nevertheless, all of them noted that they do not feel completely successful:

“Uh, wow!. In some aspects, yes, I do feel successful like I’ve got corporate experience; I’ve mastered social skills. In general, I don’t feel completely successful. I feel that I still have so much more to do, so much to work on to fulfill my potential and so. Yeah, that’s how I feel about success”...

But some participants demonstrated indifference to success. This might be caused by anxiety in competitive organisational structures:

“I don’t aim being successful”
“I try not to think about success”...

The definition of success for millenials is complex and includes not only career. Harmony and balance of all spheres of life is their generational value:

“Success is when you achieved happiness, when you are satisfied with where you are. It's when you achieve what you wanted, when you have experience to share with the younger generation”;

“For me success equals happiness. And happiness for me is when all of your life dimensions — family, career, friends, etc — are in harmony. When you achieve this, it is success”.

Anxiety caused by instability of modern world

Millennials turned into adults in VUCA world (Volatile, Uncertain, Complex, Ambiguous) (Bennet & Lemoine, 2014). They want certainty and stability in career path; they want to navigate in organizational structure easily like their parents did:

“There is no clear promotion design in the company. It is not like you are working hard and get promotion. It works another way that is ambiguous for me”;
“I want something that I can move upon. Even if I am starting at the bottom, I want to be sure that I can work way up in the company”.

Discussion & Results

Millennials included in research sample:
— feel anxiety associated with success as a topic; want to succeed in everything: meaningful job, lifelong development, work-life balance, qualitative time with family and friends, active social life. All of these dimensions must be perfectly balanced;
— have generational values: time, work-life balance, collaboration, care for ecology and society; they value feedback at workplace;
— associate themselves with an organizational structure they are working in; define themselves by work they are doing. That is why they demand a positive image of their employer, they want to be a part of something that makes world a better place. Millennials change workplace or even career strategy when they face ambiguity of a promotion system in organization.

Results showed that the social identity of Millennials is far from marginality, it is not split or fragmented. Millennials are trying to find answers to crucial life questions; exploring themselves and the world. They experience self-identification crisis. Anxiety caused by modern world changes forces them to migrate from one structure to another one, seeking for stability and “smart management”. These factors contribute to the hybrid nature of their [millennials’] personal and social identity (Bogard W., 2000). Self-employment “...represents not only a form of economic activity, it also includes culture and way of living, based on values of personal and labour autonomy and independence (Nosova S.S., et al., 2013).

Nomading millennials on distant work labor market are not institutionalized and usually represent a part of “shadow” economy. Government control is not effective on the internet space. Work in digital space means a high risk of violation of employee rights. The transborder line nature of distant work labour sector is noted. “Smart management” appears as a part of socially oriented programs, aimed to identify problems and find solutions based on knowledge about Millennials (as subjects of managements) provided by “organized social feedback” (Tikhonov A.V., et al., 2020: 80). The main target audience will be interested groups of freelancers. Nowadays modern forming “smart management” institutions are only represented by distant work exchange and self-employed tax registration (with further tax payment).

In 2020 situation on the labor market is still changing. Geoclimatic, social-political, psychological and economic changes (including labour and family migration, business internationalization) will encourage growth of nomad flows and number of digital nomads in context of establishing global informative-communicational hubs of the universe (Arpentieva M., 2017). Emerging COVID-19 pandemic period facilitates expansion freelance and distant Millennials challenge massive organizational structures by lack of loyalty to employer and frequent job change. It is interesting to explore the future correlation of millennials' job satisfaction with generational values of different digital work formats and its influence on work effectiveness and
career mobility in digital society context. Further research of these phenomena is crucial to smartly manage Millennials in the digital labour market.

References
HYBRID EMPLOYMENT AS A TOOL FOR INCREASING THE ATTRACTIVENESS OF THE CIVIL SERVICE FOR YOUNG SPECIALISTS

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Abstract. The Covid-19 pandemic has led to a serious change in labor organization processes all over the world. Russian organizations, public and private, in various lines of activity, were no exception, actively making use of and adapting new tools and formats of work activity under epidemiological restrictions. In particular, hybrid employment became one of such tools. The aim of this essay is a thorough analysis of hybrid employment, and the substantiation of the possibility of its continuation after the end of the Covid-19 pandemic in order to form an attractive image for Russian government service.

