



Новосибирский государственный  
технический университет

**НЭТИ**



**АКТУАЛЬНЫЕ ПРОБЛЕМЫ  
СОВРЕМЕННОГО ОБЩЕСТВА  
ИНТЕГРАЦИЯ  
КАК ФАКТОР РАЗВИТИЯ**

**URGENT PROBLEMS OF MODERN SOCIETY  
DEVELOPMENT THROUGH INTEGRATION**

**СБОРНИК МАТЕРИАЛОВ**

XIX Международной научно-практической конференции  
молодых учёных

г. Новосибирск, 18 – 19 апреля 2023 г.

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НОВОСИБИРСКИЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ

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## **PLENARY SESSION**

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## TIME CONCEPT IN RUSSIAN AND ENGLISH PAROEMIAS

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Abstract: The article considers Russian and English paroemias about time and analyzes the linguistic units by which time value is expressed. A comparative analysis of Russian and English paroemias is being conducted. It also explains why Russian and English paroemias have similarities and differences.

Keywords: paroemia; Russian language; English language; national and cultural specificity; time concept

## КОНЦЕПТ ВРЕМЕНИ В РУССКИХ И АНГЛИЙСКИХ ПАРЕМИЯХ

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Аннотация: В статье рассматриваются паремии русского и английского языков со значением временного пространства. Анализируются языковые единицы, посредством которых передается значение времени. Проводится сравнительный анализ паремии русского и английского языков, а также объясняется, почему паремии русского и английского языка имеют сходства и различия.

Ключевые слова: паремия; русский язык; английский язык; национально-культурная специфика; концепт «время»

### Introduction

Time is an abstract concept and phenomenon underlying both linguistic and scientific pictures of the world. Many scholars and philosophers have tried to investigate this phenomenon to answer questions as to the nature of time, its properties, whether time exists at all, why it moves only in one direction, and so on [6]. Along with this, various proverbs and sayings are used by people in everyday speech constantly.

### Theoretical framework

#### The term “concept” in linguistics

The word “concept” itself is borrowed from the Middle French *concept*, from Latin *conceptus* (“a thought, purpose, also a conceiving, etc.”), from *concipiō* (“to take in, conceive”) [8].

The Cambridge Dictionary says a concept is an idea, theory, etc. about a particular subject [2].

A fundamental language theorist and philologist, Yuri Stepanov, believed that:

1. "Concept is a collective conception of an object or phenomenon, which has arisen as a result of the spontaneous, organic development of society and humanity as a whole"
2. "Concept is like a piece of culture in the human mind, something which the culture enters in their mental world"
3. "Concept is a set of collective ideas, knowledge, associations, and experiences"
4. "Concepts are not only thought but they are also experienced. They are the object of emotions, sympathies and antipathies, and sometimes their combinations"
5. "Concept as a thought formation is not the idea of a single object, but the reflection in the mind of every uncertain object, some sides of an object or a real action" [7].

Rebecca Frumkin, a linguist and psychologist, thought that "concept is a mental (from "mentality") formation, culturally conditioned human idea of the world" and "different languages conceptualize or refract reality in different ways since behind the same word in the minds of speakers of different languages may be different concepts" [4].

Another researcher, Sergey Askoldov (Alexeyev), a religious philosopher, believed that "Mental formation in the individual consciousness may not match with many mental formations appeared in the mind of other people. Nevertheless, one can find a certain set of matching features from this mental formations" [1].

Thus, a concept...

1. A conception as thought formation is initially independent of language and from the obligatory expression of language units
2. Reflects the cognitive experience of native speakers and is the basis for understanding any objects, including language expressions
3. Is expressed through language, but they definitely pass the stage of preverbal formation
4. Is rather a perception than a term

### **The structure of the concept**

The structure of the concept consists of three components:

1. Basic or relevant topic
2. Additional or several additional or "passive" topics which are no longer relevant
3. The inner form that is usually not visible and imprinted in external, verbal form

"Concept is a multidimensional meaning formation in the collective consciousness, identified in language form" — Yuri Stepanov.

### **Essential characteristics of the concept**

1. Concept is a broader category than a notion. It is semantically deeper and richer than notions
2. Concept expands the meaning of the word
3. Word and concept materialize in the same sound or letter complex
4. The internal content of a word is different from a concept
5. In the formation of concepts the role of the subjective principle is vital, unlike the formation of words.
6. In comparison, the concept is more dynamic and changes more rapidly than the word.
7. Concept is a carrier and method of transmission of the meaning that contains knowledge about the world and helps to process the subjective experience through summing up information under certain categories and classes which were developed by society.

### **Cognitive and cultural linguistics**

In modern linguistics, one can distinguish two main directions of consideration of the idea of the concept. They are cognitive and cultural linguistics. Cognitive linguistics is a thought formation, a body of knowledge about the world, a cognitive structure that includes multidimensional units of the operational mind objectified through a given language. And cultural linguistics is a mental essence, an imprint of a certain culture, and a sum of concepts that forms an orderly scope of concepts of a particular people.

### **Definition of “paroemia”**

This word was borrowed from Latin *paroemia* (“proverb”), from Ancient Greek *παροιμία* (*paroimía*, “proverb, maxim, saw”). From Gk. *para*, “by” and *oimos*, “way” (“by word”) [8]. Collins Dictionary says it is a proverb or an axiom [3]. In other words, *paroemias* is a set of various idioms, sayings and proverbs.

