CURRENT ISSUES IN MODERN LINGUISTICS AND THE HUMANITIES

PROGRAM AND BOOK OF ABSTRACTS of the 11th All-Russian Research and Methodological Conference with International Participation

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Time limit:
Welcome speech – 5-10 minutes;
Plenary speech - up to 20 minutes;
Sessions speech - 10-15 minutes;
Debate - up to 5 minutes.

Languages: English, Russian, French, Spain

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Conference organizers
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Abstract.
The issues of formation of a new type of professional linguistic personality within multilingual mental and education discourse of Kazakhstan’s three languages education system are the subjects of this research.
Education system of the Republic of Kazakhstan is in the process of significant transformations. With the adoption of the State program of education development of the Republic of Kazakhstan the sphere of education has turned into a new level of development and functioning in which complex polylinguistic education approach is of great importance. One of the key aspects of such reforms is the multilingual policy of education; according to this policy every citizen of Kazakhstan should know at least three languages: Kazakh, Russian and English.
The problem of professional education of multilingual specialist needs to be examined in detailed and complex way; first of all due to social needs of society where multilingual specialists in different spheres of professional activities are of great demand in constantly changing labour market. Secondly, the problem of theoretical and practical approbation of educational methodical approach in the terms of education modernization is currently
essential. In the third pace is the problem of finding out the relevant criteria of professional linguistic competence for further interdisciplinary approach development, and criteria of knowledge quality evaluation. Fourthly, the lack of unified concept of multilingual education for non-linguistic specialists that could unify the results of contemporary research in the field of linguistic, psychological, sociolinguistic, didactic bases of multilingualism, higher education pedagogy and foreign language methodical training in higher education system.

As the modern university practice shows, in today’s educational programs the requirements of potential employers for language competence of graduates are increasingly taken into account. According to many experts, in modern conditions it is the labour market that determines the requirements of education level and criteria of professional language competence for graduates. The existing of at least three languages (Kazakh, Russian and English) in the context of contemporary educational system in Kazakhstan let us speak about the state language policy focused on the idea of multilingual citizenship of the Republic of Kazakhstan as one of the factors of social and economic modernization. That is why today the issues related to the development of intercultural oriented technology with the study of the multilingual phenomenon, the definition of competencies of the language personality, the creation of pedagogical conditions for the use of modern educational technologies and the organization of personality-oriented strategies aimed at the formation of a multilingual personality are highly relevant.

Taking into account the mentioned tasks and the initial statements the following research methods were used, including: analysis of linguistic and methodological literature, modelling and synthesis of empirical material, generalization of pedagogical experience, observation, questioning and interviewing.

The methodological basis of the study consists of psychological, linguodidactic studies that reveal the importance of multilingualism, multiculturalism, trilingualism, the formation of
a secondary linguistic personality, a professional linguistic personality, and the multilingual competence of students. In the works by foreign and Kazakhstan’s linguists, pedagogues and methodologists on the problem of the study, professional-oriented learning and the competence-activity approach are considered as a theoretical and methodological basis for optimizing the process of learning languages in higher education system.

Contemporary changes in the style of professional thinking, the presence of a student-oriented approach, the use of project technologies, the humanization of educational content and other processes determine the leading ideas and trends in the development of modern higher education. The goal of higher education is not just narrow profile training, but a general cultural, socially and personally significant continuous development of a specialist, the formation of his/her professional culture. Consequently, in modern social and human sciences, it is important to pay more attention to linguistics, linguodidactics along with the issue of professional linguistic personality, consciousness, world language picture, acting as a conductor of professional knowledge in the formation of the communicative competence of a specialist. The need to specify the professional language competence of students of higher educational institutions, the development of learning technologies in the process of forming professional-communicative competence is focused on, and recommendations are given on the development and implementation these methods in the educational process. Due to the results of surveys (questionnaires) of employees and participant observation method, the main motives and goals of studying Kazakh, Russian and English by future business specialists were found out; the opinion of employers regarding the demand for graduates with knowledge of three languages and the existing level of language knowledge among specialists were revealed.

The focus of Kazakhstan's linguistic and methodical sciences is a comprehensive study of the mechanisms (ways, methods, means,
resources) of forming a multilingual and multicultural professional-oriented personality, combining important components of qualification: professional-oriented, intercultural, communicative and linguistic (taking into account three languages: Kazakh, Russian and English) competences.

**Keywords:** professional linguistic personality, education reforms, multilingualism, competence approach

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Theme: “**TUTZINGER THESES AND CHALLENGES OF MULTILINGUALISM IN EUROPE**”.

**Luciana Pedrazzini,** Ass. Professor, PhD, Department of Foreign Languages and Literatures, University of Milan (Italy).
Theme: “**SECOND LANGUAGE ACQUISITION IN ACTION: HOW TO BRIDGE THE GAP BETWEEN THEORY AND TEACHING PRACTICE**”.

**Uldanai M. Bakhtikireeva,** Dr. of Philology, Professor, Peoples’ Friendship University of Russia, Moscow (Russia).
Theme: “**TO THE QUESTION OF TOTAL RECONSIDERING OF THE FUTURE LINGUISTIC PERSONALITY**”.

**Abstract.**

Current issues in linguistics and generally in the humanities could be considered only in the context of the turn to the Sixth Technological Paradigm. Socio-bio-info-nano-cognito technologies (SBINC) and first of all cognitive technologies aiming to transform Homo Sapiens into a person with a given parameters (how to make people do smth) are mostly efficient now. This or that society (micro or macro) is the subject of no military but of meaning making subjugation with the use of newest technics. It is obvious that new technological paradigm is changing the ontology of human being and the question of the
mankind’s future has become like Hamlet’s question: to be, or not to be.

**High-Hume Challenges.** In this context, efforts to overcome monodisciplinarity, the former model of generating, transmitting and transforming knowledge within the framework of the humanities and the science of language, in particular, are particularly valuable. “Language is not only a ford into the past, along which we cross the river of time, it is also a bridge, over which we pass over all the abysses of modern history into the future, coming under the sign of the humanities, most important for human beings and the mankind” (Ivanov V.V.).

Today it is obvious that the research within the framework of multi- and trans-disciplinary approaches fits more effectively to the changing architecture of the transcultural world, its subject and gnoseological bases than the narrowly focused frames of one branch of knowledge. Thus, overcoming the limitations of all forms of knowledge (academic, national, cultural, linguistic) of traditional tools and understanding the problems of future socio-humanitarian High-Hume technologies become topical tasks of the humanities.

The main purpose of the mentioned technologies is to influence the consciousness of an individual, micro, macro-social groups and finally to change human behaviour, including language and communication. The context of High Hume technologies is the combination of the achievements in various disciplines (psychology, neuroscience, ethology, ethnology, ethnopolitology, etc.) and the results of various social and information technologies. Like any other phenomenon High Hume technologies have got a dual nature: advantage is always accompanied by disadvantage. The positive side is the ability to control social processes, to consolidate society, to overcome the inertia of given individual and collective consciousness. The negative aspect of these technologies is the destructive, destabilizing nature that affects an individual and the whole society and destroys the existing self-regulation systems.
The above statement confirms another V. Ivanov’s conclusion that today the humanities are quite capable to "support decision-making processes that could contribute to more rational organization of society and thereby influence its history."

High-Hume Challenges and Linguistic Science Capabilities. It seems that within the framework of the project of “rational organization of society” becoming more and more translingual and transcultural it is necessary to develop a common understanding of the main ways of interaction of cultures of different geographical, national, linguistic, religious and political origins in the terms of modern cultural phenomena, models and structures within the unprecedented global interchange. In the context of transculturation processes, linguistic and epistemological creolization due to globalization, including migration processes, special attention should be paid to: - the problems of communicative bi-, poly-, translingualism, issues of bi- and multilingual education; - psycho-, neurolinguistics, linguistic cultural studies, intercultural communication, theory and practice of linguistic and cultural translation and untranslatability; - the further development of the theory of creative bilingual personality with an emphasis on the artistic world of modern translingual authors with a focus on transcultural aesthetics; - the issues of demographic and linguistic vitality (viability) of the particular national language; - conceptualizing the conditions and ways of preserving the Russian-language symbolic space, which holds together the cultural imaginary of the post-Soviet states; - the study of cultural and linguistic problems in the framework of the theoretical concepts of nation, national language, national culture, multiculturalism and transculturalism in contemporary conditions. And finally, “the peculiarity of the past century knowledge called as the “linguistic turn” (V. Ivanov) announces as a battle trumpet call to linguists / philologists that they face a serious problem of a total reconsidering of the term of linguistic personality in the nearest future.
THE CONCEPT AND IMAGE AS COMPONENTS OF THE SCIENTIFIC TEXTUALITY

Abstract.
The communicative unity of scientific and poetic understanding of the world allows us to explore in a single complex different areas of human existence, designated by rational and emotional vision. The understanding of language as a cognitive ability that allows to implement the principles of human cognitive activity, led, according to E. S. Kubryakova, "... to transfer some psychological concepts... in linguistic units and expressions". The current state of linguistic knowledge allows us to study the synergetic unity of different spheres of scientific activity, which is the meaning of this study. The problem raised in the article is connected with the efforts of philosophers and linguists, which are aimed at studying the synergy of scientific and poetic thinking, concretizing it in the form of a dichotomy of concept and image. This is of theoretical interest and is an actual statement of the question. The originality of scientific and poetic thinking, the interaction and conflicts of concepts and images in the process of cognition - all these issues were at the center of epistemology Gaston Bachelard. The article analyzes Bachelard's thoughts on the need for new approaches to the rationalization of scientific methods, the psychological component of scientific
activity, the language of scientific knowledge. The specificity of scientific and poetic thoughts, concept and image was considered Bachelard through the prism of the theory of surrational. The development of rationalism in the XX century required new views on the specifics of scientific thinking. It was in the poetics of surrealism that Bashlyar saw new principles of understanding the world: the connection of the unconnected up to the destruction of familiar forms and images, the need to break the generally accepted logical connections and replace them with free associations. The purpose of the article is to substantiate the possibility of a synergetic approach to scientific and poetic thinking, based on the understanding of the unity of all styles of literary language. Objectives of the article: 1) to analyze the views of Gaston Bachelard, the Creator of the new textuality, based on the priority of the cognitive component of scientific activity; 2) consider the problem of the relationship between the concept and the image as a cognitive basis of reproducibility of the original idea of the information received. To solve these problems, a generalization of scientific value, philosophical and linguistic material on the relationship of scientific and poetic thinking is made. The dichotomy of scientific thinking and poetic perception of the world was embodied in the comparison of concept and image through their inconsistency and interaction. Concept and image, on the one hand, are opposite to each other in the process of rationalization of knowledge, but since rationalization occurs with the help of language, the image that carries the novelty of perception of the world, its new conceptualization opens, as Bachelard said, "the future of language". In this view, the interest presented thoughts Vizgin V. P., L. Yu. Sokolova, Yu. s. Stepanov, V. V. Krasnykh, L. O. Cherneyko, J.-Cl.Pariente.

**Keywords**: concept, image, cognitivism, new rationalism, verbal obstacle
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LINGUISTIC DIVERSITY AS A RESPONSE TO THE DOMINANCE OF GLOBAL ENGLISH

Abstract.
The paper is devoted to multilingual practices in the vocal competition “Golos”, which is the Russian version of the global television show “The Voice” and is extremely popular in Russia. The show is characterized by a particularly international status: the participants represent different republics within the Russian Federation, the CIS states, and various countries of the far abroad. “Golos” demonstrates a wide range of local languages, apart from English (the global lingua franca of popular music) and Russian (the local lingua franca), which are native to some of the contestants: French, Spanish, Portuguese, Ukrainian, Georgian, Armenian, Azerbaijani, Chinese, Hebrew, Czech, Romani, Tatar, and so forth. In this study, such linguistic diversity is described as the contestants’ creative response to the dominance of Global English on the show and today’s popular music in general.

In order to illustrate peculiarities of language contact in contemporary musical discourse, 1338 monolingual and multilingual songs performed by the contestants in Seasons 1 – 7 (2012 – 2018) were examined with the primary focus on language choice in song lyrics. The critical analysis of the multilingual performances was combined with elements of ethnography, including exploration of the discussion between the contestant and coaches after each performance, official interviews with the participants and coaches on various Internet resources, and the contents of “Golos” web-forums representing public responses to the languages used on the show.

The study reveals the dominance of Global English in the first two seasons of the show, which was supported by the coaches and most vocalists who grew up on American popular music and
are used to the English language in music. In their opinion, English-language compositions provide more opportunities to demonstrate vocal abilities than popular Russian songs. On the contrary, the audience want to hear more Russian songs, as they want to understand the meaning and the emotions behind each song.

Since Season 3 (2014), the English has started to lose its dominance in the show, and this was achieved by using the following strategies: (1) signing English-language songs in Russian translations; (2) singing entirely in languages other than English (monolingual songs in Italian, French, Spanish, Ukrainian, Portuguese, German, Yiddish); (3) combining lyrics in several different languages (e.g. alternating the Yiddish, Russian and English versions of the song “A Yiddishe Mame”); (4) combining fragments with different melodies and in different local languages (e.g. incorporating a fragment of a traditional Chinese song into the English-language hit “Castle in the Snow” or using a fragment of a song in Romani as an introduction to the Russian romantic song “Ochi chernic”). These strategies proved to be effective and created a special multilingual atmosphere of the show. The range of languages in monolingual songs grew larger to include Georgian, Moldovan, and Korean. The languages used in fragments of multilingual songs also became more diverse and included French, Italian, Spanish, Czech, Georgian, Armenian, Azerbaijani, Tatar, Romani, Hebrew, Yiddish, Chinese, Arabic, West African Wolof, and even Latin. In multilingual songs, the English language does not dominate but becomes equal to local languages.

In “Golos”, local languages acquire symbolic and indexical meanings, serving as markers of ethnic and cultural identities. Mixing various languages in multilingual performances allows the contestants to find a balance between demonstrating their voice and satisfying audience’s expectations, create unexpected and fresh combinations, and give a new life to songs from different musical epochs and cultures. Finally, employing
languages other than English and Russian, the participants of the show are able to demonstrate the linguistic diversity of the Russian Federation as a multinational and multicultural state. **Keywords:** language diversity; sociolinguistics; globalization; multilingual performance; Global English

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**MODERN ENGLISH FEMALE FICTIONAL DISCOURSE THROUGH THE PRISM OF TIME REFERENCE**

**Abstract.**
Time, being a universal phenomenon, which is an integral component of such a concept as chronotopos, goes through different types of categorization both in separate language systems and in the discourse of various authors. The reason of it, apparently, lies not only in the way representing the temporal duration predetermined by a certain linguistic culture in terms of past-present-future and the system of means for this time paradigm actualization, but also in the creative potential of each sender of the text striving within the framework of generally accepted linguistic means of various levels to represent “time”, either by preserving the threefold nature of the time paradigm, or reducing its composition to a two-component one – present-past or present-future. This phenomenon can be traced through the example of the fictional discourse of contemporary British authors – S. Kinsella and C. Ahern.

The relevance of this study is to establish a range of lexical means that serve for building up a temporal hierarchy and temporal sequence in modern English fictional discourse in the aspect of the pragmatic intentions of female authors and the stylistic identity of the discourse they create. The pragmatic aspect allows us to bring the study to the intertextual level, as, taken alongside with the whole variety of allusions and plot lines, it contributes to establishing a significant unity of the pragmatic
intentions of the female authors when the time is actualized in the
discourse. In addition, such an approach helps to identify the
emotional and expressive background that is so intensely
expressed by the fictional characters, thus indicating a significant
subjective involvement of the text senders (both authors and
characters) in the interpretation of the time hierarchy and
temporal sequence. Such an interpretation of time makes it
possible to reveal the peculiarities of modern English female
fictional discourse, in which, at the semantic level, there is a
transformation of the three-member temporal paradigm to the size
of the two-member one, which emphasizes the present and the
future.

Existing in the objective reality, time finds manifestations in
language preserving all the diversity that is peculiar to it. Time
transforming itself subjectively in the individual consciousness
being a linguistic projection of the common and scientific
knowledge of people about this phenomenon. Modern approaches
to the interpretation of time vary between functional grammatical
and functional semantic (G.A. Zolotova, A.D. Shmelev, A.V.
Bondarko, M.V. Vsevolodova), cognitive (E.V. Rakhilina, S.A.
Chugunova, A.V. Kravchenko), ethno-, psycholinguistic, and
linguistic-culturological (V.V. Krasnykh, D.I. Lalaeva, N.I.
Tolstoy, S.M. Tolstaya) and, finally, between semiotic (E.A.
ielsen, V.V. Ivanov, V.N. Toporov) and logical-semantic (V.G.
Gak, N. D. Arutyunova, E. V. Paducheva).

In different types of language thinking, time is modeled
differently, but it is always modeled in one way or another. At the
same time, the semiotic time, the time of the text, the time of
culture is opposite to the time of physical reality: it is capable of
violating the basic characteristics of physical time – its anisotropy
and leads to the discursive transformation of the postulates of H.
Reichenbach about the irreversibility of physical time. Time in
the fictional discourse of women authors acquires new properties,
being capable of turning the vector of development in the
opposite direction, transforming and shifting the time coordinates
of development. Such properties of time as linearity, unidirectional flow (the temporal vector is directed from the past through the present to the future), anisotropy (irreversibility and irrevocability) receive a new and sometimes unexpectedly bold interpretation in the works of S. Kinsella and C. Ahern. Our analysis showed that the characters’ perception of time duration is most often concentrated on shorter intervals, such as minute and day, the time for them transforms itself into short spells filled with intensive psycho-emotional and physical activity. The characters focus on the future as a consequence of the present, while the past is objectified extremely rarely at the moments of reflection of theirs and, if necessary, to construct a retrospective reference to the events of the past as the reasons of the actions of the characters in the present. Such a “background” reconstruction of past events allows the female authors to create an original temporal sequence and hierarchy, as well as to offer an unconventional, but no less interesting approach to creating a two-term temporal paradigm, where the “present” and its consequence is “the future” are important.

Keywords: fictional discourse, individual creative style, a two-member time paradigm, chronotopos

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ON THE ISSUE OF EXPRESSING BELONGINGNESS AND EXCLUSION IN THE ENGLISH LANGUAGE

Abstract.
It has been universally recognized that social belongingness, often referred to as a sense of having positive relations with others centered on gaining acceptance, attention and support from members of a group is a fundamental human need, a powerful and extremely pervasive motivation (Baumeister R.F., Leary M.R., 1995: 497). An extensive body of literature exists on the problem of social connectedness in groups and fitting socially
with others. The author most frequently quoted is Abraham Maslow, an American psychologist best known for his Hierarchy of needs (Maslow A.H., 1943).

The purpose of the present study is to examine linguistic means of expressing the notions of belongingness and exclusion in the English language. The most common and obvious means of representing the idea of belonging are the noun belongingness and the verbs to belong and to fit in. The examples from the British national Corpus (BNC), the Corpus of Contemporary American English (COCA) and modern fiction undoubtedly prove that belongingness is one of major human needs. The verbs to belong and to fit in regularly occur with verbs of wish and desire: The book is about acceptance and wanting to fit in (COCA). People strive to belong, to fit in; they perceive belongingness as something to improve their psychological well-being, raise their self-esteem and confidence and make them feel happy. This noun is often to be found in the context with such ‘positive’ notions as love, friendship, good group spirit etc. The list of most frequent collocations registered by the Corporuses includes prove/experience/promote/encourage/strengthen belongingness.

In social psychology, belongingness is considered to be an intrinsic motivation to affiliate with others and be socially accepted. The need to belong causes people to present themselves in a particular way in order to fit in with the rest of the group. However, it is not enough just to look like the members of the group; it takes more effort – and it usually pays: To fit in, he cut his hair and learned the local dialect (BNC). E. Sapir claimed that language is a great force of socialization, probably the greatest that exists; "He talks like us" is equivalent to saying "He is one of us" (Sapir, 1929: 207).

Inability to fit in often results in social exclusion – a situation in which a person does not feel part of the group he wants to belong to. This can lead to very grave consequences: from anxiety, frustration and depression to aggression, violence and despair.
Children are sensitive to exclusion; the memory of being rejected has long-time effects on them: *Not belonging to the magic circle – mother, brother and late father – I felt excluded* (BNC). Being excluded for different reasons leads people to think of themselves as *outsiders or interlopers.*

In psychology, alienation is the condition of being separated from or marginalized from other individuals or some larger segments of society. Outsiders are often looked at with suspicion by the locals who think they can cause all kinds of trouble: *‘...but he must be aware that the villagers suspect him of doing something terrible to Alison, if only because he’s an outsider’* (McDermid, 2013: 268).

The present article is aimed at studying linguistic means of expressing belongingness and exclusion in the English language. The frequent use of the verbs *to belong, to fit in, to exclude* etc. and the nouns *belongingness, exclusion, outsider, interloper* etc. in various contexts testify that many people’s psychological problems stem from the failure to meet their belongingness needs.

**Keywords:** social belongingness, social exclusion, alienation

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MODERN ARABIC LINGUISTIC RESEARCH IS A CROSS-CULTURAL ISSUE

**Abstract.**

The emergence of the first Arabic linguistic studies, which can be attributed to modern linguistics, is closely related to the conditions that characterized the general Arabic thought in the early 19th century, known as the Arab Renaissance period. The essence of the Arab Renaissance consists in an attempt to form modern Arabic thought. To achieve this goal, it was necessary to revise the entire paradigm of the Arab cultural heritage from a new point of view and carry out major reforms at
all levels in order to trace the general trends and characteristics of rapid intellectual development taking place in the west. It is well known that the language is closely related to culture, therefore, Arabic linguistic studies are part of global trends in the development of Arabic culture in general. They were subject to the controversy observed between the various theoretical origins underlying the emergence of modern Arabic thought. Arabic linguistic research, faced with very complex problems inherent in any sphere of human activity, was looking for its path to a new development model. One of the first tasks was to clearly define the object and subject of modern linguistics and distinguish it from philology. Arab researchers had the task of justifying the need for the existence of Arabic linguistics as a separate science independent of classical philological studies; in other words, justify its legitimacy. This required the transfer of Western linguistics from the cognitive context to the context of another culture - Arabic culture. It was necessary to revise the Arabic language heritage through a theoretical and methodological prism based on the principles presented by linguistic theories of various directions in Europe and in América, which became known as general linguistics. To determine the prospects for the development of these new trends, it seems to us legitimate to follow the course of academic linguistic research; we are talking about scientific works in the form of doctoral theses defended in the walls of universities, because they are able to introduce new trends in the development of Arab linguistics and their rooting in general Arabic thought. This article sets its goal to enlighten the issues raised above, following the methodology of the study, which is based on historical induction.

Keywords: Linguistic heritage, Arabic culture, Cognitive linguistics, Modern Arabic linguistics
Abstract.
In the modern period in Kazakhstan, multilinguality becomes the trend with the Kazakh as the only official language, Russian widely used as a language of interethnic communication, and English as a language of international business communication. While the proficiency in these three languages (see Cultural project “Trinity of Language” 2007) is considered to be as integral component of personal and professional development of a person and becomes one of the priorities of the state language policy (i.e. Roadmap for the Development of Trilingual Education for 2015-2020, etc.), more and more business professionals in Kazakhstan are focused on more effective ways of transferring business messages to their business partners taking into account intercultural and pragmatic features in written business communication.
In this regards, the aim of this paper is to identify and compare the main communicative intentions of business professionals of the modern Kazakhstani business community, as well as to explore discursive strategies and their implementations on the example of business correspondence texts compiled in Kazakh, Russian and English. As the analysis showed, a special role in strategic business planning is played by the strategy of the
influence of the addressee / reader / business partner / potential client.
The material of the research was authentic texts of modern business correspondence in Kazakh, Russian and English, selected by a continuous sampling method from correspondence of international, national and foreign companies in Kazakhstan, the National Archive of the Republic of Kazakhstan, as well as samples of business letters from Kazakhstan, Russian and other foreign collections on business correspondence. Considering the variety of existing business letters in Kazakh, Russian and English communicative cultures, we limited ourselves to the analysis of the most typical business correspondence texts in the modern Kazakhstan business context, i.e., commercial offers, business invitation letters, letters of inquiry, letters of notification.

As the results show, the study of business correspondence texts in Kazakh, Russian and English demonstrated that within the overall impact strategy, three main areas are concentrated: 1) building relationships with a business partner; 2) the creation of a positive image of the company, products, etc.; 3) motivation to action. In the study, a summary of the research results on the identified discursive strategies with a clarification of tactics, techniques and means on the material of business correspondence texts in the languages in question is presented.

One of the main conclusions of the study is that it is possible to identify the main communicative intentions characteristic of a particular business culture. A distinctive feature of the communicative intentions of business communicators when writing business correspondence is the specificity of building business relations with business partners through business correspondence. The main difference is in the preference of business companies for the long-term or short-term establishment of business contacts with their clients and partners. The texts of the Kazakh-speaking and Russian-speaking (to a lesser extent) business correspondence emphasize long-term partnerships aimed
at the future. The English-speaking business professionals, as one of the most important communicative intentions in business correspondence, note that they have obtained quick commercial results, which does not imply the development of long-term business relations.

Thus, the present-day expansion of international contacts places special demands on the knowledge of cultural traditions of business partners. This knowledge is especially important for business professionals who compose business texts for their foreign partners in the context of intercultural business communication. The lack of the necessary background knowledge of the business cultures involved and the incorrect handling of discourse strategies when writing texts of business correspondence can lead to a number of communicative and pragmatic failures.