In our research we employed a SWOT analysis of this particular tool, studied the changes introduced into the legislation of the Russian Federation regarding the character of the labor organization, and determined hybrid employment’s place in the motivational and general systems of management for governmental organs.

In addition, in the preparation of this article, 83 federal and regional government civil servants were polled about the effectiveness of the organization of a remote workplace by organs of the government of the Russian Federation during the Covid-19 pandemic.

The data obtained through our polling and research allow for the following assertions:

— over the course of the Covid-19 pandemic, a desire for change in work structure and the implementation of new tools developed within the professional community of Russian state servants;
— hybrid employment is on the list of tools that government civil servants want to see introduced, and the practical implementation of this tool in Russian institutions will not meet substantial legislative restrictions or organizational and technical difficulties;
— hybrid employment as a workforce tool could serve as a motivating factor for the retention of those that already work in the state organs, and also as an advantage in the choice-making process for candidates searching for a future place of work.

Keywords: civil service, motivation, combined employment, post-Soviet generations
Introduction

Academic Russian literature has already been discussing the effectiveness of the organization of remote workplaces in various economic realms and public spheres for several years. Moreover, while, before the Covid-19 pandemic, this question was only of substantial importance for certain professional organizations, by now it has grown to an All-Russian national scale.

This fact is confirmed by the federal bill of Federal Assembly of the Russian Federation “On the introduction of changes to the Labor Code of the Russian Federation in particular regulating long-distance and remote work”. The bill in question, among other things, proposes the addition of the following concepts to the Labor Code:

— long-distance (remote) work;
— temporary long-distance (remote) work (accounting for the temporary realization of one’s job functions outside of the standard workplace);
— hybrid long-distance (remote) work (accounting for the combination of labor at one’s fixed workplace and long-distance (remote) work).

The results of monitoring the economic situation in Russia show that remote work could become a medium-term, or even long-term, development trend on the labor market after the end of the Covid-19 pandemic (Gurevich V.S., et al., 2020: 60).

As early as in its 2015 “Workplace 2020” report, company Kelly Services noted that organizations all across the world aim to increase the flexibility of their workplaces in order to attract the broadest pool of candidates (Consulting company Kelly Services, 2015: 8). According to the results of the experts’ polling in this study, the concept of a flexible workplace could include a flexible schedule, part-time employment, having multiple jobs, a remote workplace, and also virtual teams and project work.

The results of recruiting company Hays’ study, obtained in 2014 through the questioning of 1,000 Russian citizens from the age of 18 to 30, confirm this thesis (Consulting company Hays, 2014: 6). Forty-one percent of respondents declared a flexible schedule one of the most important work condition factors. For 28% of the surveyed, a flexible schedule was one of five attractive incentive factors. Moreover, 24% also singled out the possibility to work from home as the most attractive incentive.

Thus, as studies show, an employer’s use of progressive practices of labor organization, including hybrid employment, is becoming one of the most important criteria for young specialists when choosing a future place of work. Such large-scale changes in the structure of labor cannot completely pass by the government civil service.
Experience shows that currently the Russian system of government civil service does not adapt fast enough to changing conditions of competition even on the internal labor market. This is testified to a study done by the recruiting portal HeadHunter, surveying 735 candidates from the ages of 14 to 22, thus meaning overall candidates pertaining to Generation Z. Only 19% of them wanted to become civil servants, which is exactly two times less than wanted to according to the results of an analogous poll three years ago (Smertina P., 2019: 15).

Considering the data cited, the system of government civil service should increase the degree of its own competitiveness in order to have the opportunity to attract the best personnel.

Despite current uncertainty regarding the concept of Smart Governance, it lies at the methodological basis of this article. In the context of this approach it involves an aggregate of principles, factors and possibilities, that together make up a form of administration capable of managing the social conditions and needs of the modern knowledge society (Willke H., 2007: 72).