The proverb scholar Wolfgang Mieder defines the term *proverb* as follows:

“A proverb is a short, generally known sentence of the folk which contains wisdom, truth, morals, and traditional views in a metaphorical, fixed and memorizable form and which is handed down from generation to generation” — Mieder 1985:119; also in Mieder 1993:24 [5, p.19].

### **Methods and results**

#### **Considering time concept in Russian and English paroemias**

*With time and patience the leaf of the mulberry bush becomes satin.*

This idiom teaches us not to give up and achieve our goals. In the Russian language, there is an analog of this idiom: «терпение и труд — всё перетрут». Even though the meaning of the idiom is the same, in Russian, the focus is on the action, while in English, it is on the process of becoming a mulberry leaf silk. The

silkworm lives on the mulberry tree, feeds on its leaves, and produces silk thread. Thus, in the English-speaking cultural space, the meaning of this proverb was conveyed inspired by the work of the silkworm.

Nevertheless, one must note that in the Russian language patience and work were chosen as tools for achieving the goal, while in English, they are time and patience. It is interesting that these two idioms are quite similar and compensate for some different components. For example, the word 'labor' is not mentioned in the English idiom, but an obvious reference was made to the work of silkworms.

*To strike while the iron is hot.*

It is necessary not to let the iron cool to give the product the desired shape in the forging craft. Just like in our life, it is important not to miss the moment and do everything on time.

Therefore one can notice that the call made in Latin *carpe diem* (seize the day) was reflected in various proverbs. The first mention of this aphorism occurs in book 1 of the Roman poet Horace's work *Odes* (23 BC). So we can see that many set expressions and proverbs originated from religious and antiquity literature in many cultures, such as Holy Bible and Greek mythology (*wolves in sheep's clothing, Pandora's box*).

*Procrastination is the thief of time.*

Russian analog: оттягивать да откладывать — только время воровать

Despite the differences in English and Russian culture, the nature of humans remains unchanged as they want to rest longer, leaving all the important work for later. So, there was a need for a proverb that would motivate people to work.

We observe that semantically these idioms are similar, but their structure is different. In English, procrastination itself is the "thief" of time, and the idiom is presented as a fact, while in Russian, it is a guidance. This is because it is not customary in the English-speaking lingua culture to give advice and exert pressure toward personal autonomy.

*It is too late to lock the stable door when the horse is stolen*

Some Russian analogs: «после драки кулаками не машут» / «после пожара да за водой».

These idioms are based on negative incidents and are similar in it. In the English version is stealing, while in Russian is fighting. Strange as it may sound, fighting is a tradition in Russian culture. If representatives of the nobility, as a rule, resolved their conflicts by swords and later duels, peasants and artisans customary went fighting. That is why there are so many sayings and proverbs about fights, in Russian culture. In English-speaking societies, such a phenomenon is absent. They tell us that it is useless to resent and take action after what has happened when nothing can be undone.

*Time is a great healer*

Russian analog: «время лечит»

The phrase “Time is a great healer” coincides with the ancient idea that time heals. More often, it concerns the feelings and emotions of a person than their physical condition. In this example, we see a reflection of human observation and experience from ancient times. People from different cultures must have noticed that feelings and emotions subside over time, which was later fixed through this idiom. The only notable difference is that the English version emphasizes the ensoulment of time, that time is a healer, a physician, and even the best in its craft. In the Russian version, there is no literary device like this. Time heals — it is a fact.

### **Conclusion**

Among all the paroemias analyzed, it was found that a large number of paroemias are similar in relevance, semantic part, and sometimes even syntactically similar. But despite the differences in mentality, the paroemias of these languages have similarities. As mentioned earlier, it can be explained by the fact that many proverbs and idioms in different cultures have a common origin.

For both cultures, it is important to understand the fact that time has an impact on the person and the world around them, and there is nothing people can do. But the impact is not always negative, because time can heal and gradually change things around us, transforming them into something else.

The presence of idioms and proverbs about saving time and trying not to postpone things emphasizes the fact that it is important for representatives of both cultures to properly manage time and treat it with attention, not to waste it.

Being the basic concept, the time concept is widely and variously represented in proverbs and sayings in both Russian and English languages. The folk proverbs reflect both the physical properties of time and the results of centuries-old observations of a person about it, as well as national traits, and the mentality of speakers of the language because we can observe differences in vocabulary, but the similarity in perception. Also, the concept of time in paroemias transmits vital information from ancestors to descendants and helps to describe the realities of the world more easily and clearly.

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## **TEACHING NEW VOCABULARY THROUGH TBLT TASKS**

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**Abstract:** This article outlines the potential of TBLT tasks for teaching new vocabulary. It provides theoretical evidence in support of the suggestions made as well as the results of the relevant research conducted by the author. Following the theoretical observation the author of the article describes two potential scenarios a teacher of a foreign language can choose from when teaching new lexical structures.

**Key words:** TBLT; task; target language; individual differences; explicit knowledge; implicit knowledge

## **ОБУЧЕНИЕ НОВОЙ ЛЕКСИКЕ НА ОСНОВЕ ЗАДАНИЙ TBLT**

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**Аннотация:** В данной статье описан потенциал метода обучения языку, основанного на задачах (TBLT) для обучения новой лексике. В нем приводятся теоретические доказательства в поддержку высказанных предложений, а также результаты актуального исследования, проведенного автором. Вслед за теоретическим обоснованием автор статьи описывает два потенциальных сценария, которые может выбрать учитель при обучении новым лексическим структурам.