**Keywords**: communicative intentions; discursive strategies; business correspondence; business discourse; business culture

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**MULTILINGUAL TRENDS IN THE LINGUISTIC LANDSCAPE OF KAZAN, RUSSIA, AS A REFLECTION OF AN EMERGING GLOBAL CITY**

**Abstract.**

The ‘global city’ phenomenon and the issue of importing ‘foreign’ cultures/languages into the original homogeneous linguistic-cultural urban environments are vital to understanding how national identities are affected by globalization in urban areas. The resulting cultural and linguistic heterogeneity of urban communities makes them an even more interesting object of research if the initial linguistic environment has already been bi- or multilingual.

Kazan, capital of Tatarstan republic, Russia, represents a unique blend of Russian and Tatar cultures. Russian and Tatar as two
official languages constitute the basis of its linguistic environment. According to Shohamy et al. (2010) the shaping and perspective of cities are influenced by policy makers’ decisions to market the cities’ identities. Kazan has recently gained global exposure due to a series of international cultural/sports events.

The purpose of our research is to analyse the reflection of globalization trends in the linguistic landscape of Kazan and assess the pragmatic potential of Russian, Tatar and English languages.

In our research we used the following methods: qualitative vs. quantitative data analysis; observational research; linguistic field research in data collection and analysis. Tatar is viewed as a national identity marker connected with the notions of “national heritage”, “local flavour”, “traditions and customs”. Tatar names serve the pragmatic function of representing these values in the business world.

As Tatarstan’s second official language, Tatar is widely represented in the official linguistic landscape of Kazan. Some signs bear the marks of a failed attempt to convert Tatar into Latin alphabet that was banned by Russian legislation. Russian is viewed as a tool for reaching towards Russia’s federal market.

Most signs/posters in Kazan are in Russian which reinforces the image of Kazan as a major tourist destination aimed at the broader population of Russia. Difficult Tatar names of companies/products are adapted to conventional Russian alphabet for promoting them in other Russian regions.

English has remained socially prestigious in Kazan since 1990s’ influx of foreign businesses and cultural contacts. Development of tourism in Kazan introduced the first road signs in English. English translations appeared for road signs/company names connected with the 2013 Universiade, 2018 FIFA World Cup and other major international events in Kazan. Most
“translations” are transliterations bearing little resemblance to real English and can be used by foreign visitors only for phonetic purposes of pronouncing difficult geographic names correctly. English company names are associated with global business markets and international corporate standards. Apart from international brands/companies, many local firms in Kazan bear English names. Some represent transliterations of Russian words or misspelled English words. Many names sound English but are written in Russian alphabet. Some are blends of Russian/English/Tatar words/letters.

Thus, diverse and inconsistent linguistic practices involving Russian, Tatar and English in the linguistic landscape of Kazan reflect its transition from a bilingual to a multilingual city. This process is still ongoing and its results will require synchronic and diachronic analysis in order to assess the impact of Russian, Tatar and English on the national identities of local population. The changing linguistic urban landscape of Kazan may prove to be a key to understanding deeper socio-linguistic processes happening in Russian multiethnic society.

**Keywords:** global city, bilingualism, linguistic landscape

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**CONCEPTUAL ADAPTATION IN THE ASPECT OF INTERCULTURAL SCIENTIFIC COMMUNICATION**

**Abstract.**

The purpose of the study was to distinguish certain theoretical regularities of the conceptual adaptation in intercultural scientific communication problem and infer a principle of its conceptual analysis. Theoretical analysis method is used. The following theoretical regularities were concluded.

1. Understanding regularity. Understanding is stipulated by general cognitive-discoursive regularities of knowledge acquisition and use. These regularities refer to the general cognitive organization of
human knowledge and the specific organization of collective scientific knowledge that forms definite general ground for all people of science and for the members of a scientific community understanding. Difficulties of understanding are revealed when certain specific cognitive-discoursive features come to a contradiction. Some discrepancies are revealed within particular specifics of content, compositional, and modus features of a scientific text, lexical representation of some scientific concepts as terms, linguistic similarities that cause conceptual interferences, and particular discoursive traditions.

2. Sociocultural regularity. Sociocultural commitment of cognitive linguistics (N.N. Boldyrev and O.G. Dubrovskaya) logically comes from other commitments and principled fundamentals, takes the account of language as cognitive and social one, and individual knowledge as an individual configuration of collective knowledge, and states that cognitive and sociocultural regularities influence cognitive contexts formation and function in the dimensions as static vs dynamic, collective vs individual, and metaconceptual structure.

3. Conceptual adaptation regularity. Understanding in communication is concerned with adaptation. The adaptation demands consistencies and inconsistencies detecting, is ensured by language interpretation, demands mutual participants’ conceptual alignments, in particular the alignments of dominant cognitive structures, and is manifested on conceptual and linguistic levels. Consistencies ensure consonance; inconsistencies further cognitive activity. Interpretation ensures conceptual adaptation accomplishment.

4. Conceptual adaptation in intercultural scientific communication. That is specific within two cross-related contexts. They are science and culture. Both must ensure conceptual consistencies and cause inconsistencies. The former is grounded by the general regularities of encyclopaedic and scientific knowledge and language acquisition and use, and
cognitive-discoursive activity in communication. The latter concerns with their specifics that are determined by the factors of a cultural language used in communication by the participants, national-cultural traditions manifested in their scientific knowledge, and their individual knowledge. General knowledge of science must contribute understanding as it is the participants’ collective knowledge but a language may cause conceptual interferences. Subjective knowledge may cause inconsistencies but that is a factor motivating the communicators’ cognitive-discoursive scientific activity. Since communicators share a language, that language activates the conceptual domains in their cognitions. Since that language is native either only for one of them or neither of them, the interlocutors have to adapt their conceptual systems to the means of that language, considering the need of adaptation to the set of other discourse context conditions. Since a language influences how its users conceptualize, categorize, and interpret information, and how they perform the acquired knowledge in discourse, then consistencies and inconsistencies are expected within all these processes.

From the above mentioned it follows: understanding in intercultural scientific communication, as in any other kind of social verbal communication, is achieved by conceptual adaptation which is ensured by consistencies and inconsistencies detecting, and interpreting them adequately to a communicative context; external contexts and cognitive contexts, and collective and individual language knowledge “what” and “how” influence the success of that; in intercultural scientific communication these contexts are science and culture. To study the specifics of conceptual adaptation in intercultural scientific communication practically, the levels of that adaptation should be considered within the conceptual analysis principle “from discourse performance to conceptual sense”. The levels are assumed: text or utterance format within its thematic context, lexical-grammatical categorization, lexical-semantic
conceptualization, cognitive contexts content and structure formation, modus interpretation, sense inference.

Keywords: intercultural scientific communication, understanding, the context of science and culture, conceptual adaptation, interpretation.

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LINGUISTIC AND CULTURAL CONTENT OF THE CONCEPT OF FLATTER IN THE ENGLISH AND RUSSIAN LINGUISTIC CULTURES

Abstract.
The article analyzes the modern interpretation of the term "concept", highlights the main approaches to the study of concepts, presents the characteristics of the concept “flattery” in the English and Russian linguistic cultures from the perspective of cognitive-epistemological approach (V.I. Karasik).
The aim of the article is to consider the content aspects of the concept “flattery” in the Russian and English linguocultures. Research methods include general scientific hypothetical-deductive method, contextual analysis; comparative analysis; descriptive method.
The study is relevant, because a deep understanding of the conceptual sphere of linguoculture allows to cover the linguistic and mental characteristics of native speakers more fully, what promotes the formation of the system of intercultural interaction. The subject of this study is the concept of flattery in the Russian and English linguistic and cultural environment. It was found that this concept can be classified as universal, this is confirmed by the high degree of its "cultural development", i.e. lexical development of the conceptual field (Fedunin, E.A. Lyashenko, I.B., 2017: 62).
However, like other universal concepts has certain national characteristics. V.V. Leontiev refers this concept to the category of emotional concepts (Leontiev V.V., 2000).

In the work as the basic approach is adopted the approach of V.I. Karasik (2002), which offers a three-tiered structure of the concept, highlighting the conceptual / information-factual, figurative and perceptual and value components in its structure. The last component is the most interesting, because it reveals a system of assessments, attitudes and norms of behavior. Consideration of the concept from the position of this approach has allowed to reveal its linguistic and cultural content the most fully. Thus, the concept "flattery" is interpreted by the author from the position of the analysis of its conceptual, value and figurative aspects.

The concept proposed by Z.D. Popova and I.A. Sternin (Sternin I. A., 2001) is used in the analysis of the conceptual aspect of the concept, according to which the concept is organized on the principle of the nucleus and periphery. The study showed that the core of the conceptual field of the concept under consideration is the lexeme "flattery", the zone of the near periphery includes lexemes covering the largest number of features inherent to the studied type (lie, deception, hypocrisy, manipulation), and the zone of the far periphery consists of lexemes describing the smallest number of such features. The following Russian lexemes are in the periphery zone: dvoedushie, dvoemyslie, dvulichie, dvurushnichestvo, iezuitstvo, komediya, krivodushie, lest', lzhivost', lukavost', lukavstvo, neiskrennost', pritvornost', pritvorstvo, tartyufizm, fal'sh', farisejstvo, fars, filisterstvo, hanzhestvo, plutovstvo, kovarstvo, koryst', cinizm, raschet and others.

In English, the concept "flattery" is transmitted by the following lexical units: adulation, cajolment, flam, flattery, lipsalve, sawder, soft sawder, soft soap, sycophancy, treacle, to blarney. In addition, the concept of "flattery" is reflected in many
phraseological phrases. The core of the concept consists of lexemes: flattery, adulation (Leontiev, V.V., 2000). The analysis of the value component of the concept "flattery" showed that the value characteristic of flattery is very similar in the considered linguistic cultures, but it can have different value significance on the individual level. In the value aspect "flattery" is considered as a way of manipulating. The attitude to flattery is negative both in Russian and in English as evidenced by the lexical and semantic field of the concept (sycophancy, obsequious praise, obsequiousness, servility). On the other hand, the practical material of the study showed that flattery is not a homogeneous cognitive formation. Flattery can act as an individual personal quality, exaggerated because of the desire to please the addressee, and it can be used not for the purpose of causing harm or manipulative influence. The paper also analyzes the figurative aspect of the concept of "flattery", the study shows that flattery is associated with falsehood, sweetness in both linguistic cultures. The study demonstrates that the concept "flattery" has a similar semantic and lexical expression in the English and Russian linguistic cultures, establishes the similarity of the conceptual and value aspects of this concept in the studied linguistic cultures. However, there are some differences at the level of the figurative component because of the different mentality of the representatives of this culture.

**Keywords:** flattery, concept, linguistic culture

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**LANGUAGE PLANNING IN THE REALITY OF MULTILINGUALISM (THE CASE OF FINLAND)**

**Abstract.**
The paper focuses on the issue of status language planning under the conditions of multilingualism. The author points out two
major types of difficulties with regard to status language planning. The first relates to social and ideological matters and concerns the purity of the language existing in the community. The second one relates to legal matters and is contingent to observing the compliance with several international agreements and treaties.

The objective of the current research paper is to make a review of those language status planning measures in polilingual environment. Language status planning is considered as certain measures of the authorities with regard to establishing the status of a certain language on certain territory of state. Language planning is just one type of language policy as the latter concerns not only planning of status of some languages but also language in the education sphere and language corpora.

The subject matter of the research became solely the status planning towards minority languages (besides Finnish as a title and national language of the Finnish republic) under the condition of multilingualism. Moreover, the country has long had the long history of bilingualism (i.e. two official languages Finnish and Swedish) and, being a part of the EU, it faces migration, and as a result, challenges of a big number of languages on its territory. Bearing this in mind, the methods included the analysis of the Finnish Republic in-laws (particularly Language Laws, Saami Languages Act etc.) and also International treaties which Finland signed as a contract party.

Having analysed all the minority languages that have been reflected in Finnish Language Acts, the paper also shares results of questionnaire of the Russian people living in Finland on their attitude of recognising Russian language as a minority language in Finland. The paper also contains results of the questionnaire conducted through surveymonkey.com among Russian community living in Finland. The survey of the Russian language in Finland has shown that the recognition of one's own language as a minority language is not necessary, which is due to the functions performed by the language
A secondary perspective of the research was to identify what other (minority) languages are reflected in the language policy of Finland and what languages should be reflected as minority ones if they have not received such a status so far.

As the analysis of the research shows, the difficulty in implementing language policy in conditions of multilingualism is also connected with the fact that any recognition at the official level of a certain language situation component, to some extent, affects the status of the national language of the country. It is difficult to accept something new and alien, which would immediately become an integral part of everyday life «on legal grounds». As far as the notion of minority language is concerned, it is essential to underline that official recognition of a language status may not be an adequate measure of a language policy

Moreover, in conditions of multilingualism, in all probability we are dealing with a situation that can be characterized as polyglossia. By analogy with this definition of diglossia, polyglossia can be defined as such a type of multilingualism, in which there is one language that should be used, for the most part, in official situations, and several low languages functioning in everyday communication. Another resolution, that the review under question implies, is that we should reconsider the notion of ‘minority language’ per se. Perhaps, description of the spheres of language use (sometimes on official grounds) can provide for more practical application than designating a status of a minority or a majority language.

**Keywords:** multilingualism; status planning; language policy; minority language; Russian language in Finland
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ENGLISH TEXTBOOK: A TOOL FOR ENABLING CROSS-CULTURAL COMPETENCE

Abstract.
The article reviews influence of the English language as a Lingua Franca on the structure and content of the latest textbooks in English. Research shows that intertextual inclusions, that define content and structure of the textbook factors, as well as its exercise design, are borrowed from various international sources. Researchers speak about English as Lingua Franca (ELF) with its own formal and functional characteristics. A new status of the English language has resulted in changes of its pragma-communicative aspect. Consequently, textbooks present ELF, thus becoming an efficient and beneficial platform for training cross-cultural communication skills on a global scale. The textbook can be viewed as a text constructed according to intertextuality rules. The fact is that majority of intext inclusions, both written and oral, are borrowed from international, multicultural sources. Learning material presents quotations, written, visual and audio texts related to multiple different ethnic communities and cultures rather than British or American ones. Audio assignments train students to understand different accents. A distinguishing factor of modern textbooks is authenticity. By authentic texts (including audio material) we mean the ones created for real-life purposes, and later used in the teaching process. Authenticity of learning material promotes development of language and speech skills and can be viewed as highly beneficial because authentic educational content: reflects how language operates in a natural social context; varies in genre and topics; enhances communication during lessons; familiarizes students with multiple cultures and ways to communicate in cross-cultural environment.
Textbooks are filled with photos, interviews, articles created by people of various ethnic, race and religious backgrounds. In fact, each topic and theme are discussed from the viewpoint of different cultures; thus, students learn not only the English language, but they perceive world culture in its diversity. Such methodology strategy is highly beneficial for developing student’s global worldview and multicultural outlook.

A comparative analysis of content, video and audio materials, quotations and allusions which constitute a textbook body was performed. The range of textbooks includes all levels of Language Leader (Pearson/Longman, 2011); Keynote (National Geographic Learning 2016); Unlock (Cambridge, 2014); Cutting Edge (Pearson/Longman, 2013); Outcomes (Cengage Learning, 2016).

50 teachers working with high school and university students were interviewed.

Linguistic characteristics were analyzed comparing ELF v. EN on the basis of VOICE corpus.

Study shows that the language content of modern textbooks of the English language correlates with ELF rather that EN. Textbooks structure and educational materials introduced in them represent facts, customs, traditions, events of international community life, rather than from distinctively British or American cultural background. The statistical range can be estimated as much as a 75/25% correlation.

Only 12% of teachers, who were interviewed, said that they realize multinational educational content of textbooks. Moreover, of these 12% only 7% implement the idea of English as Lingua Franca in their educational training.

Considering these results, the following could be recommended: teachers’ awareness of the language they teach, namely ELF rather than EF, should become a priority for educationalists who manage teacher training, and especially teacher further education.

Seminars and conferences should be provided for teachers on a regular basis, which will cover both linguistic and socio-
pragmatic aspects of the issue. Teachers of English should adapt changes in their methodology approaches. It is essential that teachers in their work provide the culturally diverse and multidimensional understanding of English as LF and encourage students to promote their cognitive competence in English. Teachers should adapt to these changes in their methodology. Motivation to learn English rather than any other foreign language has changed, so students and teachers’ requirements to textbooks changed as well.

**Keywords:** cross-cultural communication competence, text inclusions, authentic material, English as Lingua Franca (ELF), English of native speakers (EN)

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**INTERCULTURAL COMMUNICATION AND ACADEMIC DISCOURSE: SEARCH FOR MUTUAL UNDERSTANDING**

**Abstract.**

Nowadays, the use of English as *the lingua franca* of the modern academic community in various scientific knowledge areas occurs in an international context that goes beyond national cultures. However, the so-called academic English itself is a product of intercultural communication, as well as some kind of agreement, demonstrated and reached by the academic community owing to their communication needs for last fifty years.

Nevertheless, during the study in the **EALF (English as Lingua Franca in Academic discourse)** perspective, the necessity to rethink some aspects of using English for academic purposes, such as successful communication (intelligibility), functional and pragmatic acceptability, intercultural communication, as well as the problem of monolingualism in academic circles (monolingualism in academia) were stated.
The paper uses as a basic the definition of academic discourse as implemented in the system of higher education culturally-marked communication system, possessing both linguistic and extralinguistic plans, using a certain system of professionally-oriented signs and taking into account the status-role characteristics of the main participants of communication (scientists as researchers and/or teachers, as well as students). Such consideration allows integrating within the framework of an integration approach the study of scientific and pedagogical discourses as two varieties of one generic institutional unity, often realized by the same participant, who at the same time acts as a teacher and a researcher.

Any official scientific communication has signs of cultural correlation with the oral and written tradition that its author has learned and practices despite the goal to contribute in the most standardized form to the common fund of world civilization knowledge. The intercultural competence development in a particular academic community depends on its needs (for example, the need to manifest its cultural identity) and various extra-linguistic factors (academic traditions, institutional conventions and knowledge concepts). Academic discourse, despite the status of qualified participants, localized chronotop, conventionally organized goal, intentionally “fixed” strategies, limited nomenclature of genres, and a strictly specified precedent phenomena arsenal (names, statements, texts and situations), however reveals features that are clearly beyond the fairly rigidly established genre framework and allows the academic identity of its participants to be shown.

It was found that due to a particular cultural tradition, the style influences academic and scientific writing in the 2nd foreign (in this case, English) language: authors who have an excellent academic style in their native language tend to pass it on to their 2-English-language texts. It concerns not only the linguistic characteristics, but also rhetorical ways: the argumentation of Asian scholars, for example, may seem less structured to an
English editor; German and Spanish authors do not follow the linear structure adopted by British colleagues, etc.

At the same time, the “language personality” of a scientist has the opportunity to “break” the frameworks regulated by the conventional norm and go beyond them, demonstrating that he/she belongs to a certain scientific school, research and terminological tradition.

In addition, the traditional introduction of foreign terms (mostly originating from the ancient Greek) into the terminological apparatus of another language can generate terminological doublets when the same phenomenon receives several designations, etc.

In view of the foregoing, editors of high-rated scientific publications are encouraged to remember that English academic discourse, understood as EALF, is just a means for the international scientific communication and should be considered within a broad intercultural aspect. In general, it is interesting that today the international scientific community in the globalized English-speaking scientific context has clearly positioned the desire and right not only to preserve, but also to demonstrate its academic identity formed in the higher education institution (alma mater) of their country.

**Keywords:** academic identity, scientific discourse, English as an academic lingua franca, academic interculturality, academic discourse
INTERCULTURAL COMMUNICATIVE COMPETENCE ASSESSMENT AT THE MULTILINGUAL UNIVERSITY CLASSROOMS

Abstract.
The Intercultural communicative competence (ICC) defines as an ability to participate in foreign language communication and now is the priority of TEFL. ICC includes understanding cultures, nonverbal communication, awareness of students’ own cultures and culture of foreign languages. During teaching English for multilingual students in Kazakhstan the most crucial point that teachers often face is to measure students’ language skills which they have achieved through designed tests, quizzes, projects, presentations, debates, online testing programs, etc. Proposed activities learn and accommodate new civilization stages, creatively find ways to manage the dynamics of differences in cultures, intergroup posture, and the accompanying stress. Nevertheless, the most pivotal aspect at achieving high level of ICC concludes in complete assessment of ICC. However, ICC achievement is hard to assess because of its vast content and subtleness of perception.

The purpose of our study is to measure key components of ICC in order to observe and experimentally check multilingual students’ academic achievement. From literature review, we distinguish three main components of ICC as cultural knowledge, attitude and behavior. These ICC skills are required to understand and work successfully in another culture or in transnational companies. What is more, the cultural knowledge, attitude and behavior expand to include elements as follows: attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction, critical thinking awareness and political education.
The research was conducted at the L.N. Gumilyov Eurasian National University, Astana city during the 15 weeks in 2018. The experimental teaching was organized for 30 third year students of the speciality “Foreign Languages: Two Foreign Languages”. The participants were 19-20 years old learners of different nationalities: Kazakh, Russian, Uzbek, German, Kirgiz, Ukraine, etc. They master their own native language, the language of communication either Kazakh or Russian, and less than one foreign language.

The evaluation of ICC formation is done through formative and summative assessment, namely in the form of rubrics, evaluation list and checklists at the beginning and after experimental teaching. Rubrics, evaluation list and checklists define the criteria of performance based activity and tasks to be used which elements are used to find the success of the students’ public speaking skills.

Rubrics consists typically two sections: scores along with one axis of the grid and language behavior descriptors inside the grid for what each score means in terms of language performance. Language categories along one axis and scores along the other axis and language behavior descriptors inside the grid for what each score within each category means in terms of language achievement. Rubrics, evaluation list and checklists help students become more thoughtful judges of the quality of their speech and those of their peers. Additionally, these assessment tools save teachers’ time spent on evaluating student work. They are easy to use, very vivid and creative.

Actually in comparison with the control group, the moderated average variance of the experimental group is higher in many scores. The results point out that all participants of the control group had made some improvements after the study but the improvement was not as huge as the one made by the experimental group learners.

The results show that the students improve their foreign language acquisition, cultural awareness, self-esteem and motivation.
Moreover, after conducting experimental teaching we propose the methodological guidelines for selection of assessment types and strategies, setting appropriate tasks and making rubrics.

**Keywords:** Intercultural communicative competence assessment; multilingual skills

**SESSION 3 TRANSLATION AND INTERPRETING** (aud. 556)

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**PECULIARITIES OF TRANSLATION OF DIFFERENT TYPES OF METAPHORS IN PUBLICISTIC TEXTS**

**Abstract.**  
The present research is an attempt to investigate the translation of different types of metaphors in publicistic texts. The study aims to analyze the translation of metaphor from English into Russian. It is proved that metaphorical aspects and messages presented in publicistic texts must be adequately translated and cannot be ignored. The study is also interested in complex cases of the use of different metaphors. The research shows the role of linguacultural aspect in the process of translation. Language material was collected by the method of continuous sampling. The findings got from the analyses of the data show that there are some mismatches between the metaphorical elements. It is shown that there are no “one to one” correspondence between the metaphoric elements in English and Russian.  
Metaphors in publicistic texts are integral tools of the speech as they help to present in a short and expressive form the attitude of the speaker to the situation. They do not only provide certain information, but also form public opinion. Thus, the metaphors
become not just a figurative unit of speech, but play a conceptual role.
The realities of social and political life, the balance of power in the struggle for power are reflected in metaphors presented in publicistic texts. Since the main feature of these texts is a high degree of manipulation on people's minds, it is very important to determine the role of metaphors as a specific mechanism of communication.
Metaphor in publicistic texts is an effective tool through which the speaker’s speech becomes more expressive and associative.
In modern studies of metaphor, there are two approaches to its description:
- Semasiological (metaphor is defined as one of the types of figurative meaning, which is based on similarity).
- Cognitive (related to metaphorical human thinking).

According to semantic classification of metaphors there are:
- sports metaphor (election race, final straight);
- medical metaphor (healthy competition, symptoms of a crisis);
- financial metaphor (trust);
- theatrical metaphor (political duet);
- construction metaphor (to make a fortune);
- technical metaphor (pull down on the brakes);
- meteorological metaphor (political climate);
- military metaphor (army of the unemployed).

The main problems translators face in translating metaphors in publicistic texts is the complexity in understanding, interpreting, and recreating. One should take into consideration the fact that metaphors have many hidden meanings that should be taken into account.
The translator should try to bring his translation close to the connotative meaning. It is really difficult to find an equivalent which totally and equally matches the original or concept if the translator sticks to the mere denotative equivalents of the metaphorical words. To clarify the point, it should be added that
the images should be selected according to their underlying meaning. The translator should comprehend the differences between various cultural and social structures. In fact, there should be a reasonable relation between the translator's selected images and the original ones.

Let us analyze the following example of the translation of metaphors from English into Russian.

1) Take it from those of us who’ve been on the front line of that culture war; Old media won. // Заберите это у тех из нас, кто был на передовой этой культурной войны; старые СМИ победили.

Presented above figurative speech elements relate to a military sphere (front line of that culture war… won). They are connected and actively used to express the problems and attitude to the situation. Connection of metaphors used in the example leads the text to a new deep sense and new hidden plot («front line of that culture war… won» («передовой этой культурной войны… победили»)).