The transition to digital tools of government servant labor organization and an overall radical transformation of the work environment of government organs is one of the most important principles of this approach. The idea, linked to fundamental changes in society, of the digitization of the state apparatus, is a part of this conception (Deakin M., Al Waer H., 2011: 143).

The authors of this article also emphasize the intergenerational adaptation of government civil service and the increase in attractiveness of this system of labor organization for new generations: the Reform Generation (X), the Millennial Generation (Y), and Generation Z. The authors also embrace V. Radaev’s hypothesis of a social fracture, which proposes the idea of substantial behavioral changes between Soviet and post-Soviet generations (Radaev V.V., 2019: 49). Within the framework of this theory, intergenerational changes inevitably influence both the structure of social relationships and the labor market in Russia, making it necessary for any social system to adapt to these changes. Even government service is not an exception.

Objectives/Purpose of the study

The objectives of this study are as follows:
1) a thorough analysis of hybrid employment as a progressive tool of workforce organizational policies;
2) an analysis of the remote workplace as a way of realizing hybrid employment;
3) a review of the regulatory and legal framework of the Russian Federation so as to find the possibility of the realization of hybrid employment in the government civil service of the Russian Federation;
4) an evaluation of the effectiveness of the organization of a remote workplace by organs of the government of the Russian Federation during the Covid-19 pandemic on the basis of data obtained by polling government civil servants;

5) a theoretical and practical substantiation of the possibility of the prolongment of the usage of hybrid employment after the end of the Covid-19 pandemic in order to create an attractive image of Russian government service among candidates.

Methodology

While preparing this article, the authors conducted a survey: “Effectiveness of the organization of a remote workplace by government organs of the Russian Federation during the Covid-19 pandemic”.

The research took place from May 11 to June 1, 2020, and 83 participants took part. The total population of this research was made up of federal and regional government civil servants of the three youngest generations, as according to the classification system of V. Radaev (Reform Generation, Millennial Generation, and Generation Z).

Of the total number of polled participants, more than half — 60.2% — of respondents work in the central apparatuses of various federal departments. Employees of territorial subdivisions of federal government organs made up 9.6% of participants, and employees of regional departments made up 30.1%.

The age composition of our respondents confirms that the total population was represented in our selection sample: employees from the ages of 18 to 25 years represented 31.3% of respondents, from the ages of 25 to 35 represented 54.2% of respondents, and from 35 to 45, 14.5%.

Results/Findings

We obtained the following data from our survey: “Effectiveness of the organization of a remote workplace by government organs of the Russian Federation during the Covid-19 pandemic”.

Among the surveyed, 71.7% had to work remotely during the pandemic. Moreover, half — 51.2% — of the surveyed indicated that their department transitioned completely to remote work, but that managerial personnel of their structural unit stayed at the workplace.

The absolute majority — 88% — also indicated that their departments proved technically ready for the organization of mass remote work. Further, this is an important confirmation of the thesis that the organization, tool even today, of hybrid employment as a motivational would not require substantial financial expenses or organizational and technical changes.
Among respondents, 77.1% confirmed that the remote workplace connected to their individual personal computer included a connection to all internal informational systems of the department, as well as to federal government informational systems.

An analysis of the frequency of the appearance of technical problems during the organization of a remote workplace showed that the most frequent problem was employees’ home provider having a low quality internet connection. While there were technical problems from the institutional side, respondents did not report them as the most frequent problems.

Only 20.5% of the surveyed unambiguously declared that continuous remote employment lowers their productivity. At the same time, 27.7% believe that their productivity increased while remotely employed, and 51.8% noted that the productivity of their work increased in the case of hybrid employment.

The survey ended with a question about whether or not employers would support the inclusion of the possibility of hybrid employment in their employment contract given the necessary technological solutions. The majority — 81.9% — gave their support for such an initiative, which means that overall, during the Covid-19 pandemic, a desire for change in work structure and the implementation of new tools developed within the total population.