Ключевые слова: TBLT; задача; целевой язык (структура); индивидуальные различия; эксплицитное (явное) знание; имплицитное (неявное) знание

## **Introduction**

A traditional lesson model, typical for many syllabuses today when working with new lexical units (target language), may be generalised to consist of three main stages: the stage of the presentation of the new lexical structure (set) which is traditionally followed by a practice stage when the learners get to further master the vocabulary they have been presented. This is conducted in a strictly controlled manner through gap filling, drills, mistake correction etc. The final development of the lesson may be designed as a semi-controlled communication-oriented activity that would enable the learners to use the target language they have been exposed to. In traditional sequences like this the final stage is aimed at providing the learners with an opportunity to practice the target unit more freely, although it is still partially or "semi-" controlled since the assessment of the learners' performance is conducted on the basis of the target units accuracy. While this seems objectively logical, there are also certain contradictions between the results this model is expected to produce and the actual outcome that may often occur. The aim of the present research is to outline those contradictions and to respond to them through the potential of task-based language teaching (TBLT).

## **Theoretical framework**

In 1996 Peter Skehan claimed that learners do not simply acquire the language which they are taught. He stated that the process of second language acquisition is much more complex than converting input into output, which suggests that we can be sure that learners will make use of the language they experience, but we cannot be sure how they will make use of it as these processes are not amenable to teacher control [3]. Arguably, this statement goes against the general principle of a traditional syllabus which is built on the idea that if the learners get to practice the structures that they work with, they therefore will acquire them to the level that will later enable them to use these structures freely outside the classroom. However, all experienced teachers would agree to a certain extent that this does not always seem to take place in a language classroom.

Indeed, referencing Allwright (1984), R. Ellis points out the following:

1. Learners do not learn everything they are taught;
2. Learners manage to learn things they are not taught [1, p. 60].

Based on a 25-year-long research in neuro-linguistics M. Paradis describes the difference between implicit and explicit knowledge (competence). While the explicit knowledge is acquired consciously and therefore learners are capable of representing it to themselves and verbalising it on demand, the implicit knowledge is learnt incidentally, at the moment when a learner is focusing on something else [2, p. 8]. He states that during the overall learning process, which usually takes

years, there's a gradual shift in what the learners rely on when speaking. In the beginning it is mostly explicit knowledge that learners turn to in order to formulate their thoughts, but the further they go the more they rely on implicit knowledge.

D. and J. Willis say that it is quite difficult even for an advanced learner to concentrate on form while doing a task that is also concerned with meaning [4, p. 16]. In given circumstances learners will choose to neglect one or the other based on various factors. If this occurs, it diminishes the original purpose of the lesson stage, which was intentionally designed to provide a learner with an opportunity to include the new target unit into their meaning-focused activity.

All of the statements and concerns presented above suggest the urgent need for a change in the way that many teachers of foreign languages today view the learning and teaching process. One potential solution could lie within "Task-based language teaching".

Peter Skehan defines a task as an activity in which: meaning is primary; there's some sort of relationship to comparable real world activities; the assessment of the task is in terms of its outcome not its linguistic accuracy (Skehan 1998) [4, p.12]. Commonly pedagogic tasks represent an opinion gap, an information gap or a reasoning gap. They mirror real life activities that learners may face in the world outside the classroom, depending on their needs: having a telephone conversation or conducting a job interview; ordering food or taking orders; taking notes on a lecture or designing, structuring and presenting material; conducting small research; designing an action plan to respond to a problem; booking a hotel; getting a doctor's appointment or listening to a voicemail and taking notes. Each of these tasks has a communicative problem to solve and a potential outcome which will be assessed by the teacher. However, the lexical route that a learner chooses to take must not be controlled, though can be outlined. The work with a TBLT task is generally agreed to be divided into three stages: a pre-task stage, a during-task stage and a post-task stage. The pre-task stage is traditionally concerned with the instruction for the task; the during-task stage allows the students to deliver the expected result, while the post-task stage may be concerned with reflection, further discussion or focus on the form and its further practice.

### **Methods and results**

For the purposes of the present research we conducted a survey which was aimed at identifying the view that students have of the process of language learning as well as difficulties that they may have. The number of participants was 35, which included 24 first-year and 11 third-year students (CEFR - B1-C1), studying at the Faculty of Humanities at Novosibirsk State Technical University. The data received was then summarised and the relative conclusions were drawn.

Thus, when asked "Is it difficult for you to speak spontaneously without preparation?" 85.7% gave a positive answer. As for the factors that the students

provided that help them feel more comfortable during spontaneous speaking, they stated psychological comfort, informal context and the complexity of the language that they are exposed to. Further in the survey the participants were asked whether or not they think that it is necessary to set a target structure (lexical or grammatical) that is required to be used during a communicative task, 31.3% of the participants said “yes”; 37.5% said “rather yes, than no”; 12.5% were undecided; 15.6% said “rather no than yes” and only 3.1% said “no”. When providing reasoning they mentioned “limitation of free thinking” referring to having a predetermined structure to use; while also “having something to rely on in case of a lack of ideas” for those in favour of having a predetermined structure.

Since the answers presented above clearly stated the difference in opinion, we designed further questioning, asking the students to choose one out of the three alternatives that they agree with the most:

1) If there are grammatical/lexical units that are required to be used in the task, this supports me and helps me express my thoughts;

2) If there are grammatical/lexical units that are required to be used in the task, it confuses me and creates discomfort because it is difficult for me to think about this form and what I want to say at the same time;

3) If there are grammatical/lexical units that are required to be used in the task, for me this limits the free expression of thought, since I would like to express myself differently.