It should be noted that the main concern in translating metaphors is how to best convey their hidden message and beauty.

**Keywords:** metaphor, translation, publicistic texts, equivalents

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**THE BEST APPS FOR LEARNING AND TRANSLATING FOREIGN LANGUAGES**

**Abstract.**

According to the latest data, there is a very prosperous market. If for schools and classic media such as books, CDs and DVDs a global sales decline of 2.1 percent is expected by 2018, for the technology sector the expected growth is 73 percent by 2019 equal to one revolution of $ 14.5 billion. The advantages are
many after all: just have a smartphone or tablet in the pocket to follow the lesson and perform the exercises, the absence of books, paper and pen allows students to study anywhere and then there is interactivity. So let's see the most promising apps on the market.

The forerunner starts from Rosetta Stone (199 euros per course) that uses the microphone of the device to check the pronunciation. It is the daughter of a technological linguistics colossus that made a fury at the time of courses on CD and DVD, has a huge offer and in addition to the classic European languages we also find Hebrew, Korean, Vietnamese, Chinese. If it is important to learn well to speak any idiom, the vocal recognition becomes fundamental in tonal languages such as tangerine where a same syllable can be pronounced in five different tones assuming often opposed meanings.

Social learning - the connection of device instead can transform the learning experience in a social key thanks to applications such as Busuu (subscription from 9.99 euros). The teaching method is classic, based on cards and images but in addition offers an online exchange with other users. Busuu exercises are subjected to the screening of native speakers who monitor them in real time giving learners the advice and making them notice any errors while they will control the work of others in the languages to perfect. This creates a very fruitful cultural exchange that can lead to the videochat where learners can make conversation with foreign people and practice, having fun.

Another out-of-the-box approach is that of Memrise (subscription of € 8.99). As the name suggests, this application aims at memorizing words through visual learning: by associating words and images, it stimulates the mind to remember what students are learning. Here too, there are many languages and the European ones such as English, German, Italian, French and Spanish are divided according to the levels of the Common European Framework of Reference to train students better for specific examinations. Wanting there are also sections dedicated to
history, geography and quizzes of pure fun in addition to the cards dedicated to learning foreign songs. Easy and intuitive, it is impossible to speak of language apps without mentioning Duolingo, the queen of learning via smartphone. Available on iOS and Android, it is completely free and before starting the lessons offers a short test to check our level. Very interactive, allows learners to set daily goals and choose a relaxed, normal or intensive learning style. Basic offers French and English but those who know the language of Shakespeare can also access Norwegian, Ukrainian, Russian and even Esperanto. Keeping under control our every step forward, Duolingo allows us to review the concepts in which we are lacking and to study them again until we have learned.

In also another celebrity in the industry is Babbel (subscription from 9.99 euros), we follow step by step only that is focused mainly on the conversation. From the first exercises we will learn the phrases necessary to present and interact with each other and then go deeper and deeper and study the grammar (Spatafora S., 2016).

**Keywords:** apps for learning and translating foreign languages, visualization, interactive approach in teaching foreign languages.

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**TRANSLATION OF THE TEXTS USING MACHINE TRANSLATION SYSTEMS: LINGUISTIC ANALYSIS OF THE EXAMPLES FROM LITERARY AND SCIENTIFIC TEXTS**

**Abstract.**
Current machine translation approaches include rule-based machine translation (RBMT), statistical or corpora-based machine translation (SMT or CBMT), hybrid machine translation (HMT) (Nikolaev I.S., 2017: 158) and neural Machine Translation (NMT). The architecture and algorithms represent
PROMT Translator is an RBMT system. This approach is based on bilingual dictionaries, morphology and syntax rules of source language (SL) and target language (TL). The translation of text1 reveals an accurate parsing, but some incorrect morphological affixes and suffixes. Conversely, in text2, the academic style is misinterpreted due to the lack of specific scientific terms.
Therefore, these errors are explained by the lack of wordforms and expressions in RBMT system dictionaries.

Yandex.Translator is an HMT system that combines SMT and NMT approaches. In the beginning, this system trains on a massive parallel corpora to make probabilistic language models and translation models of SL and TL. In translating, the system uses the CatBoost algorithm to calculate the context of sentences and chooses the most probable translation model for each part of the text. The linguistic analysis of two translations revealed errors such as incorrect syntax and wrong translations of scientific terms. Consequently, in MT systems based on a statistical approach, the main cause of mistakes is the absence of translation models in training parallel corporas.

ETAP-4 MT System use the lexical functions to systematize semantic relationships between lexical units of SL and TL. In addition, this MT system trains on syntactically marked texts from the Russian National Corpus. As a result, several mistakes are detected in translations: extra words, incorrect morphological affixes, incorrect syntax and untranslated words. This results in the system’s inability to correctly recognize several expressions, due to the complexity of the original grammatical structures.

Thus, the linguistic analysis of MT systems translations reveals that the quality of machine translation largely depends on the appropriate choice of machine translation systems, based on the user’s knowledge of the underlying methods used by various systems to solve NLP problems.

**Keywords:** machine translation, NLP, analysis, machine translation systems
POETIC INVERSION UNDER TRANSLATION

Abstract.

The paper aims at syntactic constructions under poetic translation, at the intersection of strategies in the initial Emily Dickinson’s lyric and a Russian translated variant. With the cognitive basis in mind, the production of a translated variant needs a cognitive support in the textual composition, their linear and stanzaic strong positions of the beginning and the end. The translated version pursues the same communicative strategy in the imperative, exclamations and statements throughout the text but for two exceptions, grounded in the linguistic asymmetry of English and Russian word order (non-equivalence of communicative types of grammatical inversion, the second – poetic inversion). The initial text is loaded with double syntax and elliptical constructions, which remains uncompensated under Russian translation.

The question is open: whether the extra emphatic loading of initial constructions could be rendered under translation or it belongs the aura of poetic diction specific to each language. Non-canonical constructions marked by subject-predicate modification may produce complex inverted constructions with dual interpretation.

English word order is employed in four speech acts in the opening stanza of lyric №187 How many times these low feet staggered, translated by Arkady Gavrilov. It is clear that communication is actual, the narration refers to the present: an exclamation in Line 1 and statement in the declarative in Line 2 introduce the Speaker. The Speaker’s voice is directed to the partner as compulsion with the imperative try / (you) try (if) you can lift…. (if with direct order of subject - predicate is implied in an indirect question after the imperative). However, another non-
canonical sentence with indirect word order in a general question
*can you stir*... introduces the Speaker’s expectation for an answer
in a dialogue. Punctuation seems dislocated: exclamation mark
follows the question, hyphen in the end of Line 2 is indicative of
an incomplete thought in a statement, a hyphen follows a
question, hyphens in the middle of lines are markers of the
imperative.

The communicative strategy is to involve the Reader into
communication, the narrative strategy is to share the state of mind
in a dialogue.

Stanza 2 inherits the communicative vector from Stanza 1, which
is textually represented by parallel imperative constructions in
Lines 5-7; Stanza 3 provides syntactic complexity caused by
inversion and paired by ellipsis. The double syntax effect in *buzz
the dull flies*... arises if two speech acts overlap and are fused into
one construction. Treating the initial *buzz* as an imperative leads
us to a communicative gap: the subject *dull flies* in the imperative
sounds absurd (*you buzz the dull flies*), the location of *buzz*
produces full emphatic inversion in the line initial position and a
statement in the inverted construction. The imperative is dictated
by the perceptual and narrative inertia in the dialogue with the
reader, prepared by the previous composition in 2–7. Lines 9 and
10 are identical with partial emphatic inversion models: *brave
shines the sun* in prosaic version would be *the sun shines brave,
fearless the cobweb swings* => *the fearless cobweb swings*.

**Keywords:** inversion, double syntax construction, communicative and textual strategies, cognitive support
PECULIARITIES OF TRANSLATION OF MILITARY SLANG FROM ENGLISH INTO RUSSIAN

Abstract.
The present research is an attempt to investigate the translation of military slang. The study aims to analyze the translation of slangisms from English into Russian. It is proved that special knowledge is vital for adequate translation of them. Language material was collected by the method of continuous sampling.
The findings got from the analyses of the data show that for successful implementation of the task, the translator must be proficient in military slang and be knowledgeable about military affairs as well as to know the characteristics of foreign armed forces.
Besides, dealing with military slang translators must not only know and understand it in a foreign language, but also be able to find equivalents in their native language. That is why translation of slangisms is one of the most difficult tasks of military translation.
Military slang is very extensive. It covers most of the spheres of military life. Almost all concepts, types of property, weapons, military equipment have names in both literary and informal languages. This is due to the need for a brief designation of objects and phenomena in everyday life and the professional activities of military personnel. Also, military slang promotes the rapprochement of servicemen who previously belonged to different social groups.
It is known that military slang is formed in various ways:
• lexico-semantic word formation
• morphological word formation
• (reduction, conversion)
• the emergence of phraseological units
borrowing from foreign languages
• territorial dialects of the English language
Let us analyze the examples of the formation of slangisms from modern English military slang:
1. Lexico-semantic word formation: bird – вертолет, самолет; rat – казарменная крыса; rack – кровать; head – уборная, pig – пулемет; juice – топливо.
3. Affixation: ate-up – сомнительный; string-puller – артиллерист.
4. Abbreviation: heli – вертолет; Hot LZ – посадочная зона, находящаяся под обстрелом; BZ – Здорово! Хорошо! (для выражения одобрения); S2 – начальник разведки батальона и бригады; G2 – начальник разведки дивизии и более крупных соединений и объединений.
5. Conversion: locked and loaded – в полной боевой готовности.
6. The emergence of phraseological units: gong show – а) выход из под контроля; б) показ медали; to goon up – завалить дело.
Knowledge of military slang is a must for a military translator. All military texts are full of specific military words, abbreviations and idioms. Many of these terms and definitions can be diverse, i.e. they can have a huge variety of interpretations, depending on the context.
There can also be a case, when there is a necessity of translating idiomatic military expressions and slang. In this case one has to rely on a dictionary, as well as his own skills. Words like «Rodney» (офицер), «Bird» (вертолет, самолет), «Heli» (вертолет), «Snake» (вертолет огневой поддержки), «Slick» (некормленный вертолет), «Dustoff» (санитарный вертолет, эвакуация больных и раненых вертолетом), «Mattel»
Military abbreviation is another challenge for a translator, and, in fact, a huge challenge. There is a whole ocean of abbreviations and one can get lost in it. However, if you work in a specific field, it would be helpful to know those of that concrete field. Various dictionaries of military abbreviations can help.

The practical value of the research is that the data are related to the armed forces. The material can be used in the development of theoretical courses on military translation.

This information is addressed to novice translators and teachers of military translation.

Keywords: military slang, translation, military abbreviations, slang formation

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TROPES IN CHRISTINE LAGARDE’S SPEECHES AND THEIR TRANSLATION

Abstract.

Nowadays there is an increasing interest to public speech, and the way how a word is used. Hence, ability to speak beautifully and convincingly is mentioned as one of professional competences of a leader. It is not possible to acquire an oratorical skill without studying and analyzing the best performances in native and foreign languages, without research and the analysis of expressive means such as metaphors, for example.

The topicality of a research is predetermined by the general tendency of modern linguistics to study public speech, including a political discourse, where metaphor is functioning as well. The subject matter of the research is a metaphor in speech of the Managing director of the International Monetary Fund Christine
Lagarde. The research aims at revealing features of the transfer of metaphors in the public speech of madam Lagarde. The research object is types of metaphors and some ways of their translation into Russian. Thus, there are several questions in our focus. What type of metaphors does the managing director of the IMF prefer: metalinguistic, occasional, culture-specific ones?

Do globalization processes have an impact on creation of new metaphors? If yes, what type is preferred? What is their correct translation? Taking into account these objectives the research exploits quantitative and comparative analyses of C. Lagarde's speeches and their translation into Russian.

The speeches under consideration contain all three groups of metaphors: 1) metalinguistic, 2) culture-specific and 3) occasional.

There are metalinguistic metaphors in both languages and the number of them grows due to the ever-developing information society.

For example: le récit de sa vie is a course of life, une étincelle d’imagination is a spark of expression, empoisonner les relations internationales - to poison the international relations. Sometimes the context of metalinguistic metaphors can give other figurativeness in translation: porter ses fruits – to bring dividends, faire fi des frontières – not to observe borders, étouffer la réussite des jeunes entreprises – to make the success of startups and businessmen impossible.

These and other examples show that the translation of metaphors from French into Russian depends on a context. The following peculiarities have been noted while translating the metaphors having culture-specific nature and being used for figurative representation of financial and economic or legal realities.

For example, the translation of expression "combler les vides juridiques" the antonymous translation is given "to close loopholes", more natural to the Russian-speaking audience. When translating metaphors like "œuvrer main dans la main" we use loan translations "to create together" in case it is familiar to the
Russian addressees. Otherwise the explanatory translation is used.

A certain difficulty is presented by the translation of the occasional, author's metaphors which have not yet entered the lexical and semantic system of the language. For example, "la corruption est un cancer qui se moque des frontières" — "corruption is the cancer which is beyond national borders", corruption is compared to a cancer, i.e. a disease for which there are no borders and which goes over not only geographical, but also age boundaries.

The image is clear to the Russian reader therefore the loan translation is possible.

When in Russian there is no equivalent, we resort to a literal equivalent or to the descriptive translation: Ils reconnaissent l'utilité d’un pompier financier mondial qui pourrait aider les pays en cas de besoin. – They recognized advantages of the global organization which "extinguishes" financial crises and helps the countries in hard times.

Christine Lagarde's speech is characterized by not only the accurate structure and argumentativeness, but also by some metaphoricity. The translation of texts of her speeches is also interesting, thanks to richness of the Russian and its difference from French.

It is connected with lexical and semantic system of French and ways of its word formation. Metaphoric transfer as one of the ways of economic terms formation is peculiar to French, in Russian we prefer verbal formation, and in French — a nominative one.

According to this, the Russian naming covers the function of an object, its use while the French naming captures the external similarity with some other already known object or phenomenon. For example: un nouveau jalon is a new round; la pierre angulaire is a cornerstone, le blanchiment d’argent is money laundering.

Adjectives are also used as metaphors: monde numérique, économie numérique, monnaies numériques is the digital world,
digital economy, electronic money; un paysage monétaire is monetary and credit space; un paysage financier is a financial landscape.

There are more metaphoric verbs in the French metaphoric texts which are formed on the basis of figurative perception of similar action. For example: la confiance entre les nations s'effrite/croupir dans l'extrême pauvreté — trust between the countries collapses / suffer from extreme poverty (in the daily speech the verb s'effriter means "to spray, crumble" / verb croupir "stand, decay, spoil").

Along with the terms formed by metaphoric transfer in the French economic texts there are also some words of everyday language with emotional and expressional connotation. For example: accueillir à bras ouvert le changement et les idées nouvelles —to willingly accept changes and new thinking.

The qualitative and quantative analyses show that Christine Lagarde's speech is abundant in metalinguistic metaphors. It can be explained by the fact that she usually addresses the international audience and her speech has to be correctly interpreted and understood. Also we can conclude that the globalization processes stimulate an increase in metalinguistic metaphors due to active integration processes in economy.

**Keywords:** metaphor, types of metaphors, translation

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**STUDYING A MODULAR SOFTWARE: FROM A COMBINATORIAL METHODS TO THE PRACTICE OF TEACHING TRANSLATION**

**Abstract.**
The article reviews the process of learning how to work with specialized translation software (STS), and considers the following main technologies: computer-based systems: MT (Machine Translation) and TM (Translation Memory, memory or translation database), including TM (Terminology Management).
and TMS project management (Translation Management System) and PM (Project Management). STS represents specialized translation software including the listed translation as well as information systems.

«Informatics and Information Technologies in Linguistics» («IITL») course is given to the first-year students of the Institute of Linguistics and the Institute of Philology and History of the RSUH («Linguistics» degree, «Translation and Translation Studies» specialization), particularly the future translators shall master the professional application software required for their activities at the beginning.

The purpose of this publication is to introduce the IITL program developed according to the combinatorial technique, the essence of which is to master how to work in various automated translation systems, STS and vocabulary databases, use on- and offline utilities, as well as to learn the practices of working in information environment using ICT, hardware and software used in practical activities of translation community, acquisition of basic knowledge about online techniques for individual and group processing of specialized hypertexts in foreign language, training on using multilingual database and creating your own electronic glossary, as well as building of awareness of the role and place of STS in organizational and management activities of translation agencies.

Methods: the combinatorial technique allows the teacher to experiment and simulate variable educational modules such as, for example, «IITL», and also solves the problem of professional use of foreign information mediators and STS. The structure of section 2 «Systems and Translation Technologies» comprising lectures and practical exercises, structured according to the principle of combined thematic clusters (1 lesson – 4 hours): the first contact lesson represents an interactive visualization lecture and is dedicated to introduction to a particular STS module, the second lesson, practical one, is held on the same day after the first lesson in order to capture information and exercise the skills in
the certain technology using electronic translation systems (ETS).
Summary: A). Taking into account the requirements of the employers and that almost all translation agencies and large corporations use the recently mentioned two translation systems, the author of the combinatorial teaching technique of the section 2 «Translation Systems and Technologies» pays more attention to Trados Studio Professional software. This software represents a unified information environment for translation and editing, translation project management, streamlining of corporate terminology and connection with machine translation services. B) All the tools necessary for translation, working with terminology and project management operate within a single platform. Among the innovative features that increase the efficiency of translation, it is necessary to mention the following: 1. intellectual substitution and quality control tools; 2. advanced features for interacting with editors; 3. computerization of routine tasks and a variety of reports for effective project management; 4. facilitation of learning and use as well as customizable workspace; 5. support of files of all basic formats (both MS Word and specialized formats, like Adobe InDesign); 6. powerful tools to maximize the use of ready-made translations; 7. Improvement of expert-friendliness due to the function of editing translations in MS Word; 8. enhancement of basic system capacity using SDL OpenExhcnage portal applications; 9. open API as an opportunity for deep integration and customization; 10. Integration of terminological search and machine translation into the program. B). As SDL Trados Studio is a modular system, students is additionally motivated by the group processing of a text or a text corpus. Correctly and logically structured TMS (Translation Management System) and PM (Project Management) modules allow to manage large multilingual projects. Thus, students work at practical classes according to the developed algorithm using STS based on combinatorial technique and individual research route.
Finally, it should be noted that in the era of perverseness of ICT, the teaching methods on formation and improvement of the professional translation competencies require a new methodological approach. In this context, the combinatorial technique seems to be the most variable, and the proposed text corpus and hypertext processing technology is an effective professional translation tool. Harness of SDL MultiTerm (Translation Memory, Translation Management System) by the students shows that active use of this type of STS helps to master translation skills, and specialized literature study allows to form clear understanding of translation systems that meets today’s requirements of employers.

Keywords: specialized translation software, combinatorial methodology, translation project management system, terminology base

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CORPORA ANALYSIS IN RESEARCH OF “FALSE FRIENDS” PHRASEMES

Abstract.
Corpora analysis tends to be one of the most popular methods in linguistic research. It has become recently one of the active research methods for studying phraseology and describing phraseological units, their actual meanings, usage, styistics and connotations. Corpora analysis provides a lot of help in investigation of phraseological “false friends”: dealing with texts collections one can get an idea of modern phraseological means, dynamics of their development, appearing of new actual meanings and obsolescence of the old ones being the questions that play a significant role in identifying phraseological “false friends”. The paper presents tentative results of the research into translator’s (interpreter’s) phraseological “false friends” in
German and Russian and aims to establish the role of corpora analysis as the main investigation tool. Phraseological units have always been in the focus of linguistic interest. As almost every scientist tried and named these units in their own way, nowadays we have to deal with a great variety of coinages: phrasemes, phraseological units, idioms, set phrases etc. Following the German phraseological studies tradition, we accept “praseme” and “phraseological unit” as generic terms to refer to all types of set phrases. We take phraseological units to mean set phrases that differ from free word combinations in reinterpretation of lexical and grammatical components, fixedness, component separability. They are reproduced as a whole and usually reveal no fixed model in their composition.

The phenomenon of the so called translator’s (interpreter’s) phraseological “false friends” deserves special consideration. This type of phrasemes may hinder adequate comprehension of foreign speech and provoke mistakes in translation. Phraseological “false friends” differ in nature from lexical “false friends”. Lexical “false friends” share sound or graphic form, which may cause misunderstanding, whereas “false friends” phrasemes may not sound alike but evoke identical images and differ in actual meaning. Phraseological “false friends” may also differ in meaning scopes or connotations in two languages.

The following corpora analysis is based on the German language corpus DeReKo created by the German Language Institute in Mannheim. The corpus appeared in the mid-1950s and has become the largest German corpus supplied with all necessary lemmata (corpus annotations). The corpus is provided with a special tool “COSMAS” (Corpus Search, Management and Analysis System) which enables the researcher to choose one of 15 libraries, set restrictions and get background information like source, author, publisher etc. The present research deals only with the latest data in German and leaves out other variants of the German language (Austrian and Swiss). Only 30 first contexts (hits) containing a target phraseme are taken into consideration.
This number seems to be enough because new meanings that are not usually fixed in the dictionaries appear not later than in the 15-th hit. For another thing the contexts tend to repeat after the 30-th hit in the corpus.

The corpus research of 30 German phraseological “false friends” has produced the following results:

- some phrasemes or their certain meanings have become obsolete because they are not to be found in DeReKo anymore. Modern dictionaries have to be improved as they provide no information about these changes;
- some phrasemes are often used in their literal meaning which indicates a certain connection between components of a set phrase and its meaning and argues that components may influence the usage of a set phrase as a whole;
- set phrases marked as “colloquial” in dictionaries are rare in the corpus, because they are unusual for the written language;
- certain phrasemes are used in meanings other than those recorded in modern dictionaries. Such instances need special consideration because they do not definitely point out the development of some new phraseological meanings but can be a result of a false usage.

The method of corpora analyses proved out to be of great assistance in phraseological research and in research of “false friends” phrasemes in particular. It is used not only to establish and characterize such units but also to get a lot of help in answering theoretical questions, e.g. classification of phraseological “false friends”.

Keywords: phraseology, corpora analysis, “false friend” phrasemes
SESSION 4 EDUCATION AND TEACHING (aud. 454)

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DIDACTIC GAME AS A METHOD OF TEACHING CHILDREN IN THE ENGLISH LANGUAGE

Abstract.
The article reveals gaming techniques in teaching English at the initial stage of teaching English to preschoolers.
Teaching younger students a foreign language is caused by the desire to use the potential of the age most favorable for mastering the language. Preschool age is the most favorable for learning a foreign language. The plasticity of the natural mechanism of language learning by young children, imitation abilities, natural curiosity and the need for new knowledge, the absence of a “frozen system of values and attitudes,” as well as the so-called “language barrier” promotes the practical solution of the tasks facing learning English.
Didactic games are used to broaden horizons and cognitive activity, they form specific skills and abilities necessary for practical activities, and general education skills are developed during their implementation.
Didactic games perform many functions in the process of child development, facilitates the learning process, helps to master the material, develops the necessary competencies. Therefore, the game, being the main activity of the child, allows overcoming most of the difficulties associated with the conditional nature of foreign language communication and enhancing the positive impact of a foreign language on the development of a personality.
The abundance of game situations, fairy tales creates an
atmosphere of joy, creativity, the favorable psychological climate in the classroom.
There is a good reason to highlight the purpose of using games in the classroom foreign language:
1. the development of specific speech skills;
2. development of necessary abilities and mental functions;
3. cognition (in the formation of the actual language);
4. memorization of speech material.
With the help of educational games, children learn to think independently, to use their knowledge in various conditions following the task.
Many educational games teach children to find characteristic signs in objects and phenomena of the surrounding world, to compare, group, classify objects according to certain signs, to draw correct conclusions, to summarize. Many studies are devoted to the theme of the game and its influence on the development of a preschooler's child. (L.S. Vygotsky, A.N. Leontiev, S.L. Rubenstein, B.G. Ananyev, D. B. Elkonin).
As a result, a study was conducted at the “English Stars” children's center, where six preschool children aged five years studied. The following games were used during the lessons: “Who is in the house?”, “Find the card,” “On the farm,” “What can you see?”, Ball game “Hello! Good-bye! ”, Counts “One Fox, Two Foxes ... ”, song-game: “Walking, walking” as well as dramatizing games “Goldilocks and the three bears,” “Turnip.”
After using the educational game, the kids fixed lexical material on topics-figures, animals, family members, fairy tales, colloquial structures I can see ..., This is ..., Give me ..., familiarity phrases. By the end of the training, the majority of pupils have communicative and cognitive competencies, monologue, dialogical skills in the framework of the program; they can make
4-7 sentences about themselves, their family, friend, favorite toy, describe an animal, a subject.
One of the effective methods of teaching communication is an educational game, because it brings speech activity closer to natural norms, helps develop communication skills, promotes effective processing of language program material, provides practical instruction in teaching, helps to eliminate indifference, boredom, and formalism from the educational process — the school. Didactic games in a group of children have inexhaustible possibilities of recreating the most diverse relationships that people enter into in real life.