We also discovered that Russian legislation is actively adapting to the social changes that are occurring. As we were preparing this essay, a federal bill “On the introduction of changes to the Labor Code of the Russian Federation in particular regulating long-distance and remote work” was already introduced to the State Duma of the Russian Federation, adding the following concepts to the legislation of the Russian Federation: remote work, temporary remote work, and hybrid remote work.

Conducting SWOT analysis of hybrid employment revealed the main strengths, weaknesses, opportunities and threats of using this tool in the government civil service. We also came to the conclusion that the partial introduction of remote employment, with a proper organizational, managerial and technological approach, would not conflict with Russian institutions’ cybersecurity policies.

However, in our study, we came to the conclusion that hybrid employment cannot be the unconditional right of every civil servant. It is, rather, a privilege which should be granted to certain employees, only as an incentive, and only if such a form of employment would not harm their productivity in fulfillment of their main duties.
With that in mind, hybrid employment assumes a special meaning particularly as a motivational tool. Here are several of the most frequent examples of the use of hybrid employment in such a context:

— as part of a compensation package for unpaid overtime, a non-standardized work schedule and work over the weekends or on holidays;
— as a way of retaining the most qualified specialists and workers with unique expertise;
— as an additional stimulus for increasing the skill level of department employees;
— as one of the components of the creation of an attractive image of the government civil service of the Russian Federation for young candidates;

Thus, taking into account the current situation, we came to the conclusion that hybrid employment could find a broad range of application in the government organs of the Russian Federation.

Discussion

In Russia, not enough attention is as of yet devoted to the question of the adaptation of federal institutions to the career expectations of post-Soviet generations. Moreover, if under current conditions a radical change in approach to the organization of the activity of state organs is impossible, then a targeted introduction of progressive personnel management tools, such as hybrid employment, could easily become the first step on the path to the creation of workforce policies that would stimulate the emergence of youth in the ranks of departments of all levels.

The data we obtained over the course of this study confirm this hypothesis. The majority of respondents — 81.9% — would support the inclusion of hybrid employment in their work contract. It is clear that a public opinion about new formats of labor organization is currently in the process of being formed. This process was substantively hastened by the Covid-19 pandemic and forced transition of the majority of organizations to hybrid and other forms of employment.

The empirical data obtained for this article and the conclusions drawn from it could certainly be used by the human resources departments of individual government structures in substantiation of the necessity of the publication of local regulative legal acts on the introduction of hybrid employment in their own department.

They could also be used by the Ministry of Labor and Social Protection of the Russian Federation during the development of methodological recommendations regarding the management of government civil servants of the Russian Federation, as well as by specialized academic and professional communities during the development of materials for the
substantiation of the use of remote technology and hybrid employment in Russian institutions.

References


COVID-19 “INFODEMIC”: THE CASE OF THE IBERIAN PENINSULA

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Abstract. The coronavirus pandemic (SARS-CoV-2 or COVID-19, 2019-nCoV), which, according to the Chinese office of the World Health Organization (WHO), began to spread from Wuhan no later than December 2019, now has secured its place among global security challenges. Scientists are trying to develop a vaccine against the 2019-nCoV virus, and WHO is helping them. According to the Nature magazine, in April 2020, more than 90 vaccines against SARS-CoV-2 were in the development of a number of pharmaceutical companies (for example, Moderna, Pfizer, Johnson & Johnson, GlaxoSmithKline) and research groups at universities around the world. Researchers tested various technologies, some of which had not previously been used in licensed vaccines. For example, creating a vaccine based on the DNA or RNA of a virus. These methods are very tempting because they can produce a vaccine in three months. But so far they have not proved their effectiveness.

In some countries, at first, there was significant progress in the fight against the pandemic COVID-19 (Italy, France, Spain), while in others (Brazil, Argentina, Peru) it reached monstrous proportions. However, as soon as the authorities began to weaken the quarantine regime (June-July 2020) and life began to return to a normal rhythm, new outbreaks of SARS-CoV-2 appeared with the beginning of autumn, marking the “second wave”. The WHO accepts that for 11 nations in Europe there is an especially hazardous circumstance, a huge flood, which, without control, will by and by place wellbeing frameworks in Europe on the edge of the pit. The situation was largely complicated by the Schengen rules, which regulated the abolition of border controls at internal borders and the resumption of the tourist season from July 1, 2020.