The answers were as follows: 1) 48.6%; 2) 20%; 3) 31.4%. As it is clearly seen, just under 50% of the students were in favour of having predetermined lexical structures, while the other half were against, though the reasons that they chose were different. These results suggest that there is no clear consensus among the students on whether having predetermined structures to use while completing the task is beneficial or not. This means that providing the students with target lexical units before the task could be beneficial for many of them, however making the use of them obligatory may potentially be limiting for the others. Therefore, the most important question that arises is as follows: should or should not lexical units be pre-taught to the students before they proceed to complete a task? The logical choice seems to be the one that takes both of those opposite points of view into account. In this case a TBLT task may serve as a potential solution as it neither limits the learners nor leaves them without any guidelines.

There are two main scenarios that a teacher can choose from. Following the more traditional task sequence, the new lexical target units could be presented during a pre-task stage, but not made a part of the task assessment. This would allow the students to make their free choice to rely on these units if they find them beneficial or not. However, this scenario might still result in students considering the task's only objective to be the practice of the target vocabulary as it was in focus

during the pre-task stage. Subsequently it might not satisfy the needs of those learners who view predetermined language as limitation and make them concentrate on its application rather than on the task outcome. The second scenario may be to include the new vocabulary in the instructions or materials for the TBLT task that the students are to work with. This way the new vocabulary could be incorporated into a text stating a problem that the students are to make an action plan for; or into a menu with the names of dishes and their specifications that learners must talk about to place or take an order; or into the data or statistics that the learners are to assess while conducting research. All of these materials will include the target vocabulary which does not need to be regarded as such during the pre-task stage. This change of focus provides the learners with an opportunity to guess, hypothesize and make their own choices as to which vocabulary from the materials is to be included in their outcome and which is not to be included. The choice will then be different among the students based on many factors that define their individuality. The work at the post-task stage may then also be focused on the new lexical units. Putting the form in focus once the tasks are completed eliminates the danger of the learners concentrating on using the target units instead of communicating the meaning. It also creates a clear meaningful context for the units to be learnt and incorporated into their system of explicit knowledge. While completing the task, they notice some of the vocabulary that is new to them. They may choose to apply some of it while working on the task, but returning to it at the post-task stage again will bring their attention back to those units they could overlook for various individual reasons.

### **Conclusion**

Languages today may no longer be regarded as mere sets of lexical and grammar rules that must be obtained by a learner in a specific order, leaving out its primary purpose – being the tool that makes communication possible. Any group of learners includes individuals who are different in terms of their character and personality, learning strategies and language ability. On this basis, those language teaching approaches that focus on the similarities that the learners share do not support teachers when they are challenged to address students' differences. At the same time the data and the theoretical framework presented in this article clearly determine the importance of addressing those differences. Moreover, a controlled lesson structure limits the learners' opportunities to practice speaking inside the classroom which is something they state to be having difficulties with.

Opting for TBLT, the teacher gets to provide the learners with opportunities for free contextual practice as well as choice in terms of the language and individual learning strategies. Additionally, the clear lexical context boosts learners' motivation to increase their vocabulary further; develops learners' self-reflection

skills, their self-identification and, undoubtedly, curiosity regarding the language that they are learning.

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### **TEACHER INSTRUCTIONAL PRACTICES WITH STUDENTS WITH SPECIAL NEEDS AND DISABILITIES**

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Abstract: Students have diverse needs, giving teachers responsibilities for promoting equality and diversity in the classroom. All students have the right to benefit from the best educational facilities and methods, and students with special needs are not an exception as their learning experiences can be positively or negatively affected by teaching methods and policies. This analysis provides teaching and learning strategies from researchers and practitioners working with students with special needs and disabilities.

Keywords: disabilities; special educational needs; teaching strategies; foreign language teaching

### **ОБУЧЕНИЕ СТУДЕНТОВ С ОСОБЫМИ ОБРАЗОВАТЕЛЬНЫМИ ПОТРЕБНОСТЯМИ И ОГРАНИЧЕННЫМИ ВОЗМОЖНОСТЯМИ ЗДОРОВЬЯ**

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Аннотация: Обучающиеся имеют разнообразные потребности, что возлагает на преподавателей ответственность за предоставление им равных возможностей в процессе обучения и признание многообразия. Все учащиеся имеют право пользоваться лучшими учебными заведениями и методами, и обучающиеся с особыми образовательными потребностями не являются исключением, поскольку методы и

стратегии обучения могут положительно или отрицательно повлиять на их опыт обучения. В работе проводится анализ стратегий обучения и усвоения учебного материала, предлагаемые исследователями и преподавателями, работающими со студентами с особыми потребностями и ограниченными возможностями здоровья.

Ключевые слова: ограниченные возможности здоровья; особые образовательные потребности; стратегии обучения и усвоения учебного материала; обучение иностранному языку

## **Introduction**

Equity in education is a basic human right regardless of students' mental, physical, ethnic, or socio-economic conditions. Although considerable research attempts, initiatives, and regulations have sought to focus on accommodating students with special educational needs and disabilities (SEND) with fair and all-inclusive learning opportunities, there is no consensus on how to vigorously put these intentions and theories into action [2]. The inclusion of students with special needs has been a substantial issue of discussion for several years. The primary goal of many educational institutions is to establish conditions with the minimum restrictions to meet the needs of all students, including those with special needs [7].