**Keywords:** preschool education, English, game, technique

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**TEACHING SPANISH THROUGH MUSIC**

**Abstract.**
For a long time, teachers of foreign languages have been looking for the most effective ways of teaching foreign languages. Options for mastering basic knowledge in any foreign language are presented in the form of teaching methods. The difficulty lies in choosing the most suitable one of their large number. The choice of one method or another is determined by theoretical grounds. The basis of this study is general scientific methods: observation and questioning, by means of which the interrelation of the level of linguistic students' training with the use of music in general, and in particular songs, in teaching a foreign language was revealed.
When learning a foreign language, it is important not only to gain knowledge of the grammatical structure of the language and its lexical composition, but also to learn about the main sociocultural
phenomena of the country where the language is spoken. Speaking about the Spanish language, this is quite difficult to realize due to the diversity of customs and traditions of the countries of Latin America and Spain. The use of music in the classroom can help in this, because music, and in particular, the lyrics are a valuable source of information, thanks to which it is possible to form the correct linguistic competences at students. Using music in Spanish classes, the teacher introduces cultural characteristics and historical phenomena to students.

This article investigates the method of teaching a foreign language through music, particularly through the songs “Cuba que linda es Cuba”, “Viva Venezuela mi patria querida” and “Simón Bolívar”. The first two songs are associated with the name of the most famous politician in South America, who struggled for the independence of the Spanish colonies. The third song describes the main facts which every student learning Spanish should know about Cuba. Using these songs during the lesson, the teacher will help students learn the historical characteristics of the countries (to follow the life path of such great people as Simon Bolivar and Fidel Castro), as well as feel the national flavor of Cuba and Venezuela. In our opinion, using such stories, the teacher influences the students’ interest and motivation, and use of songs also helps to create warm and friendly environment for students, which is important in the process of teaching the language.

Studying cultural and historical features of countries of Latin America is very important, but with the help of these songs you can also explain to students the peculiarities of using Preterito Indefinido in the Spanish language and pay student’s attention to the endings of verbs in Preterito Indefinido to help them remember the main features of the formation of this time in Spanish.

In addition, these songs can also help in expanding the vocabulary with the words used in them: we explain new words,
such as independencia (independence), pegar un grito (making sound), libertad (freedom), memoria (memory).

Thus, using the example of just one song, you can teach students the history of Venezuela, as well as focus on the grammatical structure of sentences in the text and expand the vocabulary. We conducted a survey among students of the Institute of Foreign Languages of Peoples’ Friendship University of Russia to identify the significance of using songs in Spanish lessons. The results of the study show that about 98% of students cannot remember any songs in the languages they study, which most fully convey the characteristics of the national spirit of the country. First of all, this is due to the fact that teachers do not use songs in foreign languages in the learning process. However, according to the students we interviewed, it is much more interesting to study the cultural features and historical facts of a particular country, listening to songs in a foreign language than reading textbooks.

Taking into account the data obtained during the study, it can be concluded that the majority of students believe that using songs in foreign languages during lessons will undoubtedly make the learning process more effective and interesting, and will also motivate students to do various language tasks. Accordingly, to the question of teachers "Is it necessary to use songs in foreign languages in the learning process," the answer is "yes." Summing up our research, we can state that music, in all its manifestations, was and still is a valuable information carrier. Being a witness of history, it carries in itself a lot of information through years and centuries, preserving it for future generations.

**Keywords:** methods of teaching a foreign language, Spanish, method of teaching, music, cultural aspects of learning foreign languages
DISTANCE E-LEARNING COURSES FOR USE IN EDUCATIONAL PROCESS AT UNIVERSITIES

Abstract.
Over the past decade in the system of higher education the most relevant and widely demanded form of education for students is distance learning using e-learning courses. In Russia, as in other countries of the world, e-learning has gained immense popularity and has become widely used along with traditional forms of education. The article describes the advantages of e-learning and distance learning technologies in the organization of the educational process for students and teachers, and for educational institutions.

The study used SWOT-analysis of the introduction of distance e-learning courses in the system of training University students to teaching. The analysis aims to identify the strengths and weaknesses of education using e-learning courses, as well as external opportunities and threats to implement this approach.

Distance learning is implemented through educational Internet portals, created on the basis of educational institutions, and is carried out using modern telecommunication technologies (on-line and off-line) without direct contact between the teacher and students.

The formation of competencies of the teacher of distance learning can take place as efficiently as possible in the refresher courses in the distance learning mode. To develop a distance learning course, the teacher needs to form information competencies, and to implement – communication and communication competencies, as well as personal self-improvement. How to improve the quality of the educational process with the help of distance learning? What conditions are necessary for the implementation of such training? The answer to these questions was obtained based on the analysis of scientific publications and...
research of domestic and foreign scientists, as well as on the generalization of experience with remote electronic training courses.

Distance e-learning is a rather complicated process, it requires not only moral and material costs, but also appropriate training of the teacher. The success of the introduction of e-learning in the system of modern higher education is determined by a sufficiently high motivation of the teaching staff and students. It is possible to tell with confidence that today students more ready to use e-learning than teachers, as the current modern generation is widely developed skills in social networks and computer technology.

SWOT analysis of distance e-learning revealed the advantages of blended learning against traditional (face-to-face) or only electronic, carried out offline and online.

Involvement of University teachers in e-distance learning is possible if you develop a well-thought-out system of motivation. Since the development of an electronic educational complex and the subsequent work in it requires a lot of time and effort, it is necessary to solve the problem of reducing the overall workload of the teacher. The second important issue is to ensure the interest of the teaching staff through a system of additional incentive supplements to wages. The lack of adequate remuneration for the creation and work with the e-learning complex leads to the fact that the preference for distance learning is given to professors and associate professors (who have higher pay and less load) compared to the Junior teaching staff. The solution of these issues on the part of the University management can lead to the successful implementation of e-learning in the educational process and meet the needs of modern society and the labor market in workers capable of self-education throughout life. The integration of e-learning in the educational process, the use of distance learning technologies are not administratively defined mechanism, and historically natural new learning technology. Thus, the components of methodological support of e-learning of
students for additional professional programs should be a specially organized methodical system, which is based on modern approaches to improving the quality of continuing education of professionals, takes into account the peculiarities of education of adult students, uses the achievements of modern digital didactics. **Keywords:** e-learning course, distance education, blended learning, higher-education system

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**TO THE QUESTION OF MODELING A LANGUAGE SYSTEM FOR EDUCATIONAL PURPOSES IN THE FRAME OF AN INVARIANT APPROACH**

**Abstract.**

Foreign language acquisition brings forth an everlasting opposition between a verbal organization system and learning procedure which is epitomized in the classic maxims: what to teach and how to teach. A coherent unification of these two different spheres is supposed to be implemented in the framework of a particular approach to language learning which is not actually entirely feasible, as there is often a gap distancing language per se and language learning. The essential nature of each approach appears to be alternately expressed either in terms which are closer to language or by those biased towards its acquisition. The major premise of developing a new approach conceptualization is that language learning procedure is to harmonize with the learner reflection on and reasoning about basic notions such as entity, name, reference, meaning, sense and other functional discourse characteristics practiced in instruction. This way of increasing the learner’s vision of expressive means furthers the development of language notions already obtained and shapes a firmer grasp of new sense-making patterns. Harmonization of these processes develops the learner’s awareness of their own universal outlook which results in
handling typical problems at the junction ‘thought - foreign language speech’ more efficiently. Therefore, the axis is modeled in the coordinates of the user inner speech outwardly manifested. The entire process simulation bases on the underlying function of language cognition known as predication. Two predicatively joined items - argument and predicate - is the start of any communication. In other words, the unification of the opposed fundamental origins of thought and speech is implemented in the phenomenon of predication. Predication explicates genuine features of language at large which reveal themselves in the form of a junction of the deepest content and most surface expression means. The generation of predications is the most important function of cognition due to which the real and individualized worlds mentally converge. Being independent of the particular content of a discourse fragment, the minimal (binary) predication formula can be used as an element of overall instruction modeling and a unit of instruction and assessment calculus. The use of binary units can be instrumental in establishing a dynamic congruence of the learner mental codes and L2 speech patterns due to the extension of the idea of argument-predicate interrelations and rules of their chaining. Thus, the didactic projection of predication is an invariant unit of sense formation that can be transferred into learning and teaching practice. The structure of predication reproduces an invariant constituent of thought - speech process and provides its unity, entireness and permanent reproducibility despite all dynamics and diversity of particular communicative contexts. The binary unit property being the minimal sense bit capable of further concatenation is the base for the development of the invariant approach to language learning. The invariant approach to language learning presupposes the formation of the learner’s ability to initiate, perform, control and improve the complicated procedure of transforming their thought into speech. New mental representations of information are obtained through the complicated interaction of inner thought attributes of reasoning,
inferring, imagining and problem-solving. None of these results is achievable unless ideas and words are properly joined up, i.e., predicated. The binary predicative unit used as the ultimate basis of the invariant approach is an element capable of reconciliation of thought and speech which are entities of different nature. The binary unit represents the interface where information passes from one sphere to the other, each time being interpreted into the codes corresponding either to inner speech - thought (thought - inner speech) - sound speech patterns. Relying on this language model the learner acquires lasting knowledge determining their thinking and culture level which is the gain of a fundamental caliber.

**Keywords:** predication, invariant, modeling, approach, unit

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**CASE STUDY METHOD HAS BEEN SO WIDELY USED BY UNIVERSITIES, WHICH TEND TO COMBINE THIS METHOD WITH TRADITIONAL LECTURE FORMAT**

**Abstract.**
The article aims at analyzing the educational process, modern methods of teaching a foreign language. It is known that methodology should take into account the psychological laws of memory and thinking, the perception and reproduction of the language material, the formation of foreign professional communicative competence. According to the work of modern psychologists, it has been experimentally proved that the students retain much more comprehended material in their memory than during the rote memory, the most effective result of the foreign language professional communication is achieved through professional tasks. Therefore, the Case Study method has been so widely used by universities, which tend to combine this method with traditional lecture format. If the Case Study course is properly arranged and run, it gives both parties a most exiting
feeling that is a sensation of being an active participant of a big deal. The Case Study is able to be related to the realistic professional context and it provides a detailed analysis in the certain case. As a research method the Case study is used in many situations in order to contribute to the knowledge of individual, group, social, business phenomena. The Case Study is often used as a research method on social disciplines such as psychology, sociology, social work, business, education, in the field of economics. When the Case Study is used in the descriptive research it describes a business situation that we have observed or been told about. The event has happened before and what is written does not affect what happened. And we have not been able to influence what happened. When Case Studies are used empirically they are used to start a role play between peers, and in that way they gain understanding and students are able to describe their actions. Students are part of what course of action is taken. The main benefit of the Case Study is that the Case Study is able to be related to the realistic professional context and it provides a detailed analysis in the certain case. It is said that the Case Study method has strength in obtaining the detailed and relevant experience. The internal validity is so high that makes the Case Study very valuable. The courses of English for Special Purposes (ESP) tend to focus on promoting the communicative skills that are usually applied to future professional format. These skills are the core and employability skills, being on the top target list of the University education. With foreign languages that are the most efficient discipline to train these skills, the present research is motivated to find out the main features of the Case Study or the Case Analysis courses in order to explore ESP courses at the Russian University. It is known that for each level of the educational process, its own system of authentic tasks in the foreign language training should be elaborated. Providing a motivational factor in the process of formation of foreign professional communicative competence through the organization of students’ speech activity in the logic of solving professionally
important tasks. In such a phased correspondence of the students’ course, there are very sufficient opportunities for the truly active, creative forms of work that produce the natural language in a foreign language. Learning a foreign language is not considered as a process of information transfer, but as a proper and high-quality organization of pedagogical conditions for the development of a student’s personal professional growth in conditions of professionally oriented education.

**Keywords:** Case Study method, ESP course, HBS, comprehended memory, mastering cognitive strategies, problem-solving, communicative skills in realistic professional context

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**INTERACTIVE APPROACH AS AN EFFECTIVE TOOL FOR TEACHING SPANISH IN HIGHER EDUCATION**

**Abstract.**  
There are many active and interactive methods in modern methodology. We will focus on those that have been researched and already tested in the personal professional and pedagogical practice at the Institute of foreign languages of Peoples’ Friendship University of Russia (PFUR). The objectives of the study are to find the impact of interactive approach on the students in Spanish Language learning and
suggest measures for teaching language skills by using an interactive approach.

It is assumed that the program of teaching a language is based on knowledge, skills, and abilities acquired in the necessary course of the general education school. However, the practice of work shows that students have different levels of training. The reason is that the prospective university students of PFUR are the school leavers not only from different regions of Russia but abroad. A different social environment plays here of great importance. Some students have not studied a foreign language at all or studied the other language. It requires a differentiated approach to the students to develop a sense of self-confidence in their abilities. Moreover, undoubtedly, the interactive method of teaching foreign languages assists the teachers. It is aimed at the simultaneous solution of several problems: communicative-cognitive, communication skills teaching; concrete-cognitive, considering a specific educational situation; socially-oriented, shaping and developing adequate socialization of a person outside the educational situation.

The effectiveness of the learning process depends on the implementation of the following principles: an integrated approach to the communicative-situational basis; interactivity; differentiated approach; inclusion; variability of the operating mode; problematicity (both in the organization of teaching materials, and the learning process itself).

The novelty of the use of interactive methods includes important and necessary key points, tasks that are entirely unnecessary in traditional methods, widely used in our education system until recently. The interactive method requires the mandatory inclusion of each student studying the Spanish language in the process of learning and practical application. It forms the skill of teamwork, where an educator brings the leadership skills up and increases cognitive motivation. Interactive methods of work develop the skills of self-study, self-searching for materials on the studied topic, teach the skills of successful communication. Such activity
in the classroom allows the student to take responsibility for joint and own activities. It is necessary for the formation of the personal qualities of a linguistic student. It is important not the number of the received information but how it was obtained, the ability to apply it in practice and whether it is personally significant for students. A teacher is required to make a severe change in his/her professional thinking and activities in order to change his/her educational activities.

A control group of students from the Institute of Foreign Languages was taken to conduct experimental training. It included three stages: 1) preparatory; 2) the stage of experiential learning; 3) the stage of processing and interpreting the data. In the course of experimental training, the teachers formulated the purpose and tasks, defined the ways of checking the effectiveness: testing, oral questioning, video interviewing, and conversation. The goal of experiential learning is to evaluate the effectiveness of learning Spanish using interactive techniques in a group with a threshold level of proficiency in Spanish. The formulated goal has determined a range of specific tasks that we solved in the course of experiential education:
- to test the effectiveness of training using interactive forms of education;
- to improve the level of speaking skills of students in Spanish classes.

Thanks to experimental learning students enhanced their motivation and developed communicative competence, which is too important in our contemporary world. 

**Keywords**: Spanish, interactive approach, communicative competence, cognitive motivation, interactive techniques
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THE FEATURES OF THE CREATIVE WRITING 
AS A METHOD TO ELABORATE STUDENTS’ 
EFFICIENT SKILLS
Abstract.
The article aims at analyzing the creative writing and its 
application within the diverse methods to the enhancement of the 
written speech in the context of the foreign language training. 
Nevertheless, the experience of teacher’s practice points out that 
student’s written essay does not meet the requirement of the 
creative writing that shows the inefficiency of the approach for 
the essay in the foreign language training and needs its 
improvement. The goal of the creative writing in the process of 
the foreign language training and the influence of the approach on 
different creative thinking components have been examined into. 
The features of the creative writing as a method to elaborate the 
students’ efficient skills are reviewed in this article. Unlike 
speaking, the written text means the strict requirements that are 
assessed on saving the standard language. Introduced to the 
audience, the written text is not able to be changed any more, 
which results are in the content. According to the practice of 
teaching, student’s written work does not meet the requirements 
of the creative writing, which shows the inefficiency of the 
approach of the creative writing in the process of the foreign 
language training and requires its improvement.
As a result of our research, the approaches to introduce the 
creative writing into the teaching process are proposed. By the
foreign language training the specialist receives information on the specialty, expanding and forming a new linguistic space. The task of the modern teacher, taking into account the professional model, is to prepare the future specialist. The variety of activities in the foreign language learning process and dynamics of changing requirements for a professional in modern society make it necessary for the student to have a creative approach when applying professional skills and, therefore, to introduce into the learning process activities aimed not only at mastering the knowledge, but also developing the critical thinking, creative abilities and personality traits. The students’ creative writing aims are to present his outlook and subjectivity of feeling as well as the uniqueness of his mind. At the same time, the creative writing requires the student to be linguistically experienced and aware, to have mastered the language respectively, relatively and think fairly. Learning a foreign language the specialist receives information on the specialty, expanding and forming a new linguistic space. It is considered that there is the correlation of the creative writing with various approaches to train the written speech. It is considered in this research that there have been defined three approaches of the teaching written speech: prescriptive, linguistic and active. The creative writing combines three approaches to the foreign language teaching. It is known that while working upon the writing it encourages the student to correct an essay by themselves and to study grammar rules, which leads to use the alternative learning resources. It should be noted that the undertaken research proves that there is a huge educational potential of the creative writing process with the necessity of improving the existing method of the written speech training. The distinguished approach can be referred to the foreign language training process in different forms of the verbal expressions. The given conditions are met in order to improve the efficiency, the writing tasks have to be selected according to the educational goal and the knowledge level of students’ training. Contemporary requirements of educational system imply not only
interactivity in the classroom, but also a high degree of student autonomy and this imposes serious obligations on the teacher including the ability to organize an independent project work and students’ scientific research, to provide regular feedback, a transparent system of control and evaluation.

**Keywords:** the creative writing, the education system, the professional skills, modern projects, the prescriptive, linguistic and active approaches

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**FORMATION OF THE ECONOMIC COMPETENCY OF THE HEAD OF AN EDUCATIONAL INSTITUTION WITHIN ADVANCED TRAINING SYSTEM**

**Abstract.**
The worldwide shift to the market economy has radically changed the key guidelines within the professional education goals, including the training process of future managers. Today the professional activity performed by the head of an educational institution (HEI) is inalienable from the economic issues. The modernization of the education system presupposes the creation of the educational services market, altering the status and broadening the economic self-sufficiency of educational institutions, which leads to certain increase in rectors’ and directors’ responsibility level and the need to improve their professional competency. The modern society is awaiting the appearance of a new manager who is eager and bound to provide the effectiveness of an educational institution within the market reality.

We define the essence of the concept of “the HEI’s professional competency” by clarifying its content through a distinction with similar notions: “competency” («компетентность») and “competence” («компетенция»). Analysis of numerous studies dedicated to the nature of competency in specifying the
theoretical essence of the above-mentioned notions leads us to the conclusion that they are closely interrelated. In its most general form, the concept of “competency” means the characteristic of a person (competent, knowledgeable, enjoying full professional rights), while the concept of “competence” describes what the person has (duties, range of issues, abilities, knowledge and skills). According to A.V. Khutorskoy and I.A. Zimnyaya, we distinguish “competency” and “competence” as common and individual, as “alienated, pre-set requirements” and a personal quality (characteristics); as “potential – urgent, cognitive – personal”, respectively.

The theoretical analysis of the economic aspect of the HEI’s professional activity served as the basis for singling out the new professional quality, which we defined as the economic competency. It allows the HEI to successfully complete economic tasks of different complexity levels. Being an individual’s qualitative characteristic, the HEI’s economic competency is determined by the nature of his/her professional activity and is a unity of theoretical (economic knowledge), practical (economic experience), motivational readiness and ability to carry out this activity, which is embodied in material, socio-economic and personally significant product – sustainable functioning of the educational institution.

The following criteria of the economic competency were singled out: the assimilation of economic and legal knowledge (knowledge-based) – awareness of concepts, terms, definitions that form the basis of the chosen profession; mastering relevant skills (activity-based) – analyzing and designing real economic situations, choosing ways to solve economic problems, work with legal texts, predict the future; the formation level of value-oriented economic activity (motivational) – the motives of professional activity, the mental acceptance of the market economy, the consistency of economic and social goals, the concentration on achieving a high level of the economic competency; formation of personal qualities (personality-
focused) – understanding the economic competency as one of the leading professional values, adequate self-assessment of one’s abilities. The mentioned criteria indicate the complexity of the process of forming the economic competency within the system of the HEI’s advanced training.

To determine the degree of the economic competency formation in the educational process of the advanced training system, we identified four levels of the HEI’s economic competency formation: insufficient, basic, advanced and leadership. Each previous level determines the next and is included in its composition. The *insufficient* level was manifested in the HEI’s inability to solve most of the standard economic tasks. The *basic* level characterized the HEI’s ability to solve standard economic tasks at the reproductive level. The advanced level was associated with successful fulfillment of standard and non-standard tasks. The *leadership* level corresponds to the HEI’s ability to creatively solve economic problems, to foresee the emergence of economic problems, to make preemptive economic decisions; ensure a high level of competitiveness of the educational institution. In real practice a manager’s level was determined by the nature of economic tasks that he/she can solve without assistance.

**Keywords:** economic competency, educational institution, advanced training system
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MODEL OF THE PROCESS OF FORMATION RESEARCH SKILLS OF A FUTURE FOREIGN LANGUAGE TEACHER  

Abstract.  
In modern education is widely used design model of the educational process, which is used for planning the whole educational process, and for the construction of individual lessons. Modeling a foreign language lesson is a certain set, a typical sequence of training actions of teachers and students in the classroom in the process of mastering the latest foreign language skills and abilities.  
Methodical model is nothing but a self-developing system that allows a person to continue to cope with atypical tasks. And this, in our opinion, distinguishes theoretical systems from those models that mistakenly reflect the connections of the material world, and therefore are not effective in the learning process. It is the effectiveness of the functioning of a model can be a criterion of its proximity to the original, proof that it accurately reflects not only the structure of the simulated system, but also the functional relationships between its components.  
Modeling is therefore not so much a kind of mental activity as a strategy, the direction of any mental activity that guarantees her good luck.  
To create an installation instruction, the teacher must, performing each type of task, analyze how he does it, isolate the individual operations and their exact sequence, consider whether the student can go the other way, to assess this path in terms of its effectiveness. Thus, the installation instruction is a postoperative
description of the correct algorithm of activity when performing this type of tasks and description of other possible ways, together with an explanation that they are inadequate to the nature of the activity or goal.

Project game technologies, as well as the technology of problem and contextual learning can be used as the leading learning technologies.

It is necessary to mention the organizational and methodological conditions that will be required for the implementation of our model. The organization of the process of training and education with the use of intensive communication system and the use of relaxopedic components creates conditions for the accelerated formation of communicative and speech competence, the transition to specialized training.

Pedagogical suggestion as an effective means of educational process can influence the motivation of communicative and speech behavior of students, promote the effective use of mental reserves of students.

The study of the interaction of conscious and unconscious components of the psyche of students during the educational process in a foreign language opens up opportunities for targeted psychological and pedagogical impact on the development of a sense of language (linguistic competence), creative thinking of foreign language teachers in the process of assimilation and processing of foreign language information. The latter is impossible without the dynamic management of the motivational sphere of students, the formation of their positive attitude, readiness for training activities.

Direct transfer of educational material in a foreign language, first with translation into the native language, then without it, is accompanied by elements of the second plan – nonverbal means: mimics gestures. All of them form a certain communicative situation. Such situations when they are repeated psychologically adjust the student to the readiness to perceive the material in a foreign language and understand it without translation into their
native language. Foreign language information becomes part of the communicative interaction at all its stages and the intensification of the communicative cycle of the learning process is carried out. It also acts as a means of motivation for further cognitive activity.

Thanks to the structural analysis of the material that is used in the learning process, the teacher is able to determine the supporting elements of the relationship that form the system of presentation and affect the effectiveness of the entire didactic system. The structure of the educational material can significantly affect the motivation for learning, students' interest in the process of obtaining knowledge and the development of scientific thinking.

In the analysis of the content of training is important in each discipline to determine the structural elements (topics, concepts, sections) on which the learning process will be carried out at the level of knowledge, skills, abilities, creative application in practice of theoretical concepts.

Modeling a foreign language lesson involves the following successive stages: the definition of the problem, the theme and purpose of the lesson, content, methods, techniques, tools and forms of training.

**Keywords:** research skills, methodical model, foreign language teacher

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**TEACHING SEMIOTICS IN THE CONTEXT OF PHILOLOGICAL SCIENCES**

**Abstract.**

Semiotics is the science of signs, sign processes, signification and communication. Modern semiotics is interdisciplinary (referring to philology, philosophy, anthropology) and relies on a dialogue between two European cultures: Russian and French. It was in these countries that the rapid development of discipline began in
the second half of the 20th century (Moscow-Tartu School in Russia, Paris School Semiotics in France).

The Russian semiotic tradition began in 1962 with the Symposium on the Structural Study of Sign Systems (Vyacheslav Ivanov, Vladimir Toporov, Yuri Lotman), with the participation of the Structural typology sector of the Institute of Slavic Studies of the USSR Academy of Sciences. The symposium in the USSR and the Linguistic Conference held in the USA in Bloomington played the role of a catalyst for the creation of the International Association for Semiotic Studies (L'Association Internationale de Sémiotique (IASS-AIS), founded in Paris in 1969 with the participation of Roman Jakobson and Algirdas Julien Greimas, and for the subsequent development of semiotic science.

In Russia, the semiotic school began with simple and easily structured semiotic models: gesture system, etiquette, system of traffic signs. Further, the Moscow Semiotic School and Y.M. Lotman made the texts the center of scientific attraction, in which they learned to see “non-obvious” interpreted meanings using semiotic methods.

French semiotics scientists (in particular, the Paris School founded by A.J. Greimas) were largely associated with the well-known French school of philosophy and psychology (Lacan, Bachelard, Deleuze, Bataille, Derrida). This determined the code system and the referential attitudes of the presentation of semiotic works, when the behavior of the person and the model of his thinking became the most important. In modern French semiotics, special attention is given to semiotic practices. The basic principles of today's French semiotic school are that discourse and semiotic practice are presented not in the form of static schemes (for example, semiotic squares), but in continuous, dynamic or affective aspects (semiotics of passions).