An “infodemic” is an overabundance of information that occurs during an COVID-19 epidemic. As it was mentioned in September 2020 by the WHO organization the Coronavirus disease (COVID-19) is the first pandemic in history wherein which technology and social media (LiveJournal, LiveInternet, Twitter, Facebook, ect.) are being utilized for an enormous scope to guard individuals, educated, gainful and associated a similar time, the innovation we depend on to
keep associated and educated is empowering and intensifying an infodemic that keeps on sabotaging the worldwide reaction and imperils measures to control the pandemic. During pandemic time, more so than in normal life, people need accurate and correct information to adapt their behaviour.

In this paper, we will try to outline some trends in the fight against the pandemic within the countries of the Iberian Peninsula, special attention will be paid to information coverage of this process and misinformation (fake news phenomenon). This makes it difficult for people to find reliable resources and reliable guidance when needed.

**Keywords:** COVID-19, pandemic, Spain, Portugal, the Iberian Peninsula, Europe, EU, infodemic, fake news, WHO

### Introduction

The 2020 pandemic of COVID-19 has been accompanied by a massive “infodemic” — “an overabundance of information, both online and offline”. It includes attempts to deliberately disseminate misinformation to undermine public health responses and advance an alternative agenda for groups of people or individuals (World Health Organization, 2020). The pandemic of COVID-19 besides evident physical illness and suffering has created the environment, which bred a multitude of falsehoods as truth has become a matter of life and death.

Misinformation can amplify humanity’s challenges. In such circumstances conspiracy theories, fake news are floating around. Some of this COVID-19-related “infodemic” rumors, stigma, and conspiracy theories circulating online, mainly in social media, may be potentially harmful. Fake news is regarded as one of the biggest threats to democracy, social justice, freedom of press and speech. It weakens the public’s trust in the government (Zhou, Zafarani, 2020).

Of course, the traditional challenges as the possibility of nuclear war or a new military conflict, international terrorism, growing migration, economic turmoil and social inequality have not disappeared anywhere, but they have slightly receded from the focus of the international community in 2020.

The Kingdom of Spain was one of the hardest-hit countries in EU during the first wave of the COVID-19 pandemic. As for the Portuguese Republic it suffered less during first wave (March-June 2020). On October 2020 Portugal is still only at the “beginning of the second wave” of infections while Spain is in the in the eye of the COVID-19 pandemic storm. Parallel to these two waves of the pandemic in both countries we observe a surge of fake news on COVID-19, which contradicted the official messages, in social networks. Especially, Facebook groups and WhatsApp and the consolidation of TV programs on mystery and esotericism.
The **objective** of this research — the phenomenon of fake news spreading in the context of COVID 19 infomedic in Spain and Portugal.

**Fundamental Theories (literature review)**

To understand how current media create fake news and how they spread across the globe we must examine the history of news media, how mass-media industry develop, then we must research the post-truth concept and the various technologies mass-media utilize. If we want to investigate the relationship between media and consciousness we should use the works of theorists that have tracked this relationship for decades. Following the works of Guy Debord (Debord, 1983), Michael Schudson (Schudson, 1989), Michel Foucault (Foucault, 1980) this section of literature review examines the various ways that media affects both the individual and collective consciousness.

Our research also pays special attention to the political economy of media and communication. The study of political economy of the mass media continues to grow and evolve. We can name different bodies of work about political economy of media and communications. *Media and labour*. Communication and information have become a key part of this marketization process (Murdock, Wasko, 2007). James Curran and Michael Gurevitch (Curran, Gurevitch, 1996), Ben Bagdikian, (Bagdikian, 2000) argue that the mass media is the primary industrial and commercial organization that produces and distributes goods. *History of Social Media*. Emergence of Myspace in 2003–2004 made a revolution in the Internet and became popular with individual users (Allgaier, 2018). It was the most visited social networking site in the world from 2005 until early 2008. Myspace decidedly fell out of popular when the competing social networking site Facebook (appeared in 2004) overtook MySpace in April 2008 in the number of unique worldwide visitors.