## **Theoretical framework**

The theoretical framework of this revolves around two main research items, including teaching English as a foreign language (TEFL) and attention to students with special educational needs and disabilities (SEND).

Diversity is an unavoidable characteristic of educational contexts and refers to different identities, as well as health and social conditions, previous knowledge and learning abilities in students, necessitating specific educational adjustments [9]. The efforts made by groups defending human rights and democratic evolution have led to considerable changes in social and educational institutions. However, about half a century ago, one could not imagine that children with some type of disability or special needs would enjoy the same rights as their peers [9].

SEND children face serious problems in learning various school subjects, including language. As emphasized by Dheesha (2022), such challenges will result in poor development in listening, speaking, reading, and writing which are the backbone for language development [3]. Therefore, teacher must use different strategies to promote language skills among these children to overcome such difficulties. In the meantime, a review of previous research can be beneficial in the identification and application of effective approaches and strategies in language teaching classes. Thus, the current paper is aimed to provide an analysis of some research on educational needs of students with special educational needs and disabilities (SEND) and highlight the main teaching and learning strategies proposed by researchers.

## **Methods and Results**

The theoretical analysis allows examining the most relevant teaching and learning strategies for students SEND.

Klang et al. (2020) carried out a survey with teachers of pupils with an intellectual disability (ID) in mainstream and special educational settings in Sweden to investigate differences in instructional practices between these settings [6]. The teachers in both settings allocated nearly similar time proportions to teacher- and learner-centered activities, with slightly more focus on teacher-centered activities in both settings. It was also found that there was more emphasis on lecturing and involving students in group work and peer tutoring in the mainstream settings, while more structured instructions were provided in special educational settings, in which students followed a schedule and were involved in their introductions to lessons. The authors believe that such a high degree of similarity in instructional activities between the two settings needs more investigations as an interesting and promising research area because their study was only based on teachers' self-reports. On the other hand, Klang et al. revealed significant differences in teachers' reported expectations in mainstream and special educational settings, with the former reporting having higher expectations concerning pupils' learning. Besides, the differences in the levels of recall and skill/concept were less significant than those for the levels of knowledge comprising more cognitive effort, including strategic thinking and extended thinking. The authors introduce teacher expectations for students' achievement as an important factor that should be included in research on factors affecting students' outcomes in both mainstream and special educational settings.

Another aspect examined in this paper was teacher support for students' social participation, which revealed significant differences in the two settings under study. Hence, teachers in special educational settings sought to create a sense of community in the classroom more significantly than in the other group. They were also more significantly focused on providing their students with interaction opportunities, establishing peer relations, and enhancement of their self-esteem while also taking the questions of justice and equity into consideration. The study suggests that support for students' social participation can be a strength of special educational settings but then raises the question of how to transfer such strength to mainstream educational settings as well. Finally, Klang et al. conclude that students with special educational needs (SEN) should be equally provided with education as their peers. This is while the teachers in mainstream educational settings reported a lack of competence to meet the needs of this population, particularly those with ID. Considering the strengths and weaknesses of these two educational settings, investigating and comparing different characteristics of the two may lead to promising results in future studies.

According to Sandilos et al. (2021), teaching students with Emotional/Behavioral Disorders (EBD) is accompanied by unique challenges that can interfere with the affective reactions of both general and special education teachers, subsequently influencing their classroom practices [5]. The researchers believe that although general and special education teachers may be at risk of experiencing burnout when instructing students with EBD, they may experience burnout differently. Classroom management and burnout may be intricately linked for teachers who have students with EBD, for whose behaviors many educators are unprepared, leading to a higher likelihood of burnout. As stated by Sandilos et al., this burnout can in turn contribute to failure in classroom management because teachers who feel depleted in their psychological and emotional resources may lack the energy or mental capacity to efficiently cope with classroom disruptions [5]. An important point made in the study is that special education teachers working with EBD students have higher burnout levels than those dealing with students suffering from other disabilities. It is also noteworthy that the characteristics of students instructed by the teachers may have more considerable impacts on burnout than the roles they fulfill in the school context. These unique characteristics necessitate providing EBD students with extra academic and behavioral services and support both within and outside of the classroom and school settings. Interestingly, the smaller size of the classes in which EBD students are taught and the additional educational sources may contribute to less burnout in their teachers. In many circumstances, the teachers of students with EBD receive more support than those of students without or at risk of EBD, who do not essentially qualify for special education services.

Awini et al. (2022) investigated the education of persons with disabilities (PWDs) as a marginalized group in different contexts, such as education, families, and access to public places, because of the prevailing misconceptions about their capabilities [1]. Throughout their study on the visually- and hearing-impaired students, the researchers discussed the challenges PWDs encountered within three areas of interest, accessibility, participation and recognition. According to this study, although some PWDs enjoy participation in different life areas, some do not have enough self-esteem or are discouraged by the prevailing conditions. Many of these students complain that their abilities and competencies are mainly overlooked under the effect of their impairment and unkind behaviors of the people surrounding them. According to Awini et al. (2022), although the Education Act, 2008 Act 778 article 3.1 and 2 on inclusive education institutions that provide education to children with special needs should promote their current infrastructure and provide for additional facilities where necessary, the real-world conditions are the opposite [1]. Referring to article 30 of the UNCRPD on participation, the authors highlight that persons with disabilities should enjoy access to cultural materials in accessible



formats, have access to television programs and other cultural activities, as well as cultural places such as cinemas. These provisions can contribute significantly to promoting the self-confidence of this population and give them a sense of belonging. The same is applied to the issue of recognition as the lack of recognition for the inherent dignity of PWDs may lead to low self-esteem and low self-concept. Overall, the study reveals the clear difference between theory and practice. The authors conclude that issues on access to the physical environment, information, recognition, and full participation of PWDs can be barriers to their educational and academic success. As stated, these challenges can be overcome through collaborative efforts and cooperation of various stakeholders.