Interest and attention to semiotics has now flared up with a new force, firstly, because of the attention to the distinction between semiotic systems of anthropoids and man, which turned out to be interesting both in itself and as a possible predictable path to the
origin of human communication and human language. Secondly, European globalization requires understanding and describing the typology of semi-ethical codes for a common understanding of not only linguistic structures, but also the history of behavioral models in the field of joint scientific research, understanding of historical facts, international relations, economic projects, medicine, etc.

Today, semiotics as a discipline is widely represented in higher education institutions in Europe (France, Italy, Spain, Belgium, Finland, Lithuania, Estonia, Bulgaria), Latin America (Brazil, Peru, Argentina), USA, Canada, Asia (South Korea, China), the World Congresses of the International Association for Semiotic Studies are held regularly. In modern Russia, semiotics as a science begins to become more popular in the applied aspect, in the form of special courses in universities in the humanities departments.

In one of the most significant semiotic works of recent years, Jacques Fontanille’s book, Forms of Life (Fontanille, J.: 2015), the science of meaning is understood primarily as a science of questions: “You asked me a question, what was the point of the question?”. It is logical to regard semiotics as a science of questions: it offers numerous methods to explore the meaning of practices, texts, and objects that characterize human culture. Semiotics has developed approaches to describe the emergence of the meaning of sign systems and communities, such as texts, images, or social interactions. She is able to talk about their meaning, going hand in hand with other humanities - philology, history, philosophy, psychology, anthropology, economics, sociology. But in order to effectively raise the question of the impact of technological progress on our society, semiotics needs an immanent plan. Such a plan today is life forms, elements of the semiosphere - signs, texts, objects and practices endowed with meaning and symbolically expressed principles: they affect our feelings and emotional states, they also determine the meaning of our existence and our behavior.
The presentation will describe the experience of teaching semiotics at the State Academic University of the Humanities on the basis of the Russian Academy of Sciences (2018-2019 academic year, special course “Historical Semiotics”), as well as the question of the place of this science in the teaching of humanities, in particular philological sciences, on the example of Russia and France.

**Keywords**
Semiotics, Paris School Semiotics, Moscow-Tartu School, intercultural dialogue

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COMPOSITIONAL SPECIFICITY OF ARTISTIC TEXTS WITH SACRAL COMPONENTS

**Abstract.**
In the paper the author sets some goals and puts forward various tasks to solve the problem connecting with the location of quotation and allusion as main means with the help of which the sacral component is realized in the Russian and English literary texts. In this regard the relevance of the topic under study is due to the urgent need for theoretical understanding and practical study of the problem of placing a sacral metacomponent in the space of an artistic text. This study attempts to analyse the compositional structure of texts. And on the basis of the obtained data the author of the paper highlights the main parts of the artistic text in which the writers most often use the sacral component. This study is devoted to the consideration of the theoretical and the practical basis of the study of the sacral metacomponent in artistic texts, in connection with which the author solves the general and specific problems of using the sacral component in various segments of the artistic text. In addition to what has already said, the paper compares the use of the sacral metacomponent in two languages - in Russian and English. The author pays significant attention at the problem of
the relationship between the compositional structure of an artistic
text with a sacral component and an artistic text without the
subtext under study. In this paper the text is considered both as a
work of art and as an object of linguistic research. Moreover the
quotation and allusion in the text appear to be the main
metacomponents with the help of which the “sacral” is expressed
in the text of the artwork.

In the study the author of this paper gradually examines and
analyzes the use of compositional features of the text. At the
same time a comparison of the structural specificity of both
Russian and English artistic texts with the sacral component is
made.

This study states that the main text positions in which the author
uses the sacral metacomponent are the title, epigraph, “the actual
text” (beginning, end) and the after-text part (chronological
name).

The title of the text presents the quotation and allusion with the
sacral component without reference to their classification, more
precisely, according to the principle of their frequency use in this
part of the text. The next is the epigraph that represents the level
of the text in which sacral quotation is most often used. As for the
“actual text”, this is the largest in frequency of the use of sacral
metacomponents of the artistic text. The post-text part is studied
by the author rather as part of the compositional structure of any
artistic text generally accepted in linguistics and literary criticism.

The problem of the compositional structure of a literary text is
studied by many scholars not only in literary criticism, but also in
philology. Among the linguists who dealt with the problem of the
notion of a text, its features in general, and also compositional
peculiarities in particular, can be called I.R. Galperin (1986) and
his work "The Text As An Object of Linguistic Research",
O.L. Kamenskaya (1990) who wrote the book “Text and
Communication”, N.S. Valgina (2003) and her course book “Text
Theory” etc. In scientific works linguists, as a rule, investigate
the question of the compositional construction of an artistic text,
analyze its structural originality, etc. At the same time the problem of the positional use of a metacomponent in the text by the author remains practically unexplored. There are some scientific works devoting to the problem of the metacomponents used in texts. Among these papers one may call the works by A. Wezhbitska “Metatext in The Text” (1978), V.A. Lukin’s “The Artistic Text: The Basics of Linguistic theory and Elements of Analysis” (1999) and some others.

Keywords: metacomponent, sacral, artistic text, compositional structure, positional specificity, quotation, allusion

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ISSUES IN MODERN INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES AT UNIVERSITIES

Abstract.
The authors focus on the issues of current interest in the practice of teaching foreign languages to university level students. Nowadays the whole process is lead by both the Federal Government Educational Standards and the use of information and communication technology. The article highlights such aspects of this technology as project activity, the development of critical thinking and multilevel teaching.

Within the format of philological studies paradigm the authors adhere to anthropocentric approach to teaching academic disciplines to university level students. In context to these circumstances personality features of the teacher appear to be in the limelight, as they account for the expected level of teaching and the depth of the discipline’s profile, as well as the connection of the latter with other branches of the humanitarian study. The
article looks into current information and communication technologies and views them as applicable to multilevel teaching. As foreign language classes present a classical educational pattern, its characteristics are viewed in terms of the subject «A practical course of a foreign language». Due attention is given to practical creative tasks that imply the use of the corresponding project elements and require a quest for historical, economic, sociological and other data. As a result, project culture provokes creative thinking, the students’ ability to take part in hypothetical discussion of social and cultural realia and their ability to form prognosis concerning probable solutions.

The technology of critical thinking vividly shows that it results from the project technology. The final product cannot succeed if not grounded in the text to be reproduced by the participants. Illustrations and comments are indispensable here. These come to life at the expense of the technical means and media devices. The article argues the technology of critical thinking can be successfully employed at the stage when the students are working out the material content components or when they decide how detailed the narration, or how big its volume.

The authors refer to a variety of methods to be used. This is particularly intricate when issues of a foreign language culture are being dealt with. Final questions, charts and essay writing, role play and brainstorm are just a few of the issues here. All the above mentioned methods are part of a didactic system as they aim at working out a set of humanitarian values related to different students’ activities, speech activity included. Multilevel teaching appears to be one of such methods. When applied in a Secondary school classroom it results in less advanced students getting more help from the teacher. More advanced learners also appear at an advantage, as the teacher is free to structure the class correspondingly and meet their requirements. The above mentioned features enhance the chance for the students to experience the so-called educational success.
The authors conclude by saying that the technology of multilevel teaching can be used in a University level classroom with certain reservations. Whereas Secondary school level requirement, expectations and materials are same for all the students, University level requirements as well as teaching materials reflect not only the specific interest of the students, but also the level of their advancement. Thus, language groups of different levels can function within one year of studies.

**Keywords:** information communication technology, project activity, critical thinking, multilevel teaching.

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**LANGUAGE RELAY: USING A LANGUAGE GAME WHEN TEACHING STUDENTS WITH SUB-INTERMEDIATE ENGLISH LEVELS**

**Abstract.**
Language Relay (“Lingvoestafeta”) is a language game consisting in the alternate pronouncing of word combinations (phrases), each of which has grammatical-semantic coherence and includes a verb, an adjective and a noun (which can be supplemented with other notional and / or functional parts of speech: prepositions, conjunctions, articles, etc.). The word combination should begin with a verb and end with a noun. The verb must begin with the letter that ends the noun in the previous word combination. It is recommended to use Language Relay as a warm-up at the Pre-Intermediate level. Simplified versions of this game can be used at the Beginner level (noun) and Elementary level (adjective + noun). The structure of LR allows the game to be played not only in English.

**Game process.** The teacher utters a starting phrase. For example: “To search for some interesting data”. Student No. 1 utters a phrase, in which the verb begins with the letter that ends the noun in the teacher’s phrase. For example: “To approach a beautiful
lake”. Student No. 2 utters a phrase in which the verb begins with the letter that ends the noun in the phrase uttered by Student No. 1. For example: “To escape from a modern prison”. And so on…

Extra points. A student who uses “non-standard” vocabulary in the phrase (words and word combinations that are commonly not known to students at this level) receives extra points, the number of which corresponds to the number of such units. The presence of “non-standardness” is determined by the teacher. For example: “To approach a beautiful lake” = 0 points. “To approach a picturesque mere” = 2 points. The student also receives extra points for using the vocabulary related to the studied topics. For example: “To succeed because of bright talent” = 0 points. “To succeed because of higher education” = 1 or 2 points (topic “Education”).

Practical significance.
Language Relay provides for: 1) general improvement in the quality of students’ speech from lexical and grammatical point of view (building phrases in accordance with the syntactic norm of the English language, striving to use “non-standard” lexical units within the extra points system); 2) the consolidation of active vocabulary (the wish to use active lexical units within the extra points system); 3) memory improvement (the desire to remember a verb that begins with a certain letter); 4) development of spelling competence (the need to resist “provoking” words: fake [feɪk], limb [lɪm], laugh [laː f], etc.

The proposed game was tested in a number of higher and secondary educational institutions of Moscow (in chronological order): School N 1531 named after S. K. Godovikov, International Academy of Business and Management (MABIU / IABM), Russian State Social University (RSSU / RGSU), Moscow Institute of Linguistics (MIL) (modern name – Moscow International Academy (MMA)), Moscow Institute of Humanities named after E. R. Dashkova (MGI named after E. R. Dashkova), School “Sviblovo” (former name – Gymnasium N 1565 “Sviblovo”) and at the Institute of Foreign Languages of Peoples’
Friendship University of Russia (RUDN University). Preliminary results of the longitude pedagogical experiment were presented at the 6th International scientific-practical conference “Society – Language – Culture: Topical Issues of Interaction in the XXI Century” (Moscow Institute of Linguistics, November 2011), the annual meeting of Moscow university teachers and researchers “April Readings” (International Academy of Business and Management, April 2013) and at the scientific seminar “Linguodidactic fundamentals of Linguistics” (Peoples’ Friendship University of Russia, January 2019). In the near future the author is planning to test his Language Relay in a number of other educational institutions (schools, colleges, universities) situated in different cities and towns of the Russian Federation or maybe even abroad.

**Keywords:** language game, word combinations, phrases, the English language

**SESSION 5 GENERAL AND SPECIFIC LINGUISTICS**

(aud. 561)

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**VARIABILITY OF TECHNICAL TERMINOLOGY BY THE EXAMPLE OF METAPHOR AND METONYMY**

**Abstract.**

The article deals with the problem of the secondary nature of the meanings of prototypical terms-invariants. A detailed study of variants of the terms-prototypes is carried out using the theory of prototypes of E. Rosh. The prototype term is considered as an
invariant cognitive model of human thinking. The substantiation of the presence of metonymy and metaphor phenomena in the scientific texts of considered electric power industry term system is given. A presentable series of examples, which is the evidence base of the conducted research, is provided. It is proved that terms-variants as well as invariants can enter the sphere of fixation with equal ability and equal right, firmly entrenched as a variant of the term-prototype, that is characterized only for this particular terminological system. The presentational number of examples is a fragmentary consequence of the analysis of more than 350 texts in Russian, German, and French. Also there are a number of examples in this work which most clearly demonstrate the necessity of metaphorical transfer. It is proved by authors that the presence of metonymic and metaphorical transfers in the term systems of the studied sublanguage is a necessary and unavoidable consequence of the dynamic development of the language itself.

In the terminological systems of the languages analyzed in the framework of this study, in the terminological system of the German language, in particular, the frequency functioning of a similar terminological combination (TC) in the scientific text is less pronounced. This fact is explained by the desire of the German language for a clearer, more limited polysemantic variability of terms of the language for special purposes (LSP), the so-called language savings, which corresponds to the international requirements of INFOTERM regarding the requirements of brevity and accuracy of the meaning of a term. In relation to the subject of this study, we have taken as a basis the principle of a unified category, according to which the meanings of a word can be considered as forming a category. The authors give a clear justification for the fact that, in relation to each individual area of knowledge, a polysemantic term can be unambiguous, and, conversely, an unambiguous term can acquire a polysemantic character. The main meaning of the term, or word, on the basis of which the term is created, is a semantic
support for its new meanings and uses (lexical-semantic variants and contextual variants).

The same principle of nuclear, central importance is relevant for the texts of science of the considered terminological system of the French language. The unified principle of nuclear location, otherwise, the Central invariant, in our opinion, the closely related factor of the considered sublanguage as a term system one of the Romano-Germanic groups. This fact is undoubtedly a historically determined factor in the parallel development of European scientific thought, which provoked the interpenetration of both invariants and variants of the term systems of interest to us.

On the basis of the foregoing, the authors put forward the following hypothesis: "in the framework of the theory of prototypes E. Roche, we have considered the secondary meanings (narrowing of the value, expansion of the value, displacement) is nothing more than variants of the terms of prototypes. In this work, this postulate is considered in application to a fair number of examples of the use of the scientific term LSP in the term systems of the German, French, Russian languages.

Thus, the invariants - terms, which have metonymic and metaphorical transfers, revealed in the course of the research, are a natural aspect of the polysemantic variability of the terms considered by us.

**Keywords:** prototype, invariant, substitution, metaphor, metonymy

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**WAYS OF REPRESENTATION OF THE CONCEPT "SOUL" IN KALMYK LANGUAGE**

**Abstract.**

One can name numerous articles, dissertations studying different concepts including the concept “soul” in Russian, English and
other languages. Over last decades lots of articles and papers have turned up studying concepts of Kalmyk language, the language spoken in one of the regions of Russian Federation. Among them concepts “happiness”, “destiny”, “nomads”, “compassion”, “time”, “modesty” just to name. As for the concept “soul”, which is thoroughly examined in Russian and other languages, it hasn’t attracted due attention of linguists studying concepts in Kalmyk language. Though, it is the one that undoubtedly can be referred to basic concepts of Kalmyk culture. Besides, an alarming fact that Kalmyk language is included in the number of endangered languages makes it utterly important to study the language. Thus this article is a way to contribute our bit to preserve this beautiful and ancient language.

The article studies the ways to represent the concept “soul” in Kalmyk language speaking community. The linguistic material to be studied is taken from verses by modern poet Badma Vaskaev as the outstanding representative of Kalmyk speaking community. The poetry by this author reflects the beauty, linguistic wealth and diversity of Kalmyk language as well as the essence of Kalmyk way of thinking and world outlook.

Badma Vaskaev was a connoisseur of Kalmyk language and Kalmyk, Russian and world literature. He highly appreciated the treasure of Kalmyk culture the legendary heroic epos “Jangar” and poetry by famous poet D.N. Kugultinov. These facts define the depth and creative power of the poetry by B. Vaskaev.

The ideas of this article are based on theories of concept worked out by prominent Russian linguists Karasic V.I., Sternin I.A., Vorkachev S.G, Vereschagin E.M., Kostomarov V.G. and others. The concept in the article is understood as conventional mental unit designed for comprehensive study of a language, mentality and culture as it is defined by Karasic V.I. The idea of a frame, which is traditionally used in cognitive study as a tool to describe metaphors, is employed here to fully depict the ways of forming the concept “soul”.
Semantic, component and context analysis uncovered ways representing the concept under consideration. The idea of individual concepts existing along with those belonging to some groups, nations, and the whole humanity mentioned in the article by Karasic V.I. and Slyshkin G.G. prompted the choice of the linguistic material for the article.

The semantic analysis of the verses resulted in working out several frames that shape the concept “soul” in the poetry under consideration. Metaphoric use of words that do not have literal meaning “soul” enlarges the ways to convey the idea of the concept.

Having studied the linguistic material it can be concluded that in Kalmyk language the notion of soul can be expressed with the help of several words such as: седкл sedkl, чееж chedge, сумсн sumsn, орч oerch. In the studied verses the word орч oerch bears the notion of the concept “soul” while in the dictionary this meaning is not reflected. Besides in spoken Kalmyk language this word is not used in the meaning of soul.

Analysis has showed that: firstly, sometimes words representing the concept acquire their meanings only due to the context. Secondly, there are cases when one and the same word bears two meanings in one sentence, literal and metaphoric. And finally, often two words manifesting the concept can be found in one line, facilitating or even contrasting lexical meanings of one another.

It is necessary to mention that the word седкл sedkl is a core word which is mainly used to represent “soul” both as a national concept and an individual one.

**Keywords:** concept “soul”, frame, individual concepts
FUNCTIONAL PECULIARITIES OF ANTONYMS
(ON THE BASIS OF WORKS BY MUKHAMMAD YUSUF)

Abstract.
The choice of topic is due to the following circumstances. Firstly, as it is already noted above, the problem of antonyms is not sufficiently developed in the Uzbek language: there are only separate sections on antonyms and antonymy in the textbooks on the Uzbek language. Secondly, the choice of the topic is due to the urgency of the problem of clearly delineating the system units of the Uzbek vocabulary and determining their role in live Uzbek speech.

The main purpose of this article is to identify the functional role of antonyms in poetic works of Muhammad Yusuf’s in the Uzbek language. Tasks are as follows: the study and translation of the poetic works of Muhammad Yusuf in order to identify antonyms in them and analysis of the peculiarities of the stylistic use of antonyms in his works.

The theoretical significance and scientific novelty of the article is determined by the fact that antonym pairs are discussed, they are used in the works of Muhammad Yusuf (in Uzbek); fragments of some works of Muhammad Yusuf have been translated into Russian; for the first time, the poems of Muhammad Yusuf are analyzed and the functionality of the antonyms in his works are investigated.

The materials of the article can be used in university in the process of studying the relevant topics of such disciplines as "Lexicology", "Comparative Typology", as well as during the practice of translation.

For the analysis of antonyms we have chosen poetic works of modern Uzbek poet Muhammad Yusuf in the Uzbek language. It should be noted that the poems of Muhammad Yusuf, published in the Uzbek language quite recently, in 2004, have not yet
become the object of linguistic analysis of researchers, and are not translated into Russian.

One of the main purposes of the use of antonyms in the works of the Uzbek poet Muhammad Yusuf is to indicate the limit of manifestation of quality, properties, phenomena, attitudes, actions.

Sometimes in the works of Muhammad Yusuf, antonyms are used to express an assessment of opposing properties, objects, actions, states.

An analysis of the poems of Muhammad Yusuf shows that he often uses antonyms to convey the complexity, depth and inconsistency of the human soul, interpersonal and inter-ethnic relations. His poetry is filled with longing, love for his people, for a simple farmer who works from morning till evening on the field. He also uses antonyms to convey the opposite actions of a person:

Analysis of the works of Muhammad Yusuf allowed us to draw the following conclusions and generalizations. The main function of using Uzbek antonyms in speech is the expression of opposition. The poetic world of Muhammad Yusuf is complex and diverse. His poetry organically combines a variety of emotional, ideological and stylistic layers, deep poetry and heartfelt publicism. The creative way of the poet is full of historical events, his poetry has reflected all the events, all the changes taking place in our life. Analysis of the poems of Muhammad Yusuf showed that he has a contrasting vision of the world, which allows the poet to show the phenomena, relationships, properties that surround him with all their contradictions and difficulties, problems, constant search for truth, truth, and search for himself.

Antonyms in the poetry of Muhammad Yusuf are used in combination with other artistic means, in particular, the use of cultural, historical and literary associations, such as proper names, contributes to the enrichment of individual author's antonymy, is used to express various oppositions.

**Keywords:** antonyms, enantiosemia, contrast, opposition
TO FLEE OR TO FIGHT: A STUDY INTO LANGUAGE ANXIETY, ITS LEVELS, CORRELATION WITH ACHIEVEMENT AND MEANS OF REDUCTION

Abstract.

Studying a foreign language is tightly connected with a number of physiological and psychological phenomena related to how a person processes, reacts to and stores knowledge about language. According to the input hypotheses, specifically the affective filter hypothesis, ability of a learner to acquire language is negatively influenced by such feelings as fear or embarrassment (Krashen S.D., 1981: 38). This special type of fear - later coined language anxiety - experienced in a language classroom was thoroughly examined in the 80s of the previous century by Elaine Horwitz, who claimed that this type of nervousness can seriously constraint the second language acquisition and learning processes (Horwitz E.K., 1986: 125). Over the last three-four decades language anxiety has been widely researched by both theorists and practitioners due to the fact that the English language has settled in the international community as the lingua franca, thus ubiquitous learning of it is still an upward trend. More and more universities around the world make strong emphasis on English language programs in their curricula, considering this discipline to be part and parcel of scoring high in all sorts of educational ratings. At the same time, one can observe a certain scarcity of practical research on language anxiety conducted in the context of the Russian higher education. The purpose of this study is to attempt to cover this gap by conducting a series of efforts aimed at exploring whether such phenomenon as language anxiety is applicable to the Russian higher education context, whether it can noticeably affect the second language acquisition and learning processes and whether it is possible to reduce the language anxiety within the framework of a classroom. The stages...
comprised 1) measuring levels of language anxiety in the cohort of students who entered NUST MISIS in 2014 using Foreign Language Anxiety Scale (Horwitz, 1986); 2) studying the correlation between levels of language anxiety and achievement in language (based on overall IELTS band); 3) conducting a focus group with 13 students from the same cohort who demonstrated medium and high language anxiety levels in questionnaires; 4) a series of in-class oral activities aimed at reducing language anxiety levels and 5) re-administering the FLCAS questionnaire in the same group after the intervention to see if the teacher was able to reduce the anxiety levels. This study revealed that: 1) the majority of participants of the baseline measurement (over 60% out of 200) had the medium level of language anxiety; 2) the correlation with achievement - although conspicuous and of both positive and negative natures for different groups - proved not to be significant; 3) the main trigger of feeling nervous in class appears to be spontaneous speech; 4) dynamics in language anxiety, although it appears impossible to isolate the intervention from extraneous variables such as, for instance, learning itself, turned out to be of both positive and negative nature (level of language anxiety decreased with 7 students and increased with 5). Further research into the factor of language anxiety seems feasible as a strong presence of the latter has been identified in the context of higher education second language learning in Russia and no direct recommendation whether to intervene with this affect factor or not can be given to the practitioners.

Keywords: ELT, language anxiety, IELTS, oral skills, communication apprehension
PARAGUAYISMS. PARAGUAYAN SPANISH AND GAURANI. JOPARÁ - "THE THIRD LANGUAGE" OF PARAGUAY. JUAN MANUEL MARCOS "GUNTER'S WHINTER"

Abstract.
In the article the peculiarities of the linguistic situation of Paraguay are analyzed: the typical lexical units, paraguayisms - "the linguistic units of Spanish and Guarani that are contrasted with the spoken Spanish of other countries of Latin America and Spain, which pose certain difficulties of rapid comprehension for Spanish speakers".

The description and general classification of paraguayisms is made from several points of view.
Formal classification: phonetic paraguayisms; grammatical (morphosyntactic); lexicals (even idioms and turns of speech).
Lexico-semantic calcification - from the point of view of the appearance of connotations.

The linguistic situation of Paraguay is presented as the only one, "ideal bilingualism", with certain nuances of multilingualism.

Author rescues some peculiarities, most notable of the Spanish and Guarani of Paraguay.

Article first reveals the linguistic units that belong to the lexical paraguayisms of Spanish and Guarani. The classification of Spanish paraguayisms (occasionalism) is offered.

It is stated that lexical paraguayisms belong to idioms - fixed expressions whose meanings cannot be deduced from the words that compose it. It is a linguistic custom that allows condensing an idea in a few words and transmitting this concept to all those who share the same language.

It offers the differentiation between proverbs and idioms. An idiom, on the other hand, of saying, does not educate, does not
have that intention. Describe a situation, a personality trait and nothing else. For example: Being a pig or eating more than a remorse. An idiom can be a phrase or a single word.

Speaking of the Paraguayan Guarani, it is stressed that it is not only the language, but the philosophical stone of the race that reveals its origin and destiny and is based on the own cosmogony - set of beliefs, experience that form the culture of the people, among which find the mythical story about the origins of the world or the evolution of the Universe. According to the Guarani, language is something divine because it was invented and given to them by their God, Ñamandú.

Pay attention to the importance of careful analysis of the mentality of the Guarani for the correct translation of written and oral texts because the Guarani cosmogony takes us back to the origins of the creation of the world, with a simplicity and simplicity that any reasonably reasonable person can understand without the complications of "mysteries" of which most civilized cultures are full.

The historical aspects of the coexistence of Spanish and Guarani are mentioned.

The author rescues the most remarkable peculiarities of the Spanish of Paraguay and the Guarani. It is noted that the conquest situation gave certain advantages to the development of the Guarani. There was no imposition of one culture over the other. On the contrary, both of them went through a mutual process of linguistic enrichment. This condition led to the mixture of two different cultures and languages and the appearance of the "third language" of Paraguay - jopará (guarañol, hispanicized Guarani), which de facto is the "main language" of Paraguay today.