We also have discussed media, communications, and fake news phenomenon specifically in relation to the public sphere and with the concept of post-truth. First this term was used in 1992 by Serbian-American playwright Steve Tesich in his article “A Government of Lies” (Tesich, 1992). Since Tesich’s 1992 article the term “post-truth” seems to have lain dormant until November 2016 (Schackmuth, 2018). And then according to Google Trends, the term hit its peak popularity. Next years (2017–2020) a myriad of scientific articles and monographs about post-truth appeared (Harsin, 2018; Hyvönen, 2018; Medran, 2017).
Definition

So far, no general definition of fake news has been provided. In addition, the definition of news is becoming more and more difficult because it ranges from the description of recent, interesting, and important events to the dramatic descriptions of novel or unusual things. (Zhou, Zafarani, 2020).

To work on identifying fake news in conditions of infodemic COVID-19, it is important to understand what fake news is and how it is characterized. According to Kai Shu et al. there are two key highlights of this definition: “authenticity and intent”. “First, fake news includes false information that can be verified as such. Second, fake news is created with dishonest intention to mislead consumers” (Shu, et al., 2017).

Methodology

Since the object of our research are events in the recent past (fake news during infodemic period in Portugal and Spain) rather than individuals, the success of the analysis hinges on finding a method of examining different historical events that is still firmly grounded in sociology. One useful method often used in the study of contentious episodes is the creation of event catalogs. (Tilly, 2002; Schackmuth, 2018).

Portugal. Portugal had the first confirmed cases of Coronavirus Disease 2019 (COVID-19) on 2 March 2020. Order 3298-B/2020 of 13 March declared a situation of alert in Portugal (Despacho n.º 3298-B/2020). On 18 March the President of the Portuguese Republic Marcelo Sousa after gathering the State Council and after the approval of the Parliament, declared the state of emergency (Politica, 2020). Portugal lifted its state of emergency due to the COVID-19 pandemic first wave on 2 May 2020 (it was renewed twice on April 2 and April 16). The Portuguese government publishes numerous legislative acts as a way to mitigate the impact of the pandemic caused by COVID-19 pandemic: in fiscal stimulus, in state-backed credit guarantees, related to social security payments. As of November 2020, 5 Portugal had more than confirmed 156,940 infections and approximately 2704 deaths attributed to COVID-19 (Johns Hopkins University, 2020).

Spain. At the end of January 2020 the first coronavirus patient appeared (tourist from Germany). Spain has been one of the countries in EU hardest hit by the Coronavirus Disease 2019 (COVID-19) pandemic, with cases and deaths peaking in late March 2020 and early April 2020. Spain declared a nationwide ban on nonessential movement and closed its land borders on March 16, 2020 (Gobierno de Espania, 2020a). This situation of
alert anticipated the possibility of being extended, depending on the progression of the COVID-19 epidemic. The state of emergency ended on 21 June, Spain was registering 100 to 150 cases per day. In July-August 2020 daily counts of new cases and deaths have declined substantially since the first peak in April 2020.

The Spanish government enacted numerous emergency economic measures in response to the pandemic, including favorable loans and guarantees to help ensure companies’ liquidity. For example, in March 2020 the Council of Ministers approved a royal decree with special measures that will allow up to 18.23 billion euros (Gobierno de España, 2020b).

A variant of SARS-CoV-2 (S:A222V) emerged in early summer 2020 in Spain, and has since spread to multiple European countries. “this variant, 20A.EU1, and a second variant 20A.EU2 with mutation S:S477N in the spike protein account for the majority of recent sequences in Europe” (Hodcroft E., et al., 2020). As of November 2020, 5, Spain had more than 1.225.913 confirmed infections and approximately 38 118 deaths attributed to COVID-19 (Johns Hopkins University & Medicine, 2020).

Findings

In Spain and Portugal there are two well-defined types of scientists: scientists from universities (Autonomous University of Barcelona; University of Lisbon) and scientists who work in public research organizations (Carlos III National Health Institute; Instituto Nacional de Medicina Legal).