Dheesha (2022) emphasizes that all learners should equally benefit from the teaching-learning process in educational environments, particularly children with visual impairments (CwVI) [3]. An area explored by Dheesha is teaching language as one of the main communication tools, for which the language the teachers are supposed to use multi-sensory channels while taking into account the needs and interests of these children. Some effective strategies proposed by the author for the classroom application include engaging the children in the brainstorming process, using the known language when giving instructions, providing transparent and understandable information, using supplemental materials and various approaches based on the children's capacity, activity repetition and practice, appropriate pace and evaluation, re-teaching the content when necessary, and systematic presentation of the oral and written language. Following this discussion, various methods and activities in teaching language are proposed, which can be used along with environmental adaptations to best suit these children. These methods include teamwork, multisensory learning, modeling strategy, using real experiences, Braille reading and writing, storytelling, and cooperative learning. As emphasized in this paper, mental practice can be more effective if accompanied by physical involvement and participation of learners in the teaching-learning process. Therefore, Dheesha proposes activity-based and small-group learning as two innovative strategies that motivate active student participation throughout the learning process [3].

Panopoulos and Drossinou-Korea (2022) conducted action research to evaluate and apply teaching practices for the cultivation of oral and reading skills in students with Autism Spectrum Disorder (ASD) [7]. Panopoulos and Drossinou-Korea believe that providing ASD students with the required support in oral/social discourse skills about character emotions and social situations in texts can improve their understanding. Learning readiness is also expected to have decisive impacts on the overall educational course of the students and their success in life as it encompasses all phases of the children's development and covers their mental, emotional, social, and physical readiness to accept, process, and utilize

environmental stimuli. To ensure better academic outcomes for ASD students, the authors suggest the application of informal pedagogical assessment to evaluate their abilities in reading and oral language skills. Besides, as students with ASD have to cope with the demands of the school curriculum, they may require to promote their learning readiness concerning listening skills, participation in dialogue, and clear and precise expression skills. In this regard, facilitators such as differentiated pedagogical material, visual conceptual tools, simple commands and instructions, flashcards, and quizzes have shown promising results.

### **Conclusion**

Teacher instructional practices for all students in general and those with SEND in particular encompass not only cognitive but also motivational and social dimensions. Teachers should use multi-sensory channels, teach useful language to the children, use meaningful situation and context, take into account children's needs and interests, focus on automatic development, and employ appropriate strategies according to the requirements and conditions of their target population. In the meantime, concerning the rights of each individual student, it is important to provide opportunities for pupils with SEN to receive education together with their peers [4].

As the studies showed, SEND students need special teaching methods to get the most out of the educational environment. Coordinating the needs and adopted strategies can play a significant role in the academic progress of this population, while failing to satisfy their educational demands will have adverse effects on their academic future. Therefore, as highlighted by the results of the reviewed papers, different stakeholders are responsible to carry out assessments, design suitable programs, and impose regulations to help these students and facilitate their learning. Thus, all focal stakeholders should bring their efforts into one cohesive and insightful vision to provide SEND students with rich learning experiences and guarantee meeting their needs and rights.

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# **LANGUAGE, SOCIETY, PERSONALITY**

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## **POPULARIZATION OF ENGLISH IN CENTRAL ASIA: CHALLENGES AND OPPORTUNITIES**

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**Abstract:** This article discusses the challenges and opportunities of popularizing English in Central Asia, opportunities and initiatives that can help in popularizing learning English.

**Keywords:** popularization of English; Central Asia; accessibility of education; importance of English

## **ПОПУЛЯРИЗАЦИЯ АНГЛИЙСКОГО ЯЗЫКА В ЦЕНТРАЛЬНОЙ АЗИИ: ВЫЗОВЫ И ВОЗМОЖНОСТИ**

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**Аннотация:** В данной статье рассматриваются проблемы и возможности популяризации английского языка в Центральной Азии, возможности и инициативы, которые могут помочь в популяризации изучения английского языка.

**Ключевые слова:** популяризация английского языка; Центральная Азия; доступность образования; важность английского языка

### **Introduction**

In today's world, English is one of the most widely spoken languages and is widely used in business, politics, education, and other spheres of life. Central Asia is no exception and also faces the challenges and opportunities of learning English. In the context of globalization and intercultural interaction, knowledge of English is becoming increasingly necessary, especially for the younger generation. Central Asian countries such as Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan are actively working to improve English proficiency in their countries. At the same time, however, there are several challenges to learning English in Central Asia. First, there is an insufficient number of qualified teachers of English, which leads to a low quality of teaching (my personal opinion).

Second, differences in language and cultural traditions must be taken into account, which can lead to difficulties in mastering the language. Nevertheless, the development of English in Central Asia offers many opportunities, including improved intercultural interaction, economic development, and increased international competitiveness of the countries in the region. This article will

examine the state of English language learning in Central Asia, as well as the challenges and opportunities associated with its development.