Some aspects of the formation of jopará are clarified: morphosyntactic, lexical, in the first place.

Notice that the characteristics of the Paraguayan linguistic situation are observed not only for the spoken language of the people, but are they reflected in contemporary Paraguayan literature, firstly in Juan Manuel Marcos's novel "Gunter's
Winter", one of the ten most outstanding novels in the history of Paraguayan literature.
In the base of this novel the functions of the paraguayisms in the literature are shown, its aesthetic value is underlined in the culture, the history and the soul of the Paraguayan people in general.

**Keywords:** bilingualism, Paraguayan Spanish, Paraguayan Guarani - language of images, paraguayisms, semantics, *jopara* - "third Paraguayan language", "Gunter's Winter"

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**REGIONAL VARIATION OF THE CANADIAN NATIONAL ENGLISH VARIANT**

**Abstract.**
The article deals with the issues of regional variation of the Canadian national English variant CE (Canadian English). Linguists have been showing a great interest in such a section of linguistics, as dialectology. Can a dialect be regarded as an official language and its variety, or as a deviation from the standard? “We have to recognise that, paradoxically enough, a ‘language’ is not a particularly linguistic notion at all. Linguistic features obviously come into it, but languages for reasons that are as much political, geographical, historical, sociological and cultural as linguistic.” (Chambers J., and Trudgill P., 2004: 4). Language is a primary means of communication, information sharing, accurate speaking and is being constantly changed and developed by native speakers, who occupy different territories and represent different social, professional strata. This phenomenon attracts linguists for a detailed study. Language is indicated in a new paradigm. It is explained from the position of its involvement in human cognitive activity, in connection with the social conditions of the existence. The historical globalization process, which “compresses” the world into time, space,
influences the language changes. All existing territorial boundaries become hypothetical. Intercultural communication has an impact on the linguistic situation. The idea that the language as a single monolithic structure has been replaced by understanding it as a heterogeneous structure. Linguistic and extralinguistic factors lead to these constant changes. The language has the ability to undergo constant changes and can be characterized by the phenomenon called variation. Variants of a language appear as a result of its differentiation under the influence of linguistic, sociolinguistic, extralinguistic factors. Variation is observed at all levels of verbal communication (phonetic, morphemic, lexical, syntactic, stylistic). Territorial, social, gender, professional, age affiliation are taken into consideration. The structure of the society, its functioning, history also have a great influence on the language variation formation and development. The variability of the language implies the peculiarities of its use by native speakers.

Sometimes it is not easy to distinguish between the concepts “language variant” and “dialect speech”. We can emphasize that both of these concepts are described as a variant of the pronunciation of the language specific to a certain group of people. However, the main difference is that some variants become independent languages, whereas dialect speech cannot be regarded as it is.

Studying dialects makes it possible to understand the origins of the language, its historical past, it allows to trace and understand the features of the literary norm, social and professional dialects, language variants. It clarifies rules of grammar and pronunciation, explores word meaning origins.

The literary norm is formed on the basis of one or several local dialects and language features of any local dialect can be explained by strict historical regularity. Some time ago the dialect was considered to be a non-standard, low-level form of the language, a kind of fluctuation from the norm - regarded as a deviation from the correct or standard form of the language.
Today there is another point of view, linguists suggest that the speakers know one dialect minimum and standard English, for example, may be indicated as the same dialect as any other forms of English. From the standpoint of some researchers, no dialect is superior to any other. “We will accept the notion that all speakers are speakers of at least one dialect – that standard English, for example, is just as much a dialect as any other form of English – and that it does not make any kind of sense to suppose that any one dialect is in any way linguistically superior to any other.” (Chambers J., and Trudgill P., 2004: 3).

Keywords: territorial variation, dialect, regional dialects, language norm

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THE CORE ZONE OF THE CONCEPT “ROMANTIC” IN RUSSIAN AND ENGLISH LINGUOCULTURES

Abstract.

Language in its specificity and social significance in society takes a very special place. Pointing to this role of language, many linguists emphasize that language is the focus of the spiritual culture of a people, the main form of manifestation of national and personal identity, a means of storing and accumulating knowledge. Currently, the search for new ways of research has led to the formation of ideas about the intercultural ontology of national (ethnic) consciousnesses, when images of consciousness of one national culture are analyzed in the process of contrasting comparison with images of consciousness of another culture. In this regard, the term "concept" is widely used in various fields of linguistic science. It entered the conceptual apparatus of cognitive science, semantics and linguoculturology.

Language as a phenomenon of culture captures and reflects in some indirect way both the system of values, moods, assessments that currently exist in a given society, and values that are eternal
for a given culture. Thus, the language keeps the culture and passes it from generation to generation, so it plays a significant role in the formation of the personality, national character, ethnic community, people, and nation.

For the first time, the term “romance” began to be used in the 17th century. From then until now, this phenomenon of language and culture enriched semantically has attracted particular attention of linguists and is the object of scientific research by many scientists (V.V. Vanslov, A.M. Gurevich, V.I. Kuleshov, G.A. Gukovsky, and others).

Up to the XX century, the concept "Romance" was considered in the literary aspect in the framework of the more extensive direction of romanticism. However, the linguistic and, in particular, the linguoculturological description of the meaning of the concept “Romance” still causes certain difficulties.

Considering the history of the development of the concept “Romance” in the English and Russian linguistic cultures, we can say that nowadays under the concept “Romance”, the British often mean love (the relationship of two people) and the linguistic objectification of this concept is due to emotional lexical units (love, excitement, fascination, glamor, etc.), and in the Russian linguistic and cultural community, the concept "Romance", compared to the English equivalent, has much less broad associative orientation (the dream, the enthusiasm, mystery, fairy tale, etc.). It follows that the interrelation of culture, emotional sphere and language is manifested in the basic meanings (concepts) of each linguistic culture. Being an integral component of spiritual culture, emotions, for all their universality, manifest in different languages certain specificities of the verbalization of the “Romance”/ “Romantic” concept, due to the inherent speaker's subjectivity in interpreting the surrounding reality.

In this study the following has been done:

1. The core of the semantic field of the concept “Romance”, as well as the concept “Romantic”, is determined on the basis of the dictionary data analysis. The internal form and keywords (core)
of this concept are selected based on the criteria of direct nomination, figurative values; genre–forming stylistic means are elements of indirect nomination.

2. A range of lexical units is revealed, which are used in one particular semantic sphere. The structure of this concept is a complex multifaceted phenomenon. The concept center is the notion “Romantic”, which dynamically acquires many new meanings and demonstrates a model of development from the center to the periphery of certain lexemes, the main of which are: in English – *excitement, love*, in Russian – *mechta, skazka, vostorgennost’*. However, linguistic expression of this notion is not the same in the compared languages.

**Keywords:** spiritual culture, concept “Romantic”, linguoculturological approach

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**ON THE CONCEPTION OF LOVE IN JOSEFINA PLA´S POETRY**

**Abstract.**

The aim of this article is to reflect upon the nature of love in Josefina Plá´s poetry, and how this nature is not univocal or the same in the poems in which it is addressed, but it appears to be changing and polyvalent in an essential and substantial manner as well as exposed to various emotional states suffered by the poet. These emotional states seem to be ruled by a principle of mutability through diverse periods of transitions, and in accordance with personal life lessons and experiences associated with some vital notions, such as maturity, intelligence, perception and knowledge of the world, life and herself in her relationship with the rest of the people, specifically with the “other”, that is, with an indefinite, timeless and universal “you”. This personalistic conception of love fosters in her poetry the exploration of plurisemantic expressions which are rich in terms
of creativity and literary language, though sometimes it is possible to perceive in them the influence of Spanish classical authors.

**Keywords:** Plá, poetry, love, oxymoron

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**THEORETICAL FOUNDATIONS OF STUDYING MULTIDISCIPLINARY TERMINOLOGICAL SYSTEMS IN MODERN LINGUISTIC TYPOLOGY**

**Abstract.**

The present work is a theoretical research devoted to a new formation, multidisciplinary terminological systems. The scientific terminology trends are focused nowadays on the integration processes in science. The purpose of the research is to reveal allomorphic and isomorphic features of semantization, systematization and functioning of multidisciplinary terms in Russian, French, English within the framework of scientific discourse of the last five years. The following tasks have been set and are being solved: 1) To determine the content of the terms "term", "multidisciplinary term", "multidisciplinary terminology system"; to establish the properties of multidisciplinary terms and parameters of their association; 2) To justify the methodology of comparative multiparadigmatic analysis of terms; 3) To analyze the peculiarities of conceptualization, systematization, semantization of multidisciplinary terms in the compared languages, their structural and typological features; 4) To consider the functioning of multidisciplinary terms of comparable systems. The hypothesis of the study is that modern highly developed languages contain subsystems universal for Germanic, Slavic and Roman groups of languages, and have much in common in the ways of association. The study required the following methods: 1) linguistic methods: comparative, representative method, the method of scientific description; contextual and situational analysis, functional and semantic analysis, lexical and semantic analysis, lexical and grammatical
analysis; 2) general scientific methods: analysis and synthesis, induction and deduction, comparison, the method of hypothesis.

Results. The revealed properties of multidisciplinary terminological systems are the following: 1) Integrity (single system with a complex ordered structure); 2) Divisibility (they are subdivided according to the thematic principle); 3) Construction of thematically adjacent functional-semantic fields on the principle of "core-periphery"; 4) Multiplicity, unification of the levels of paradigm by some paradigmatic, syntagmatic, epidigmatic, and hierarchical relations; 4) Purposefulness, focus on providing one or two scientific branches with exact definitions of the concepts demanded by science. The general properties that "ensure the performance of the system" are the following: 1) System-wide homogeneity, association upon thematic features; 2) Intra-heterogeneity; 3) Self-organization of a multidisciplinary terminological system, which develops and exists as long as its elements are in demand of society as a global, collective native speaker; 4) Centralization (the most thematically common multidisciplinary terms are the main elements of the core such as one-word ones, international ones, frequently used in professional speech and everyday life); 5) Emergence, as the new quality of the system arise due to the combination of the elements into a single, integral system. A multidisciplinary terminological system is a large system that includes several thousand representations. It is a complex system of interacting language units, so they are interrelated and interdependent.

Discussion. Multidisciplinary terms of Russian, English and French languages have a relatively stable semantics and semantic structure. This property is supported for many of them by their status of international vocabulary and a single sphere of use. In addition, desemantization, re-semantisation and other semantic processes in the semantics of the considered terms also show changes, appearance or disappearance of some semantic, syntagmatic and stylistic characteristics. Thus, a multidisciplinary terminological system is a unique universal system capable of
crystallizing, systematizing and generalizing scientific data, unifying the scientific apparatus of an existing database of related and (less often) distant scientific fields. It potentiates a further development of the scientific picture of the world. The scientific novelty of the research consists in the introduction of the terms "multidisciplinary term", "multidisciplinary terminological systems". On the basis of these theoretical provisions, a French textbook was organized; currently a similar practical work is underway to write a textbook of the French language for future veterinarians.

Keywords: linguistic typology, terminology, French language, English language, multidisciplinary terms

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THE TECHNOLOGY OF SEMI-AUTOMATIC META-MARKING PROGRAM OF KAZAKH NATIONAL CORPUS

Abstract.
In the study of the Kazakh language, it is necessary to pay much attention to the field of linguistics and to study its world-class theoretical and practical aspects. Special editions of scientific journals have also been published, with articles on general and specific issues relating to the design and functioning of text boxes around the world. However, it is known that many issues are related to this case. Linguistics require a special study of Kazakh linguistics. It includes: definition of corpus linguistics and its basic concepts, place in the structure of linguistics, methods, approaches, etc. At the same time, the problem of understanding theoretical basis of new trend is that the corpus is still far from being used in specific research.
The subject of corpus linguistics was considered by professionals in this field as one of the linguistic fields that study the situation of creating and using language corpuses. Some scholars consider this subject in a narrow circle that only explains it in the context of computer linguistics: "Corpus linguistics is a section of computer linguistics that uses the development of common principles and the use of linguistic corpuses (computer texts) using computer technology." (Zaharov V.P., 2011: 7) And the concept of computer linguistics, as a rule, can be interpreted as a broad range of computer tools. Here we refer to "computer tools" as computer programs, language data processing and proper organization of computer technology and so on. (Baranov A.N., 2003, 13-38). And corpus linguistics is used only as a "tool". That is why corpus linguistics could not do without compulsion. However, given that computer plays an important role in all forms of modern education, it can not be attributed to computer linguistics. The above mentioned theoretical and practical aspects of corpus linguistics should also be taken into account when creating a database of Kazakh language texts on the basis of computer corpus. While Kazakh corpus linguistics is formed as a special branch of Kazakh linguistics, it allows Kazakh language specialists to use large-scale experimental materials, to find necessary language data and to make relevant edits. All this will give a new look at the empirical approaches to Kazakh language research. It also will help to introduce most important language materials in the field of science. At present, the nature of global corpus linguistics development is to make national full texts a special research object. Therefore, automated computer database of Kazakh language texts (with theoretical and practical considerations) will be the most important initiative of "Kazakh National Corpus" in the near future. The results of such researches are one of the topical issues in definition of styles, structural, semantic, functional characteristics of Kazakh texts.
The texts are not only a collection of electronic versions of texts in different styles of languages, but a modern language tool based on a computer program that automatically analyzes a language on different language levels. Therefore, it is necessary to create programs that make such automated analyzes on housings. Given the fact that computer is capable of dealing with formal models, there is a need to introduce a linguistic guide to computer programs. Therefore, linguistic development of each level of language enables the computer to automatically make language analyzes as an important issue prepare linguistic products in the applied direction.

In Kazakh linguistics there is a question of creating national corpuses since the early stages of the XXI century. Department of Applied Linguistics has been actively involved in the creation of national corpuses in accordance with the requirements of information technology at the A.Baitursynov Institute of Linguistics. By the initiative of Professor A.K. Zhubanov, methods and techniques of corpus building were investigated and studied by A. Zhubanov and A. Zhanabekova in the textbook "Corpus linguistics" (Zhubanov A.K., Zhanabekova A.A., 2017: 5). Practically, since 2009 programs on introduction of linguistic definitions have been developed and accumulated considerable experience. At the same time, the morphology level analyzes were first performed. This automatic program is called morphological analyzer. D. Tokmyrzaev, a programmer of the Institute of Linguistics, and K. Koibagarov, former researcher of the Institute of Informatics, developed the software. Linguistic and extralinguistic markings are realized with the support of programmers D. Tokmyrzaev and K. Koibagarov, and a mathematician, specialist in applied linguistics, professor A. Zhubanov. Additionally, the specialist of applied linguistics, doctor of philology A. Zhanabekova also contributed to the development of the corpus. It is well-known that the development of linguistic definitions requires the knowledge of the field of linguistics. Professor A. Zhunisbek is engaged not only in
theoretical problems of the phonetics but also deals with the programmatic areas of applied linguistics - textbooks, methodology, speech synthesis and analysis. At the same time, the phonetic symbols of the case are based on the 3-step guide of A. Zhunsbek (Zhunsbek A., 2018: 80).

In short, computer linguists say that computer language fund is the ability of a scientist to look at his or her new subject in a new way. The more linguistic foundation is, the deeper the language structure is, the deeper the concept of the object being explored, and the better of the "illumination" in the human knowledge field. Likewise, the researcher's abilities will increase dramatically, creative energy sources will emerge, and these new opportunities will certainly be used to improve the systematic character of the Kazakh language and careful understanding of the language.

Keywords: corpus, national corpus of the Kazakh language, linguistic markings, meta-marking.

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**PROSPECTS FOR IMPROVING THE SCIENTIFIC STYLE OF SPEECH (LINGUOPHILOSOPHICAL ANALYSIS)

Abstract.**
This is an interdisciplinary study. When solving a specific linguistic task, we rely on the scientific and philosophical thesis that a person does not have the so-called “free will” ("freedom of choice"). According to many scientists and philosophers, its presence would suggest the loss of our actions, thoughts and emotions from the cause-effect chain, which seems impossible due to the law of causality, which regards any phenomenon as a consequence of another phenomenon (cause). The great physicist
Albert Einstein called the doctrine of free will “completely illogical”, a nonsense, “which must be struggled in every way”. Common people’s faith in free will can still be justified by the residual functionality of the illusion: the ability to regulate social relations. Indeed, most human beings incline to Francis Bacon’s opinion: what is most useful in action is most true in knowledge. However, the dominance of such a position in the field of scientific activity seems unacceptable. The goal of science is the truth in the classical sense: the correspondence of knowledge to reality, “an adequate reflection of objective reality by a cognizing subject, during which a cognized object is reproduced as it exists outside and independently of consciousness”. This leads to one of the most important characteristics of the scientific style of speech – the objectivity of presentation. It should be noted that this peculiarity contributes not only to the full transfer of information to the target audience, but also to the consolidation (formation) of the scientific worldview – both in the reader/listener and in the author. This is due to the influence of language on thinking. The linguistic phenomenon that resists the antiscientific idea of free will is the category of impersonality. The main content of this concept is “the meaning of grammatical objectlessness in which language and thinking phenomena interact, reflecting relations in the world around us” (Ovsyaniko-Kulikovsky, 1900). This value allows understanding the reality through language and is realized primarily in the so-called “impersonal sentences”, the most important function of which is to indicate an independent sign not related to the agent (action, condition). They reflect the basic feature of science – the pursuit of objectivity. We find it desirable to fight with the illusion of free will at different levels: legal, pedagogical and so on (having such an influential supporter as Albert Einstein). However, within this study we are only interested in its weakening through language transformations which could potentially affect the Russian scientific style. As can be seen from the previous section, they should be based on the category of impersonality. The most
radical and, in our opinion, effective way is to eliminate the category of person from the scientific style. (We propose eliminating it only in verbs, but not in personal pronouns. Since in the latter this category is represented not by a number of grammatical forms, but by the set of lexemes themselves, here it has a special “modality” that does not reflect the illusion of “free will”). At the same time, we consider it necessary to leave the category of gender as a semantic-grammatical opposition in other functional styles and the national language as a whole.

We are proposing a number of lexical and grammatical transformations that do not hinder, but rather contribute to fulfilling the most important function of the scientific style – the enrichment of the human mind with objective information about the world. We are convinced that the improvement of thinking through language must be precisely this. Distribution of such or similar grammatical constructions in the scientific style seems inevitable, since they are more conducive to objectivity, generalization and abstraction of presentation. This process should be accelerated whenever possible. Of course, sentences that do not meet the official lexical and grammatical norms should not be found in scientific publications, since this would lead to the marginalization of science. However, the occurrence of these structures in the literary language can be approximated by using them as a professional jargon for interpersonal communication.

**Keywords:** scientific style, language and thinking, the category of impersonality, lexical and grammatical transformations, “free will”, the law of cause and effect
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COGNITIVE-LINGUISTIC MECHANISMS OF SPEED-READING

Abstract.
The current article is aimed at considering and studying several cognitive-linguistic mechanisms of speed-reading such as perception and understanding of the text, language iconicity and anticipation.

The study was conducted using the following research methods: a) induction and deduction; b) modeling of the latest modern approaches to reading; c) systematic approach to the analysis of previous studies; d) structural-functional method in practical scientific research.

If ordinary reading is a unity of perception and understanding of the text, in which tracking of sound-letter and semantic connections predominates, then speed-reading is dominated by cognition, the ability to predict, anticipate and analyze the material received, based on the person’s cognitive base.

Perception and understanding of the text are the most important cognitive aspects of speed-reading.

When speed-reading as a special form of working on the text takes place, perception and, consequently, understanding prove to be somewhat different compared to ordinary reading. Every time in the process of speed-reading, a person constructs a new, contextually determined text model that includes both the semantic content and the individual associations, personal conclusions, activated models associated with the previous experience.

The mode of emotionality also plays an important cognitive role in creating the overall conceptual picture of the reading material. Due to the fact that speed-reading considerably reduces the time of working on the text, a person has the opportunity to maintain an emotionally stable attitude to the reading material, and
therefore more fully experience the emotions overflowing from the text.

At the same time, the speed of text processing also varies. The reader can view some of its parts at high speed, wanting to know the climax or the resolution of the plot, and can read the other parts at slow speed, enjoying the artistic descriptions.

One more cognitive-linguistic aspect that affects the speed of reading is the iconicity of the language. A word, a sentence, and even a paragraph can be perceived as an iconic sign. The text understanding in this case is generated by the perception based on the formation and construction of images and «pictures» of the reading.

The text as a sequence of characters is a heterogeneous phenomenon, which is manifested in the use of different types of characters in the text (indexes, symbols, icons and meta-signs) and in the sign encoding of the text. The text is brought to the reader as «a complex device that stores a variety of codes that can transform the messages received and generate the new ones, as an information generator possessing the features of an intellectual personality». The result is a holistic perception of phrases and even paragraphs.

The third important cognitive mechanism that plays an important role in developing speed-reading skills is anticipation. This is a prediction of the subsequent contents based on the available ones. In this regard, it is important to bear in mind the following. In addition to essential information, any text contains significant semantic massives that are not important for their understanding. In the act of speed-reading, it is necessary to learn to ignore them and highlight the basic semantic fragments of the text.

The represented material makes it possible to conclude that the cognitive sphere of a person has a significant potential in working with textual information. A person is able to work on the text without visually focusing on each unit and anticipating the vectors of its semantic development at the same time. Speed-reading provides an opportunity to process the text in such a way
that the readable images are formed much faster than with ordinary discrete reading. Due to the reduction of time for working with the book, the reader holds the textual information more emotionally and steadily.

**Keywords:** speed-reading, reading, cognitive linguistic, anticipation, iconicity of the language.

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**ON SPECIFICS OF THE INTERDISCIPLINARY TERM FORMATION**

**Abstract.**

The paper discusses some essential features of interdisciplinary terms. Such terms appear as a result of the symbiosis of various fields: linguistics and politics, linguistics and economics, linguistics and sociology, etc. The author briefly analyzes some extra-linguistic reasons for the formation of interdiscipline terminology (e.g., language policy, language economics, feminist criticism of language, gender linguistics): the development of scientific views and the increase of scientific disciplines, inter- and transdisciplinarity of modern sciences, globalization, etc. The linguistic reasons for the emergence of interdisciplinary terms include synonymy, the language economy, homonymy, etc.

The focus of this study is mainly aimed at structural, semantic and functional features of terms, representing such a rapidly developing interdisciplinary field as *economics of language* or *language economics.* The analysis of theoretical literature on the problem reveals the lack of knowledge of this problem in the Russian linguistics. As a result, the author attempts to briefly highlight the history of the development of the economy of language, to highlight the stages of the emergence of terminology and to find new terms included in the composition forming the conceptual-terminological apparatus of the economy of language. Both dictionary and context materials (research literature on the economics of language; sociolinguistic, educational, and
economic documentation; websites of translation and educational companies, as well as media) were analyzed. In this study the methods of lexicographic, corpus and structural-semantic analysis were used. Lexicographical analysis shows that many interdisciplinary terms are usually fixed not only in explanatory, translated bilingual, but also in specialized dictionaries (linguistic, sociolinguistic, sociological, political, etc.). Thus, the terminology of feminist criticism of language, developed in gender linguistics, is codified in dictionaries of different types. Terms from the field of language economics are not yet fully represented in lexicographical sources.

The conceptual and terminological apparatus of the language economy is at different stages of development in different languages. The study of structural-functional and pragmatic characteristics of the terms makes it possible to speak about the active development of the terminological system in the English language and the emerging terminology in the Russian and German languages. Corpus and discursive analysis of interdisciplinary terms allows us to build a hierarchical structure and identify thematic and conceptual groups of the terminological field, forming a central, a near-central and a peripheral zones. As the study shows, the term systems are not closed, the boundaries between the adjoining terminological systems of interacting disciplines are blurred. This contributes to the quantification of terms and provides for term systems overlapping.

As a result of the structures’ and semantics’ analysis of such words, it is possible to find their semantic and formal features (including their derivation). It is shown that most of the economic terms in English and Russian are represented by word collocations (including terms and/or term elements of various disciplines), the dominant position is occupied by composites in the German language, e.g.: Engl. *language management*, Rus. *языковой менеджмент* (*yazykovoj menedzhment*), Germ. *Sprachmanagement*. This phenomenon is explained by the
peculiarities of word-formation types and models of the word-formation systems of these languages. In the terminology, the variability caused by assimilation of borrowed terms, most of which are of English origin, is revealed. Structural and semantic variation is typical, as a rule, for borrowed lexemes in German and Russian.

The analysis of research literature and empirical material reveals that interdisciplinary terms are mostly used in scientific and official business functional styles and are not used in colloquial speech. The results determine the place and the important role of the interdisciplinary terminological vocabulary in the literary subsystems of national languages.