If scientists, who work in universities are allowed to publish their articles in their blogs with full freedom of speech, it would be impossible for a government scientist from public research organizations to do the same. They are not allowed to publish/speak without the approval of managers who are appointed by the government in office.

This led to quite a significant situation in the COVID-19 crisis in Iberian peninsula: pubic trust is placed in the information that comes through social media, especially WhatsApp, as well as through “alternative” television and YouTube. We can track down types of “pandemic” fake news texts, reporting wrong information: pseudo-medical advices; folk or religious recipes; unjustified alarmism; fake official documents; conspiracy theories. This or that text type, however, contain signs of different groups, and also, changing, move from one to another. Besides, as infodemic develops, a new, as yet unknown new, types of texts.

In this regard, it should be noted that these text types are unequal in terms of the number and possible impact on the audience. In the situation of the COVID-19 infodemic, the most widespread (and with a high degree
of trust) types of texts are not fake official documents or conspiracy theories, but texts devoted to popular and pseudo-medical methods of protecting against infection and fighting the disease.

According to the obtained data, among all the analyzed information in Spanish and Portuguese mass media about COVID-19 crisis pseudo-medical methods of protecting against infection, consistently occupy the first five places in popularity (the largest number of such tips is found on Instagram and Facebook). “As Spanish public opinion continues not to trust official sources, WhatsApp messages and YouTube channels criticizing the government have become so relevant and prevalent that the government has considered using the Prosecutor’s Office to censor this alternative discourse in the social media” (Elias, Catalan-Matamoros 2020).

**Causes of infodemic**

Evolutionary psychologists, cognitive psychologists, anthropologists, folklorists, and quantitative social media researchers are mainly engaged in research that answers the question of why people begin to spread rumors, conspiracy theories and fake news at the time of disasters and pandemic:

- Rumors, gossip, including pseudo-medical advices exchanging — is a natural process in human societies. This circulation of information helps to strengthen social bonds between the narrator and “his group” (Giardini, Conte, 2012);
- There is a relationship between the spread of rumors, fake news and emotional stability degree of the narrator. Field studies show that groups of people that feel deprived in their rights are much more prone to spreading rumors and conspiracy theories (Martel, Pennycook, Rand, 2020);
- There is also a relationship between the spread of rumors, fake news and growing distrust in the government institutions and official sources of information: “One important aspect of government (in Spain) efforts to tame public opinion around Coronavirus is its misuse of language, namely the presentation of a negative reality through positive metaphors” (Elías, Catalan-Matamoros, 2020);
- There is, however, no direct relationship between the narrator's belief that the news presented is true and his readiness distribute the story. Sociologists show that people often spread information, the reliability of which is doubted. (Pennycook et al., 2020);
- Social experiments have shown that people with a high level of cognitive development correctly judge real news from fake and less inclined to distribute fake news;
- Additional aggravating circumstance accompanying all of the above, there are difficulties in rational assessment of ambiguous information inherent in the material part of the adult population.
Repeatedly by various researchers over the past 40 years an assumption was made that sounds metaphorically as follows: rumors and fake news can “infect” the person the same way as his body infects a virus, and thereby make a person change his behavior offline and online. That is why in the beginning of COVID-19 pandemic the WHO call infodemic “an enemy”.

According to the recommendations of many scientists, researchers and the WHO it is necessary to stop or slow down the spread of infodemic so that medical information reaches the public. However, the use of repressive measures, such as: blocking sources of information communication, media and social networks and messengers, the use of criminal penalties for spreading fake news do not consider recognized by the scientific and medical community as adequate measure. As such, measures are proposed educating the population the abilities to analyze incoming information: the emergence of portals dedicated to fake news analysis, the development the ability to highlight the main rhetorical strategies used in similar texts and the increasing of general level of media literacy among the population.

References


Medran, A. 2017. In the Kingdom of Post-Truth, irrelevance is the Punishment. The post-truth era: reality vs. perception. UNO 27: 33–35