### **Theoretical framework**

The study of English in Central Asia has its own history and theoretical basis. First of all, it should be noted that English is an international language of communication and one of the most widely spoken languages in the world. It is used as an official language in many countries, including Great Britain, the United States, Australia, Canada, and New Zealand. It is also often used as a second language in other countries. In Central Asia, learning English is especially important because the region is an important partner in the international community. In addition, having knowledge of English makes it much easier to interact with other countries and increases the mobility of the region's population. However, learning English in Central Asia also faces certain challenges. One of the key obstacles to the successful promotion of English in Central Asia is the lack of accessible and effective teaching methods. There are several methods of teaching English that are widely used in the world practice. However, not all of them can be effective in the Central Asian context. One of the most popular methods of teaching English is the communicative teaching method. It implies that students must learn the language through active participation in various communicative situations. This method is suitable for teaching English in the Central Asian context, where most students have little experience in English. In addition, there is the grammar teaching method, which focuses on correct grammar and language structures. This method can be effective for students who have a certain level of English proficiency, but for beginning students this method may be too difficult and uncomfortable. Another challenge for the promotion of English in Central Asia is the lack of qualified English teachers. Most teachers in the region have inadequate English language skills, which makes teaching difficult. To overcome this problem, it is necessary to develop and conduct special training programs for English language teachers. The accessibility and quality of education in the region is low, which makes it difficult to accessibility and effectiveness of English language training programs. The solution to this problem could be the attraction of foreign investors and the development of special training programs that would be adapted to the special conditions of the region.

### **Methods and outcomes**

There are several English language programs in the Central Asian region that are conducted at the state level. One such program is the National Language Development Program in Kazakhstan, which provides for the improvement of English language skills among the citizens of Kazakhstan. Under this program, there are special courses and seminars that help improve the qualifications of teachers and broaden the horizons of students. In addition, there are a number of

private English language programs that provide high quality education in the region. One such program is the Cambridge English course, which is held in Uzbekistan. This course offers intensive classes that allow students to learn English quickly and effectively. Courses of this type help students improve their English language skills, increase their language proficiency and become more competitive in the global job market. An important factor in the success of English language promotion in Central Asia is the use of modern teaching methods, such as interactive technology and online courses. Such methods allow students to learn English more quickly and effectively, as well as improve their communication skills. For example, online English courses allow students to learn at their own pace and on their own schedule, which is very important for those who work or study full-time. With the development of the Internet, students and teachers can access a variety of online resources, including language learning apps, websites, and social media groups. This can provide a more engaging and interactive learning experience and help students develop their language skills.

**Theoretical Framework**

The promotion of English in Central Asia is an important topic for international scholarship and education. Many researchers identify several factors that contribute to the promotion of English in the region. First, English is an international language of communication and business communication, and its knowledge greatly increases competitiveness in the global job market. Secondly, English is the language of science and technology, and its knowledge allows participation in international projects and access to the latest technologies and developments. Thirdly, knowledge of English allows a better understanding of foreign cultures and traditions, and contributes to the development of international relations and dialogue between peoples.

### **Conclusion**

So, the promotion of English in Central Asia is an important challenge for the educational systems of the region, but also offers great opportunities for the personal and professional development of students and the development of the region as a whole. There are many methods and approaches to popularizing English in Central Asia, from traditional curricula to modern online courses and interactive technologies. One such method is the use of interactive technologies, such as online courses, apps, and games that can be accessed by all students via smartphone or computer. These technologies not only facilitate access to education, but also provide unique opportunities for language learning, such as sharing experiences with teachers and other students, getting feedback, and accessing a variety of materials and resources. Another method that can help promote English is the exchange of students and teachers between Central Asian educational institutions and foreign partners. This method not only allows students and teachers to learn

about each other and learn about other cultures, but also helps institutions improve their curriculum and teaching methods.

However, it should be noted that the promotion of English should not come at the expense of the native language and culture of the region. It is important to preserve and develop cultural heritage and linguistic identity while mastering foreign languages, including English. It is also important to consider the socio-economic aspects of the promotion of English in Central Asia. Not all students have access to quality education, and not everyone can afford to pay for commercial courses. Therefore, it is important to develop and implement programs that are accessible to all, including the most vulnerable populations.

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### **BESONDERHEITEN DER BEWERTUNGSLEXIK IN RUSSISCH- UND DEUTSCHSPRACHIGER WERBUNG FÜR ÖKOTOURISMUS**

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Abstract: In diesem Artikel werden Ähnlichkeiten und Unterschiede im Gebrauch der Bewertungslexik in Werbetexten für Ökotourismus in zwei verschiedenen



Sprachgemeinschaften beschrieben – in der russischsprachigen und deutschsprachigen. Darüber hinaus werden die Besonderheiten der Bewertungseinheiten aufgrund der systemischen Merkmale dieser zwei Sprachen beschrieben. Es wird untersucht, wie oft evaluative Lexeme in Werbetexten gebraucht werden. Dabei haben wir diese Wörter je nach dem Typ des bewerteten Prädikats, dem Grad von Kontexteinfluss und ihrer Wortart klassifiziert. Als Grundlage hat die von N.D. Arutjunowa erarbeitete Klassifikation der Bewertungsprädikate gedient.