**Keywords:** interdisciplinary term, intersystem terminologies, variation.

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**ENGLISH LANGUAGE PROFICIENCY – CONNECTING SOFT AND HARD SKILLS**

**Abstract.**
The article is focused on the role of English language proficiency in the process of intercultural communication and professional development in the world of jobs and professions. It is shown that in the system of professional skills, which is traditionally divided into “hard” (connected with professions and special functions that employee performs) and “soft” ones (connected with communicative and interpersonal skills) English language proficiency performs a unique role in professional development of modern employees form different spheres. Alongside with the importance of the both types of skills there is a tendency with growing demand for soft skills, which might be crucial in success in career development. English language proficiency becomes an
essential skill in a number of jobs. A traditional look at English language proficiency seen as “hard” skill of linguistic professions, including translators, English language teachers, etc. is being changed and undergoes the further process of modification. The following situation is determined by a number of factors with the major ones coming from the spheres of technology and international communication. The first factor is “communications revolution” (D. Gradoll), the second factor is the growth of information with its rapid deterioration and renovation. A complex of these highly interconnected factors boosts dynamic changes in the world of jobs and professions, which is marked by the international professional mobility, and the necessity of life-long learning. In these circumstances due to the need of employers and employees to update and enlarge professional knowledge, English language proficiency becomes a key characteristic of professional qualities not only for “white” collars (employees traditionally engaged in managerial or clerical positions) but also for the “blue” collar labour market segment (professionals mostly connected with manual work). Still the question about the place of English proficiency and its level is under discussion. Due to the central idea of soft skills, communicative skills build a core of it. It becomes evident that in some jobs of the “blue” collar sector, English level proficiency performs a linking role between hard and soft skills, and acquires a tendency to the further raise of importance the both communicative and cognitive skill in English language proficiency. The other important question here deals with the necessary level of English language proficiency. The description of soft skills points out the key idea of achieving communicative and interactive result. The comparison of descriptors of CEFR and the essential indicators of soft skills shows that the ground for efficiency is dependable on the level. Efficient communication and interaction start with the level B. The questions discussed in the article cover some primary points of the problem, and are aimed at further continuation and research.
on the question. Thus there appears a vast field for the further research in linguistics, intercultural communication, pedagogy, management. **Purpose:** The purpose of this study is to point out a key and linking role of English in the complex of professional skills of professionals of different segments and spheres of labour market. **Methods:** literature research, analysis, interpretation, reasoning. **Conclusions:** the article shows that proficiency in English being essential in the system of professional skills of representatives of the modern “white” collar and “blue” collar segments performs a linking role between soft and hard skills in professional competence, still it’s becoming more evident that there appearing more jobs and occupations where English language proficiency becomes a hard skill. This happens due to the dynamic changes in data production, its permanent deterioration and necessity in updating. The positions mentioned above open new questions to further studies in management, linguistics, intercultural communication, pedagogy in direction of developing new ways of learning the language as an instrument of cognition and communication. **Keywords:** the English language proficiency, soft skills, hard skills, link, white collar sector, blue collar sector

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**THE RELATION OF GRAMMAR TO KNOWLEDGE**

**Abstract.**

Nowadays anthropocentric orientation dominates in linguistics, especially when it comes to human factor. The anthropocentric principle is directed to the study of categorical disclosure of two major functions in the dialectical domain, namely, cognitive and communicative functions. Cognitive linguistics has firmly taken its place in the paradigm of concepts in modern linguistics. In this
case, language acts as a tool for discovering the world. Cognitive approach to language is a belief that linguistic form is ultimately a reflection of cognitive structures, that is, structures of human consciousness, thinking and cognition. Therefore, through the system of signs of a natural language, we can achieve access to the inner mental lexicon of people — the most important mechanism of cognitive processing of information. Knowledge is encoded in the semantics of language units. In cognitive approach, we try to distinguish how we define knowledge and share it, describing its specific features. The central category in the cognitive approach to language is the category of knowledge. Knowledge is a basic, fundamental form of cognitive organization of knowledge about culture. Language is used to determine the level of knowledge. Knowledge, reflected in language, shows the results of human mental activity. Thinking is done through language, thinking is shaped and expressed through language. Baytursynov believed that verbal art relies on three bases of human consciousness — mind, fantasy, and mood. However, in order to make other people understand your thoughts precisely, you need to possess great mastery of the art of the word. A. Baitursynov believed that the price of words can become great only when they most adequately reflect the feelings, experiences and thoughts of the speaker or writer. Everyone can speak, but not everyone can convey the exact meaning of their thoughts in their words. This is because the thoughts of people expressed in words do not always coincide, it happens quite often. Everyone can express himself or herself, since they are people. However, not everyone can always use words skillfully to accurately express their thoughts, feelings and experiences. Speech and its graphic image are forms of expression of thought. Therefore, speech and thought must coincide. A word and a thought must match. All people should achieve this if they want to understand each other correctly. Nevertheless, in practice, something quite different happens. Many people can talk for as long as they wish, and even
smoothly, but meaninglessly. Such people are simply called talkers. However, a talker is not always a thinker. Consequently, the word and thought are not identical, their form and content are significantly different from each other (Baitursynov A., 1991: 343).

Relations of objective reality are reflected in language. Language expresses a person's worldview. The image of the world is perceived by consciousness through various human senses (sight, hearing, skin, taste) and is formed as a result of information processing. In the course of historical development, two types of knowledge were formed - sensual and logical. If sensory cognition is associated with sensation, perception and representation through the human senses, then logical cognition as a result of thinking is aimed at determining the essence, specificity, patterns of any phenomena. Over time, knowledge is ordered, systematized as a common collective worldview. It adopts the general character of speakers of a particular language, becomes a part of culture. The stock of knowledge accumulated over many centuries reflects traditions and customs, skills and abilities, features of thinking, worldview, inherent in a certain ethnic cultural community.

Each language reflects reality only in its own way, where collective philosophy is reflected, and in addition to the scientific image of the world, another image is also displayed. Due to the variety of ways of perception, results are also different. The peculiarity of the language is that it plays a major role in the formation and accumulation, structuring (the process of conceptualization) of knowledge about the world, as well as creation and expansion of conceptual system. What surrounds us, the whole world is displayed in words. A concept is a thought, representation, knowledge of a subject about the world. Therefore, the concept, while maintaining knowledge of the world, creates a conceptual system. It enables a person to analyze, compare different concepts among themselves, thanks to which new concepts are created.
Grammatical concept is the result of generalization at the highest level. In lexical system of a language, grammatical groups appear, that is, parts of speech, lexical and grammatical groups, and series. Categories reflected in grammar are mandatory, so when studying morphology from a cognitive point of view, it is possible to determine what is important for a particular language, what cannot be outside the field of view of the speaker, which parts of human experience are reflected in the picture of the world, how they are classified.

**Keywords:** anthropocentrism, conceptualization, parts of speech

**SESSION 6 SOCIOLINGUISTICS** (aud. 553)
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**THE POLYNOMIAL NATURE OF THE SOCIOLINGUISTIC-CULTURAL TYPE «STUDENT»**

**Abstract.**
The study hereby investigates the nuisance of the sociolinguistic-cultural character «student». The purpose of the research is to identify and describe the nominative space of the concept «student», which is actualized in the linguistic consciousness of the very representatives within a particular society. Therefore, the main subjects to be analyzed are the nominal characteristics of a proper representative of modern society. Based on lexicographic sources, educational, information and discourses, as well as survey results, conducted among 1-4-year students of different specialties of four higher educational institutions in Astana, relevant conclusions were made about the nominative density
(V.I. Karasik’s term). Students being the constituents of a particular students’ society construct the image we are considering to be a sociolinguistic classification of types, «recognized by the specific characteristics of verbal and non-verbal behavior and derived by valuable orientation» (Karasik V.I., 2002:18). Developing the theory of linguocultural types (V.I. Karasik, O.A. Dmitrieva, O.V. Lutovinova, I.A. Murzinova, E.A. Yarmakhova, L.P. Seliverstova, etc.), we consider the student’s linguistic personality in terms of typology (Karasik V.I., Dmitrieva O. A., 2005:8). When modeling a linguocultural typology as a concept of a classified person, the following components are taken into account: conceptual, figurative and value (according to V.I. Karasik). Describing the conceptual nature of the type, the nomination of the «student» concept was revealed due to historical, political, socio-cultural factors that lost relevance, and vice versa. The current reforms in the education system led to the emergence of new word forms in the nominative field of the type «student». From the point of the definitional characteristics, the student is represented as a high school student, college student (colloquial), Cadet, lawyer student, orientalist, naturalist, white-backed, etc. At present time, the following nominations of a sociolinguistic-cultural type «student» with a specific set of constitutive and differential features can be found in various genres of academic, youth (student) discourses. Depending on the relevant feature taken as the basis for designation, students are distinguished: 1) according to the form of education: full-time student - part-time student - evening student - diary; 2) according to the system of payment for educational services and free education: grantnik (grantovik) – paysite – kvotnik - state employees - kreditnik; 3) a report on academic performance: a debtor, an intern, an excellent student; 4) according to the intellectual activity: a nerdy student (botan) - wise; 5) according to the educational programs («Bolashak»): student-bolashakovets/bolashaker; 6) according to the faculty or specialization: the most common names are Pravovik (lawyer),
Oriental, Naturalist, Inyazovets, Medic; 7) according to the wealth and cultural nuances: a major student (wealthy), a hipster student - representatives of golden youth; 8) according to years of study: freshman (pervash); sophomore (second); third year student; fourth-year (senior)/graduate. In the mass information discourse, the author's vision of the classification of the student society is widespread, for example, pseudoscientific intelligentsia, headmen / (nerd) zadroty / dreamers, nihilists / gold, social activists / youths / activists, talented and creative youth (based on the site «yvision.kz»). With the development of innovative technologies and the possibility of virtual education, the distance learning is gaining momentum, and it is possible that such students will be called «distant (part time) students». The special shape of the category of distance learning student does not occur in a recognized Bachelor educational program: Bachelor student, undergraduate student. The nomination «part-time» and the type of part-time student will lose its image over time in their consciousness, since in 2019 part-time education is no longer provided. It should be noted that as part of the implementation of multilingual education in Kazakhstani higher educational institutions, a new form of organization of the educational process has emerged – multilingual groups. In the student slang, the multilingual tokens are already functioning, as a contraction of the combination «Multilingual group» and «multilingual» – the one who studies in this group. As for the survey, analysis of the results showed the following: all 349 students familiar «student-nerd/nerdy», «full-time students», «external student», «student-paysite», «student-grantovik/grantnik», «vuzovets», «Graduate», «graduate student», «major student/wealthy». Furthermore, other options were proposed by the students, such names as «student-balmuzdak» (translated from Kazakh means «ice cream» or a freshman) should be noted, which indicates the national component and belonging to a certain linguistic culture; student – ZhasOtanovets («Zhas Otan» - the youth wing of the political party «Nur Otan»), here is the political involvement of the
respondents; student-freshman, a second-year; student-bully, student-YPC (the first part is the abbreviation of the Youth Policy Committee); student-ISS (focus on the specialty «Information Security System»); names with a negative shade - student-rat, strauss (apparently, from the word «monitor»). Thus, the polynominative sociolinguistic cultural type «student» suggests a special approach to modeling this image. Embodying the educational values, a particular type forms the general nomination «student» and at the same time, possessing a certain set of constitutive features, considered a prominent representative of modern society and its values.

**Keywords:** sociolinguistic-cultural type, nomination, nominative density, definition

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**HERMENEUTICS, LANGUAGE AND DIALOGUE**

**Abstract.**
The purpose of this my presentation is to achieve a clear understanding of the problem of interpretation and from there of understanding, language, listening, dialogue and fusion of horizons. The main aim is to make the reader reach the necessary depth that make him understand the reasons behind different doctrines and policies that promote the clash instead of the dialogue of civilization.

The Theses that we will try to defend is that understanding truly the other which, by the way, can be a text or another person or a different culture, does not depend on one’s good will and it is not a matter of a personal choice, instead, it depends on the ways we look at the other and on our pre-comprehension of his status. The question is then more ontologically founded than anything else and it cannot be solved without a profound rethinking from the start of the ontological grounds that lies behind the status of the other.
To defend this thesis, we based our analysis on the writing of Heidegger and Gadamer. We thought that the hermeneutical heritage may help us achieve a better understanding of the problem. The critic that Heidegger made of the Cartesian cogito as a being disconnected from his environment and his foundation of the ontological belonging of the *Dasein* to a world historically and linguistically structured opens us to a new understanding of our hermeneutical situation. We always already belong to a word that does not lay out side of us but a world which is a determination of the being that we are. There is no such a thing that we can call a human being or an animal rational. There is a being that belongs to a world full of meaning, a world that speak before our faculty of reasoning starts functioning. This being is determined by a pre-comprehension that erupts from the world and not from a pure reason.

The hermeneutical philosophy of Gadamer started from the ontological heideggerian groundings and developed a universal hermeneutics that puts the emphasis on the historical foundations of our being. We belong to history more that history belongs to us and tradition speaks to us not only through some stereotypes but also through the ordinary language that we use every day and through books that we read and the stories we tell. Tradition does not only inform us on life and beliefs of our ancestors or of other nations, but answer to questions that concern our present life. We do not only ask question to tradition but tradition asks us question about issues that concern us. The best understanding of somebody else tradition consists on applying it to our hermeneutical situation. Dialogue is then the only way to achieve a genuine understanding. It is the play of asking a question and being ready and open to learn a truth from the other. It is not a one way road in which we try to master the other by using methods, it’s a double way in which we ask questions to the others and answer question coming from them as well. Understanding can be considered a happening that escapes all kinds of control and imposes itself suddenly in the normal course of the discussion.
And when it happens, it is not a sign of a mutual agreement between two persons but an event imposed on them by the things themselves, i.e. by the matter itself.

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**INTERCULTURAL MEASUREMENTS OF VALUE ORIENTATIONS OF REPRESENTATIVES OF UZBEK AND FRENCH CULTURES**

**Abstract.**
In this article, intercultural measurements are carried out to identify similarities and differences in French and Uzbek linguistic cultures, as well as difficulties in acquiring trainees with linguocultural material at the level of value orientations, language, discourse and behavior, since the concept of intercultural communication is a complex system, all elements of which function in close relationship and interdependence, therefore, the work provides many definitions of the concept of intercultural communication.

The methodological basis of the theory of intercultural communication is a systems approach, in which the most basic is the principle of the irreducibility of system properties to the sum of properties of its constituent elements. Here the main place belongs to the integrative quality of the system, generated by the interaction of the parts.

Measurement is a cognitive process that consists in comparing a given fact or phenomenon with some of its value, taken as a standard or norm. This is a method of empirical knowledge from the epistemological position, behavioral acts, that is, discrete units based on the emic and ethical approaches, are also subject to intercultural measurement.
The language material that we have allowed us to use the method of contrasting description in identifying widely used communicative rules and strategies in French and Uzbek linguistic cultures. In this regard, by intercultural dimensions we understand the comparison and juxtaposition of linguistic and cultural codes of various ethnic groups in certain parameters in order to find similarities and differences between them, since the essential features of the language and especially cultures are revealed by comparison, with comparative learning of languages and topics more cultures.

The article presents a taxonomy of measurements of value systems: the individualism of the French and the collectivism of Uzbeks, the politeness of the French, respect and reverence for elders among Uzbeks, attitude to the money of the French and Uzbeks, because by means of intercultural measurements as a method of learning, students will master a certain amount of background knowledge and will be able to recognize the specificity value orientations, lifestyle, communication behavior of speakers of the target language. In addition, awareness and assessment of the new comes from the well-known in the native language and culture, since it is the native language and culture that serve as a measure of new linguistic and cultural facts, phenomena and ways of expression. Intercultural measurements are often intertwined with the problem of choosing possible ways of analyzing cultural manifestations and the quality of approaches to intercultural measurement is evaluated in terms of a constructive definition of where and how the results of the analysis can be used.

In order to identify value orientations, mentality, the main national traits of the French and Uzbek peoples, such cultural and linguistic units as phraseological units, paremiological expressions, metaphors and folklore material are reflected in the analysis, which reflect the vital activities of the society, as they reflect the people's world outlook as a set of value ideas, knowledge, attitudes, worldview and attitude.
The question of value orientations, linguistic and cultural characteristics of language, speech, behavior as an object of learning is inseparable from the issue of language as a specialty. In linguoculturology, a measurement is observed within the boundaries of the opposition “own” and “alien” in order to describe certain patterns. In the theory of intercultural communication, this opposition is also one of the most significant gnoseological tools, with the help of which the factors determining the outcome of interaction between representatives of different cultures are studied. Therefore, one should be ready to learn a foreign culture and to perceive various intercultural concepts, since, becoming participants of any kind of intercultural contacts, people interact with representatives of other cultures, often significantly different from each other, and each culture has its own rules of conversation, closely related with culturally conditioned ways to think and behave.

Based on the above, it can be concluded that the implementation of intercultural measurements is necessary not only for theory, but also for the practice of intercultural communication and intercultural language learning as a specialty. Conducting intercultural measurements in linguodidactic purposes helps to identify areas of interlingual and intercultural interference, defining difficulties in mastering a particular linguocultural material taking into account intercultural oppositions, and also using the opposition of one’s own and someone else’s, you can describe the interaction between representatives of different ethnic groups. Thus, linguistic units expressing cultural concepts are measured by linguistic and non-linguistic parameters at the level of semantics, connections and cultural meaning.

**Keywords:** intercultural measurements, linguoculturology, contrastive description, value orientation, communicative behavior
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NEWS ON THE WEB CORPUS FOR RESEARCHERS

Abstract.
It is well known that the image of any foreign country is predominantly formed by mass media. As a rule, not so many people have the opportunity to visit other countries in order to form their own opinion about them. So, it is important to monitor the mass media of other countries in order to know the opinion of their people about Russia and Russians. The researcher may choose whether to scroll thousands of news web pages for necessary for his work information or to use electronic corpora for the more effective results. Many of e-corpora have special attribute for search. For example, it is possible to find certain parts of the speech. It is also possible to compare various things across different sections of the corpus – either time or country. Some of these possibilities were used for the paper.

The study is devoted to the analysis of foreign mass media with the help of the News on the Web e-corpus concerning the attitude of foreign readers to Russia and Russians by means of a quantitative calculation of the phrases “Russian + NOUN”. Such laconic phrase is quite informative, besides the corpus allows you to view the context in which it was used. The suggestions expressed in the article are based both on quantitative data and on the context. The corpus toolkit allows the researcher to look for the data by year (from 2010 to the present); by selecting countries (the corpus contains sources from 20 different countries). The NOW corpus contains hundreds of sources such as: The Guardian (GB), Fox News (US), National Post (CA), Telegraph.co.uk (GB), The Nation Newspaper (NG), Times of India (IN), etc. The peculiarity of this e-corpus lies in its volume and frequency of replenishment: the NOW corpus contains more than 7 billion words of the data from web-based newspapers and magazines. Moreover, the corpus grows by about 300,000 new articles each month. The NOW corpus belongs to the collection of BYU
corpora of Mark Davies. Basic access to the corpora is free and that is specifically valuable both for students and for other researchers. Access is limited by queries per day for different levels – from 20 for “Unregistered user” to 200 for “Researcher”. The corpus gives information about number of mentions ‘Russian’ for different countries: the leaders of them are the Great Britain and the USA. Each country has own order for the phrases “Russian + NOUN”, but all of them have next to the Russian such word as: president, government, federation, officials, interference, ambassador, athletes, intelligence, state, meddling, diplomats, authorities, spy, hackers, etc. As a part of the research performed, the top-50 phrases were analyzed in its context. When analyzing the context, it was revealed that most of the references relate to world-class events (including the Winter Olympics and the FIFA World Cup) and to world-class scandals (for example, doping, sanctions, etc.). It was found that the image of Russia in foreign mass media is distorted through the prism of negative news. The mass media discourse often demonstrates aggression, negativity, verbal pressure, suggestion, etc. It can be explained by some factors. Cautious attitude towards Russia remains from the Cold War period and now it is very difficult for us to overcome stereotypical models. Moreover, mass media has tendency to hype something for popularity. Sociological researches of the country image are of a practical interest and aimed at the analysis of the social factors influence upon the image formation. It seems that the research potential of such e-corpora with a large toolbox could be perfectly useful for sociologists, psychologists, linguists and for other researchers.

**Keywords:** corpora, news on the web, Russia, Russian, view from abroad
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SOCIALIZATION OF PERSONALITY WITHIN THE COMPETENCY APPROACH

Abstract.
The development of students’ social competency implies projecting the content and modelling socially significant situations, setting the social context of graduates’ future life and contributing to fulfilling their educational potential. The nature of the tasks facing the modern Russian society dramatically increases the relevance of competency issues, both in professional and non-professional activities. At the same time, numerous studies in sociology, culturology and psychology indicate widespread inadequate beliefs, expectations, values and attitudes not only in ordinary citizens, but in leaders as well. There is a very low interest in innovations, work productivity, effective management, which is a universal, worldwide phenomenon. The solution of the tasks facing modern Russian society depends largely on people’s beliefs, expectations, values and attitudes, determining their attitude to innovation, content, effectiveness and efficiency of various types of activities. An individual’s social adaptation (active inclusion in the social environment) implies achieving a certain level of social competency as a necessary condition.

“Competency” is a characteristic of the subject and his/her activity, which in reference and normative literature is often defined as possession of knowledge allowing to judge about something, to express a competent opinion. An increase in the competency level is interpreted as a measure of the knowledge depth and breadth. In other words, competency is primarily based on existing knowledge, which is necessary to perform professional duties and achieve personal goals. Therefore, the
modern understanding of competency includes both a person’s ability to perform certain functions and certain mental qualities (conditions) that allow one to act independently and responsibly. It is important to emphasize that the competency is assessed considering the activity results, not resources invested in their achievement. Competency cannot be reduced to education, efforts, etc.

The following types of competency are distinguished: 1) special competency – ability to fulfill one’s professional activity at a high level and to design one’s further professional development; 2) individual competency – ability to use the methods of self-realization and individuality development within the profession, readiness for professional growth, aptitude for individual self-preservation, counteraction to professional burnout, ability to rationally organize their work; 3) personal competency – knowledge of personal self-expression and self-development techniques, means of resisting professional deformation; 4) social competency – knowledge of methods concerning joint (group, cooperative) activities, cooperation and communication; leadership and social responsibility for the achieved results.

Turning to the phenomenon of the social competency, we focus on the types of motivation that modern society needs and the factors which determine them. In other words, we are talking about the stimuli that motivate members of society to gain the key elements of the social competency – initiative, leadership, responsibility, effective work in cooperation with others. An innovative person, striving for a high level of the social competency, is characterized by: 1) attitude to the world, which is characterized by curiosity and the desire to control (manipulate) it, which is expressed in the persistent search for its main regulators in order to influence and control various phenomena; 2) accepting responsibility for the bad aspects of life, coupled with finding the best solutions and constant attempts to make alterations; 3) frankness and tolerance towards fellow citizens, an approving attitude towards their originality and striving for
innovations in all areas of life; 4) creativity, stimulating originality and striving for novelty, indomitable curiosity.

In Russian pedagogy, the concept of the social competency has been recently explored within discussions about the quality of education, about what a student should be. At the same time, the generalized form of this phenomenon includes various types of readiness for certain activity types: professional labour activity; family creation; performing civilian functions and improving the society in which he/she will live; creative activity in any field; preserving and strengthening the student’s physical and mental health; awareness of the need to self-change and study throughout life. In psychology, the social competency is often correlated with the concept of “self-confidence”.

When considering the social competency, scientists tend to include knowledge, social skills and abilities in its structure. These components form the basis of the social competency.

Keywords: personality, socialization, modernization of education, competence-based approach, social competence

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THE IMPACT OF NEW TECHNOLOGIES ON THE LANGUAGE OF FRENCH YOUTH

Abstract.
The language of young people in its diversity is of great interest to linguists at the present moment. Only dead languages do not evolve and this is why SMS communication has become in a few years a real phenomenon of the modern reality in which it is difficult to escape these mini-messages that are sent during the day. It is not a secret that the language of young people is like a mirror, through which we can see all the changes that occur in society at a certain stage of its historical development. For some
time our society has been influenced by two trends: the globalization and the integration of society, which predetermines the attraction of economic, political and cultural external links; the strengthening of the ideas of national (ethnic) identity. This happens when the consciousness of society changes, adapts, rebuilds itself. Young people develop with a new vision of life and a vision of the world quite different from that of their parents, who impact directly on the verbal behavior of the youth. Today the Internet is a system of possibilities. Communication is among the most popular services. We can inoculate with many people, without worrying about their place of residence, age, their degree of knowledge (familiarity), etc. Such a mode of communication is very current, especially among the modern young people who feel the constant need for communication because of their age. Formerly this communicative need is complemented by reading, music, art, but, unfortunately, nowadays all this has moved aside. With the appearance of the mobile phone, communication via SMS has become even more convenient. The mobile phone accompanies its owner everywhere and allows us to touch our acquaintances quickly. Chatter is an adaptation of English, but the word chatter was created by the French Academy that cannot stand any more the fact that the young people turn the words invented by English speakers instead of using ones of their own. Channeling is one of the most popular activities on social networks: 86% of young people target directly and personally, through a powerful and fast message. Millions of SMS are sent every day in France. When we send an SMS the number of characters is limited to 160. Thus, we try to write a maximum of information in a minimum of space for the sake of economy. It is with their friends that young people spend most of their leisure time. Social networks and chat allow them to chat all together in real time. Chatting is one of the most popular activities on social networks: 86% of young people who feel the constant need for communication because of their age.
messages. Some common examples: Google Talk, MSN, Skype, Yahoo, messenger ... There are also specialized chats in all kinds of areas that provide meetings. In this report we will examine the specificities of the virtual language that the French youth actively uses. Then, we will study whether the new technologies have an impact on the way adolescents write. Finally, we will tackle the question of the influence of the argo borrowed by young people on the writing of SMS and on the intercultural interaction because all human society works with prohibitions, taboos, among others, the social, political, religious, moral order which is conveyed by the legitimized forms of language.

**Keywords:** language of young people, SMS, specificities of the virtual language, new technologies, borrowed argo.

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**LINGUISTICS IN GLOBAL EUROPE**  
**Abstract.**  
In the days of economic crises, the idea of Europe as a Common Home is being threatened and with it the idea of a European Community in the sense of a European Identity and a set of Common European Values. Thereby, European cultures and languages are important components for common cooperation and mutual respect of each other’s linguistic and cultural background. Anyone who is multilingual and can speak and understand more than one language will realize what the European idea of the unity of cultures and languages in Europe is about. There is no question concerning the existence of such a common European unity, linguistic community and European identity in the European communication between ethnic groups and political systems, containing not only a linguistic, religious, legal and technical basis but also the great amount of common historical and social traditions in law, religion, social behaviour etc.
The topic of this article will cover the development of linguistics in Europe for the last years. It is therefore a summary of some experience with efforts to Europeanize the science of language. There is a tendency to criticize the social and political demise of linguistics research during the past few years, but nevertheless to point out the great prospects and possibilities of linguistics in global Europe is no doubt of great importance. Linguists today must be a completely new type of language science with wide perspective in dealing with the languages of Europe and without thinking of languages and cultures in Europe from a rather limited national point of view. The world famous Ferdinand de Saussure defined man’s multilingual capacity to learn, understand and speak several languages as “la faculte du langage” (Saussure F. de, 1990). He believed it to be a wonderful gift of man. Indeed the monolingual view of man’s cognition as proclaimed by traditional, structural and generative linguists was a fallacy. Eurolinguistics has arrived as a new orientation and as a challenge to people who are calling for a renewal of general linguistics away from the obsession with empty formalism and away from endless pragmatic and cognitive linguistics. What brings Eurolinguists together now is the opening of a completely new type of linguistics, for which time, space and social dimensions play an indispensable role for linguistic descriptions. The very term “Eurolinguistics” containing the prefix Euro- is as such a challenge, because it forces us to a much broader Europe-wide perspective in dealing with the languages of Europe. A new branch of linguistics has established itself in research but has remained unrecognized or ignored in the mainstream of today’s educational policy at the university level, both by the educational establishment itself as well as the majority of the established linguists. Politicians and educators have also neglected the interaction of European languages and cultures, especially concerning the study of linguistic minorities and their languages, in spite of their assurances. Substantial economic support in the form of new chairs and research funds for minority
languages are rare, because funding of new Eurolinguistic projects and scholarly acceptance of the Europe-wide orientation have hardly been forthcoming in European countries. Mother-tongue education and English dominate the whole didactic field in the schools and universities in spite of the proven advantage of the spread of bi- and multilingualism for European communication as an alternative to English. Furthermore, even the growing number of publications on language contact and conflict together with numerous Eurolinguistics conferences and workshops throughout western and central Europe have had little effect towards a Europeanization of present-day language teaching. Most young Europeans with a tertiary education remain completely unprepared for European matters in politics, economics and social challenges in thinking and acting European. It is up to us after the shift of the millennium to create new conditions for a fundamental reform in educational planning for Europe. Such an overall educational plan for Europe does not exist yet. Such a plan should, however, include all the specific major and minor linguistic and cultural characteristics of the European peoples, which all-European countries and ethnic groups share together. The foremost goal of this educational plan is to introduce Eurolinguistics as a subject in its own right, which is only one part of the Europeanization process for schools and universities. **Keywords:** linguistics research, new perspective of the European languages, monolingual national research, multilingual capacity to learn, to promote a multilingual goal, Linguistics in Global Europe
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ON THE SUBJECT OF SOME OF THE TASKS OF MODERN SOCIETY AND ECOLINGUISTIC APPROACH TO THEIR RESOLUTION

Abstract.
The ecologisation of scientific knowledge has manifested itself in the emerging of a new linguistics discipline called ecolinguistics or linguistic ecology. The conceptual framework and the terminology of the new discipline is still in its infancy. The overview of the main directions of ecolinguistic studies (S.V. Ionova) has shown that the first works in domestic linguistics in this area were those aimed at the study and elimination of mistakes in speech. Some of the phenomena kept under review by scientists, such as jargonisation, loanwords and violation of the norms of speech etiquette, are causing damage to the language. In this context the discussion on a barbarism “респешн” and the competition for its substitution organized by the Russian Language Institute are highly illustrative. (E. Vodolazkin): from among 54 words, 3 have been selected - “репетиция”, “привечальня” and “гостевая” - from which the jury has given preference to the word “гостевая”.

A person’s wish to control the development of language and to protect his environment by means of linguistic manipulation is not new (Malherbe, Vaugelas, l’Academie Française, politically correct language).

However, not only the state of the language may raise concerns, but the system of its teaching as well. In that perspective, focusing her attention on the problem of relations between language and society, H. Merlin-Kajman criticizes exam tasks with multiple choice answers, which make the checking procedure easier but, on the other hand, dilute students’ speech and thinking capacity. She criticizes ambivalent task texts for primary school students that, according to psychiatrist Gregory
Bateson, can be a prerequisite for the development of schizophrenia.

The role that language plays in politics, already considered in the discussion about “the abuse of words” in the XVIIIth century, has not become irrelevant at present. The example of Jean-Marie Le Pen’s promotion into the second round of presidential elections in 2002, that many analytics have justified by the disregard of French people towards their language, is highly illustrative. The objective of protection of human environment and the prevention of a person’s concept of the world from deformation by means of language imposes on linguists a vast variety of tasks, and their resolution is a matter of urgency. The right choice of term and clear statements are key to the successful application of a certain law. Conversely, vague and unclear definitions create confusion in social relations. The aspects of human life that comprise the maximum number of citizens are especially affected by word in law.

These aspects include, at the first place, education and medicine. The meaning of a legal term “образовательные услуги” (educational services) has come into conflict with the meaning of a commonly-used word “услуга” (service). A misuse of the word in law has lead to the imbalance in real life, in teacher-student relationship, has weakened teachers’ authority, has put teachers therefore in a humiliating position of a person who provides a service to his client. The public discussion and debates among professionals related to this topic have led, after all, to recognizing the error and its correction in the new version of the Federal Act on the Education in Russian Federation of 2012.

In conclusion it is necessary to identify the challenges that ecolinguistics must deal with, which are: to preserve all the languages spoken all over the globe; to preserve originality and richness of every language; to develop the rules and culture of communication between people on official level, to learn the culture of communication on the radio, on television, in educational and public institutions; public space, as well as the
strategy and tactics of debate; focus on political correctness; the prohibition of propaganda for swearing; development of urban space as a language area according to the rules of native language.

Keywords: ecolinguistics, education, society and language

SESSION 7 LINGUISTIC DIPLOMACY (aud. 559)
Organizer of the Session: Natalia S. Erokhova, PhD. of History, Institute of Foreign Languages, RUDN University, Moscow (Russia)

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THE IMAGE OF RUSSIA IN THE NEW DICTIONARY OF CULTURAL LITERACY: WHAT EVERY AMERICAN NEEDS TO KNOW

Abstract.
Almost any dictionary, except for terminological ones, is a source of cultural information. Lexicographical editions have traditionally captured the attention of researchers interested in the presentation of the culture-specific component in a dictionary, and, more specifically the cultural image of Russia (Marinina E. V. 2017; Polubichenko L. V. 2010).

The present paper focuses on the third edition of The New Dictionary of Cultural Literacy: What Every American Needs to Know, edited by E. D. Hirsch and published in 2002. The macrostructure of the Dictionary comprises about 7000 entries, including proper names, idioms, terms, etc. that are familiar to most literate Americans: the information that is called cultural literacy. According to the Introduction to the Dictionary, “to a large extent this common knowledge or collective memory […] forms the basis for communities, and if it is shared by enough
people, it is a distinguishing characteristic of a national culture (Hirsch E. D. 2002: vii)."
The choice of the Dictionary as an object of the study is justified by two reasons. First, it was compiled on the basis of frequency principle founded on a wide range of national periodicals, which means that only those items that are widely known by a broad majority of literate Americans appear in the Dictionary. This descriptive approach in the compilation of the Dictionary makes it possible to analyse the most frequently used Russia-related concepts and proper names. Second, the very title of the lexicographic edition reflects its prescriptive character, therefore the dictionary contributes to the formation of a certain image of Russia, which is of primary importance for the present study.
The objective of the present research is to study the choice and presentation of the Russia-related concepts in *The New Dictionary of Cultural Literacy*. Special attention is paid to shared cultural associations registered in the Dictionary. The methods involved in the study are comparative analysis, quantitative analysis, as well as semantic analysis of the concepts under consideration. All items including the labels *Russia, Russian, Russo- and Soviet Union, Soviet and Soviets* (as Russia is widely acknowledged to be the successor of the Soviet Union) were considered. The selected items were divided into three categories: the entries that represent Russia-related notions per se; those where Russia is mentioned in the definition; and those in which Russia is mentioned in cultural associations and cross-references.
Russia-related concepts are present in 15 out of 23 subject sections of the Dictionary. Overall 169 entries in the 15 sections were identified as related to Russia (which amounts to 2.5 % of the total number of the entries), with only 63 entries wholly devoted to Russia-related notions or proper names. In other instances, Russia is mentioned in definitions or cultural associations for clarifying the meaning of other concepts. *World History Since 1550* is the most widely represented section in
terms of entries wholly devoted to Russian proper names and realia (25 items). *World Geography* section is the most represented one with respect to the overall number of references to Russia (59 entries). Only 12 entries in this section however are devoted to Russian toponyms and concepts.

The analysis has demonstrated that the concepts and proper names related to Russia are scarce in the studied material, thus the image of the country projected by the Dictionary is overall fragmented. The dominating perception of Russia as a rival and antagonist of the USA coexists with a very positive appraisal of its artistic and literary achievements, which creates a contradictory image of the country.

**Keywords**: Lexicography, cultural literacy, Russia, image

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**SPEECH BEHAVIOR OF POLITICIANS (ON THE SPEECHES IN THE BRITISH PARLIAMENT DEVOTED TO BREXIT)**

**Abstract.**

The article is devoted to the pragmalinguistic analysis of the UK parliamentarians’ speech behavior. The objectives of this work are to diagnose and identify some of the individual personal qualities of the UK politicians with the help of conducting a research based on the methods of Implicit Pragmalinguistics. There is a detailed examination of the stereotypical speech behavior of the statesmen groups which depends on their membership in a political party. In the course of the study, the method of objective pragmalinguistic analysis and modified content analysis were used. In order for the results of a pragmalinguistic study to be as objective as possible, it is necessary to identify texts that are most similar in terms of internal content and general structure. Thus, compared text-
speeches contain the highest number of similar, common features. This allows one to observe sharper significant differences between them during calculation and interpretation of the results. Considering the above requirements, there were selected the texts for analysis that have common features. The following positions were taking into account: the speakers belonging to the same Parliament House (House of Commons); homogeneity of the speech theme (“The Government’s Plan for Brexit” dated December 7, 2016); the nationality of the authors (all speakers are English-speaking parliamentarians); the gender of the speakers (all government officials are men); the same age category of the parliamentarians; approximately equal education level of the parliamentarians. So, the speakers differ only in their membership in the party. As a result, speeches by seven representatives of the Labor Party and six representatives of the Conservative Party are studied. The research is conducted in accordance with the implicit speech strategy "Participation / non-participation of communicants in a speech event". All speeches of parliamentarians are devoted to the topic "Brexit", that is the exit of Great Britain from the European Union. 1743 small syntactic groups were analyzed. The result of the study was the revealed features of the majority of parliamentarians. In the course of the analysis, not only the individual speech behavior of 13 politicians was studied, but conclusions were also drawn about the stereotypical speech behavior of representatives of the two leading parties in Britain: Conservative and Labor. There is not only a quantitative predominance of the representatives of the ruling Conservative party in the British Parliament, but, if it can be said so, qualitative. Conservatives subconsciously seek to seize leadership, influencing the audience by the power of their authority. Their indicators of the personal plan considerably surpass the level of the social plan. The labourists are distinguished by a cooperative type of behavior. It can be concluded that, in general, parliamentarians are those people who are characterized by authoritarianism and upholding their point of
view. In general, the politicians of the UK are initiative, self-confident. They tend to concentrate on a meaningful, objective aspect of the issue at hand, they are cooperative, have the skills to find an individual approach to people. This research is of particular importance for those who study in detail the problems of establishing the authorship of the text, the problems of political linguistic research, as well as the problems of psychological and pragmalinguistic diagnostics of an individual in the sphere of politics.

Keywords: Pragmalinguistics, individual speech behavior, stereotyped speech behavior, UK Parliament, Brexit

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POLITICAL DISCOURSE AS A MEANS OF DEVELOPING INTERCULTURAL COMPETENCE

Abstract.
We reviewed the theoretical aspects of the study of discourse in the English language. We also studied the very concept of this term and adhere to the following definition: “discourse is a text that consists of communicative units of a language — sentences and their associations into larger unity, which are in continuous semantic connection, which allows to perceive it as an integral entity”. In modern linguistics discourse can be ranked into 3 main classes which correspond to all sorts of national traditions and innovations of specific authors. The first class is directly linguistic use of the term. The second class of understanding the term "discourse" in recent years has gone beyond the scope of science and has become widespread in French scholarly journalism. The third class of the use of the term “discourse” is a separate perfect form of communication, embodied in the maximum possible removal from social reality, the communicative routine of authority and traditions, and aimed at a critical discussion and justification of the views and actions of the participants in communication.
Discourse theory is one of the newest areas of linguistic theory but there are more questions than answers. The main problematics of this part of the theory of language is considered the theory of reference, that is references to persons and objects in the discourse. Turning to the history of discourse, we found that from the beginning of the 60s of the last century, the word “discourse” gradually began to acquire a philosophical meaning, and the semantics of this word began to change over time. However, the set of basic meanings remains without significant changes which in turn had a huge impact on the emergence of other meanings and gradually led to an increase in the scope of the concept of this word. It is important to clearly understand the features of the functioning (use) of the concept of discourse in various fields and areas of humanitarian knowledge, only so we can rationally consider the magnitude of the meaning of this phenomenon, referring primarily to the data in the dictionaries, which can define the general structure of the meanings of this word. The main parameters of discourse, such as worldview, channel of empathy (rational, intuitive, emotional), motives and goals, etc., are considered. Political discourse necessarily becomes official, both in terms of content and in terms of style, often copied by the media, which, in turn, cover the work of the above-mentioned services and institutions. It is important to note that the discourse described can be calculated as biased, racist or stereotyped, depending on the political party and political context. In itself, the definition of political discourse may seem ambiguous and contradictory, but if you try to give a literal meaning, it can be formulated as follows: political discourse is what policy says. Political discourse as a special class of genres, limited to the social sphere, in particular, namely politics. The speeches of politicians, government discussions, party programs, parliamentary elections are those genres belonging to the sphere of politics. E.I. Sheigal revealed two major concepts in political discourse: the concepts of “Power” and “Politician”. She identifies seven fundamental parameters of political discourse.
Erfurt in his work “Political Communication, Political Discourse and Political Text” asserts that political communication as an activity has a predominantly social direction and has many characteristics. When analyzing the texts of political discourse, it is important to take into account not only linguistic factors (lexical and grammatical features of the text, the phonetic structure of the text), but also extralinguistic factors (assessment of the participants of the event, background explaining the events, circumstances accompanying the events described in the text). Often, researchers of political discourse focus on the characteristic expressive elements used in this type of discourse. Many of them contain in their semantics irony, anger, sarcasm, and the most unusual, insult. Political discourse is somewhat similar to religious. Note also the peculiarity of the language of political speech as a language of promises. B. Norman notes that political discourse is characterized by significant language features (features) like cliches, evaluative vocabulary and so on. Therefore, political discourse - the discourse of manipulations and promises.

**Keywords**: discourse, communication, political discourse

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**TONE TEXT ANALYSIS BASED ON THE POLITICAL SPEECHES OF TWO AMERICAN PRESIDENTS DONALD TRAMP AND JOHN FITZGERALD KENNEDY**

**Abstract.**

The Internet space has become a special area of study and not only for ordinary users, but for professional linguists, who are scrupulously engaged in the so-called profiling of texts or speeches. The most important thing in the linguoexpert’s research
is a sentiment analysis of the text. The purpose of this study is to demonstrate the specifics of such analysis.

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

Subject - text sentiment analysis.

The purpose of this study is to determine the specifics of such analysis.

The research method is a manual analysis of the tone of two speeches by American politicians Donald Trump and John Fitzgerald Kennedy.

The relevance of the work is in the need for this analysis in different areas. This is especially important for certain special services that are engaged in the identification of extremists and terrorists, the analysis of their correspondence in social networks and in very popular messengers today.

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

Sentiment analysis is a common application of natural language processing (NLP) methods, the purpose of which is to extract emotional content from the text. That is, sentiment analysis can be seen as a description of mood assessments. The tonality of the whole text can be defined as a function (in the simplest case, the sum) of the lexical tonalities of its constituent units (sentences) and the rules of their combination. The purpose of the analysis may be the author, that is, the person whom the opinion belongs to.

Opinions are traditionally divided into direct opinions and comparisons.

A direct opinion contains the author's statement about one object. The formal definition of direct opinion is as follows, "Direct opinion is a tuple of five elements (e, f, op, h, t), where:

* (entity, feature) - the e-key object (the entity about which the author speaks) or its properties f (attributes, parts of the object);
* orientation or polarity-tonal assessment (emotional position of the author regarding the mentioned topic);
* holder - the subject of the key (the author, that is, who owns this opinion);"
Examples of tonal scores include positive, negative, and neutral. "Neutral" means that the text does not contain emotional coloring. There may also be other tonal estimates.

The first stage of the sentiment analysis is a manual stylistic analysis, which can be carried out, for example, using the speeches of famous personalities. In the study, the inaugural speech of Donald Trump (20.01.2017, Washington) and J.F. Kennedy’s speech "I am a Berliner!" ("Ich bin ein Berliner!") (26.06.1963, West Berlin) are analysed.

It was revealed that in D. Trump’s inaugural speech syntactic means of expression are predominantly used. They include different types of repetitions and syntactic parallelism, and give rhythm, emotionality and coherence, and verbalize the concept of patriotism and other traditional American values. The frequent repetition of the pronoun "we" focuses the audience's attention on who the threat is directed at, which creates a special emotional effect.

The speech of John Kennedy is a fine example of the publicistic style, namely oratory. The text is intended to influence the audience, to form public opinion. We can find its leading features: direct appeal to the audience, the use of colloquial words and a large number of expressive means that stimulate and retain the interest of the public. Kennedy uses foreignisms (Ich bin ein Berliner) through his entire speech. Thus he identifies himself with the Germans, appealing to the audience and winning their sympathy.

So, the main purpose of sentiment analysis is to find opinions in the text and identify their properties. What properties will be studied depends on a task.

As a result, the general goals and objectives of the text sentiment analysis are analyzed. The manual analysis of tonality is carried out based on the example of two American politicians speeches, the main emotional dominants of Trump's and Kennedy's speeches are revealed. Next, it is planned to conduct a computer
analysis of the tonality and compare the results with the results obtained manually.

**Keywords:** tonality, analysis, sentiment analysis

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**THE CO-FUNCTIONING OF LANGUAGES IN A MULTILINGUAL STATE: LEGISLATIVE MEASURES OF THE ITALIAN REPUBLIC**

**Abstract.**

The report discusses the legislative measures of the Italian Republic aimed at preserving and supporting the languages of national minorities belonging to the languages of the Romance group: Ladin, Friulian and Sardinian. A brief overview of the linguistic situation in Italy at the end of the 20th and the beginning of the 21st centuries will be given, and historical reasons for the particular linguistic status of these minority languages will be revealed.

Next, the main legislative acts of the state, regional and local levels through which the state's intentions in the field of linguistic regulation are carried out are presented, and then the institutional implementation of these acts in practice and the subsequent reaction of the state bodies to the results of the linguistic policy are analyzed.

The key legislation regulating the status of languages of ethnic minorities is Law No. 482 of December 15, 1999 “Regulations for the Protection of Historical Linguistic Minorities”, which has allocated the following languages of ethnic communities to the area of linguistic protectorate: Albanian, Catalan, German, Greek, Slovenian, Croatian, French, French-Provencal, Occitan, Friulian, Sardinian and Ladin. The main provisions of the law are reduced to seven points: 1) introduction, along with the Italian language, of the language of the ethnic minority in the educational activities of the kindergarten, 2) introduction of the
subject of minority language and culture in primary and secondary schools, provided that the introduction of this aspect should be supported by the official request of the parents of schoolchildren, 3) the use of the ethnic minority language in primary and secondary schools as a linguistic tool for teaching all disciplines, also entered after the collective request of parents of future students, 4) methodological and staffing for the teaching of these disciplines in secondary school, 5) the allocation of certain budgetary funds at the national and regional level for the implementation of teaching in schools the language and culture of national minorities; 6) recommendation to local universities within their existing budgets to facilitate the implementation of research work in minority languages 7) the use of ethnic minority languages in work practices of city councils and other municipal authorities, as well as in regional and regional government bodies until at least 15% of employees speak this language.

This legislation immediately caused heated debates in Italian society, putting at the center of controversy the question of the legality of the autonomy of the languages indicated in the decree: Italian linguists spoke about the artificially created discrimination of the cultural and linguistic significance of other existing dialects having literary works, dictionaries and historical grammars that could count on language autonomy: for example, the Sicilian dialect, which has historically significant literary monuments, is much more original and unique to the area of the Romance languages, than the literary works of Sardinian, which served as proof of its linguistic authenticity.

The report explores the actualization in practice of these provisions of the decree on the example of the Friuli, Trentino-Alto Adige and Sardinia regions. The most effective was the introduction of a minority language in kindergarten, in primary and secondary schools, which is explained by diglossia, typical of the Italian national consciousness. Certain difficulties were caused by teaching school subjects in these languages, since, firstly, the parents of the students, if they chose to study the
n native language as a separate subject, along with Italian, but were against teaching other subjects to minority languages, preferring the national (Italian) language as the most promising. The least effective were activities to stimulate local universities to conduct and publish the results of scientific work in ethnic minority languages, as well as organizing written and oral communication, issuing local legislative acts and conducting business correspondence in local government bodies at the municipal level.

All this will make it possible to identify the efficiency of the language policy of the Italian Republic at regional and local levels in a country with a heterogeneous population.

**Keywords:** Italy, minority languages, ethnic communities, multilingualism, official language, language policy of Italy, language legislation, Friulian, Sardinian

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**ENGLISH AS A MEANS OF POLITENESS (RE)CONSTRUCTION IN CONTEMPORARY RUSSIA**

**Abstract.** The epoch of late modernity is characterized by accelerating increase of translingual practices across the globe. Regarded by scholars as a Lingua Franca, Business Lingua Franca, an international language and the global language, English most frequently comes into contact with other languages, penetrating and influencing communicative spaces of other countries. Ubiquitous anglicisms, code-switching and code-mixing are no longer an extraordinary occurrence. The same concerns implicitly expressed grammatical calquing. The grammatical pattern of English where verbs and pronouns in the second person have no difference in number is now sometimes used in Russian advertising and professional communication: Отрой вклад – получи подарок (open an account – get a present).
The example above may serve a perfect illustration of what Cameroon identifies as “displacement of established local ways of interacting without displacing local languages as such”, when speakers may use their own language, “but according to the cultural norms of an English-speaking society”. Together with English, new discourse norms, particularly those connected with the interpersonal functions of interaction – formality, directness and politeness, find their way into Russian-based communication. In other words, global English(es) export(s) norms of appropriateness or politeness to the outer circle countries. Unlike English-speaking cultures, where due to low vertical distance equality is valued more than status, Russia is considered one of hierarchical and status-oriented societies. Such a discrepancy, reflected in politeness norms, results in necessity for a Russian speaker to adjust linguistic behavior when communicating in a multilingual setting. The process of establishing and maintaining relationships in communication, termed as face work, rapport management or relational work, entails signaling solidarity achieved by decreasing degree of formality: Utilizing informal direct address, for example.

While addressing a colleague by their first name in an international company might be a standard procedure, the same linguistic action may cause dilemma for the speaker/writer when interacting in a different environment. Entering new to them communities of practice and not knowing exactly what politeness background of the Hearer to expect, speakers opt for resorting to politically neutral linguistic resources, such as greetings добрый день, доброго времени суток (good afternoon, good day) instead of traditional Russian здравствуйте, which is marked by plural honorific form.

Another group of resources Russian-speaking people tend to resort to in pragmatically obscure situations is the resources of the language which caused the linguistic fix in the first place. Ethnographic interviews conducted with two middle-aged Russian-speaking people who used the English hi as a means of
greeting which preceded subsequent conversation solely in Russian led us to conclude that the greeting hi was chosen over Russian equivalents as it eliminated the problem of choice between formal and informal forms of greeting.

Identical motivation lies behind the usage of the anglicism sorry for apologizing. Answering the question of the survey about possible reasons for exploiting anglicism sorry instead of Russian прости(те) / извини(те) 61 out of 370 respondents (16%) pointed out that the English sorry was used to express apology as it did not produce a problem of choice between formal and informal address, which is impossible to avoid when resorting to traditional Russian прости(те) / извини(те).

So, neutral in terms of politeness language resources are becoming noticeably widespread under the influence of globalization. Cautious linguistic behavior of Russian-speaking people testifies to their awareness of a wide spread of English-induced politeness norms across different communities of practice. Such an awareness, in its turn, signals gradual inclusion of English-based politeness forms into shared memory of a wider community, which is a subject of further investigation and evaluation.

Keywords: politeness, English, globalization