Schlüsselwörter: Bewertungslexik; Werbung für Ökotourismus; Bewertungssemantik; kontrastive Analyse; Werbediskurs; Deutsch; Russisch

## **ОСОБЕННОСТИ ОЦЕНОЧНОЙ ЛЕКСИКИ В РУССКО-И НЕМЕЦКОЯЗЫЧНОЙ РЕКЛАМЕ ЭКОТУРИЗМА**

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Аннотация: В данной статье описываются сходства и различия в использовании оценочной лексики в русско- и немецкоязычной рекламе экотуризма. Также описываются особенности оценочных единиц на основе системных характеристик этих двух языков. Исследуется, как часто используются оценочные лексемы в рекламных текстах. При этом мы классифицировали эти слова в зависимости от типа оцениваемого предиката, степени влияния контекста и их части речи. Основой послужила классификация оценочных предикатов Н.Д. Арутюновой.

Ключевые слова: оценочная лексика; реклама экотуризма; оценочная семантика; контрастивный анализ; рекламный дискурс; немецкий; русский

### **Einführung**

Die Werbung ist ein wichtiges Kommunikationsmittel, das die Wahrnehmung verschiedener Phänomene durch die Menschen beeinflusst und die Verbreitung von Ideen und Waren fördert. Ein entscheidender Aspekt der Werbung ist ihr wertendes Vokabular, das dazu beiträgt, die gewünschte pragmatische Wirkung zu erzielen. Die Kategorie der Bewertung wird anhand von unterschiedlichem Material betrachtet und ist für die aktuelle Korpus- und Kognitionsforschung von Interesse, wobei in erster Linie der lexikalische Aspekt des Problems behandelt wird. Das Ziel der Studie besteht darin, die evaluativen Mittel in der Werbung für Ökotourismus im Deutschen und im Russischen zu vergleichen und die Besonderheiten des Sprachbildes ihrer Sprecher aufzuzeigen. Es sei darauf hingewiesen, dass die erzielten Ergebnisse nicht als Merkmale der Kultur insgesamt interpretiert werden können, weil sich die Studie nur auf die Werbetexte für Ökotourismus konzentrierte.

### **Theorie**

Die Kategorie der Bewertung ist seit der Antike ein wesentlicher Aspekt der Philosophie. In der Sprachwissenschaft entwickelte sie sich jedoch erst im späten

20. Jahrhundert in den Werken von N.D. Arutjunowa, W.W. Winogradow und E.M. Wolf zu einem aktuellen und komplexen Thema. Dabei ist es wichtig, zwischen folgenden Begriffen zu unterscheiden: „Wert“, „Bewertung“, „Bewertbarkeit“. Werte existieren in einer Kultur und dabei sind sie nicht auf die individuelle Wahrnehmung angewiesen [3]. Die Bewertung wird häufiger als logische Kategorie verstanden, d.h. als eine Meinung über ein Objekt in Übereinstimmung mit dem Wertesystem [3]. Unter Bewertbarkeit versteht man „die Fähigkeit von sprachlichen Einheiten, eine relativ stabile positive oder negative Eigenschaft einer Person auszudrücken, sowie eine Einstellung, eine Meinung, ein Urteil über den positiven oder negativen Wert von Objekten, Phänomenen und Prozessen“ [3, S. 217].

Ohne zu leugnen, dass die Semantik mit der Grammatik und die Form mit dem Inhalt eng verbunden sind, konzentrieren sich zeitgenössische Wissenschaftler auf die inhaltliche Seite der Bewertbarkeit. Die Drei-Komponenten-Struktur der Bewertung von E.M. Wolf ist ein grundlegendes Konzept in der sprachlichen Axiologie Russlands. Die Struktur besteht aus einem Subjekt, einem Objekt und einem Prädikat [4]. Es ist das Vorhandensein des subjektiven Faktors, der die evaluativen Prädikate von den deskriptiven abgrenzt.

Man unterscheidet nach den Werken von N.D. Arutjunowa allgemein und speziell wertende Bewertungsprädikate. Die speziell wertenden Prädikate lassen sich in sensorische, sublimierte und rationale Bedeutungen unterteilen [1]. Sensorische Bedeutungen können hedonistisch, psychologisch emotional oder intellektuell sein. Sublimierte Bedeutungen können ästhetisch oder ethisch sein. Rationale Bedeutungen lassen sich in teleologische, normative und utilitaristische Untertypen einteilen. Diese Bewertungsprädikate werden durch soziale Normen bestimmt, die die bestehenden Werte nicht nur widerspiegeln, sondern auch formen [1].

Die Forscher befassen sich auch mit ihrer Zugehörigkeit zu der bestimmten Wortart. Der evaluative Wortschatz umfasst hauptsächlich Adjektive, Substantive, Verben, Adverbien und, ausschließlich im Deutschen, Partikeln [11]. Adverbien werden oft als Verstärker verwendet und erhöhen eine bewertende Bedeutung [11].

In den meisten Fällen ist nicht nur eine mehrstufige Analyse der Wörterbuchdefinitionen, sondern auch eine ausführliche Kontextanalyse notwendig, um die Bedeutung des evaluativen Prädikats zu identifizieren und zu klassifizieren. Die Wahl des evaluativen Wortschatzes kann je nach sprachlichen und außersprachlichen Faktoren variieren und hängt oft vom Kontext ab [6]. Das wird wohl eine Ursache sein, warum evaluative Vermerke in lexikografischen Quellen nicht so oft vorkommen.

Die Studien touristischer Werbetexte zeigen, dass evaluative Konnotationen in diesen Texten aufgrund der Immaterialität des Werbegegenstandes besonders wichtig sind und weitgehend vom Kontext abhängen [2]. So wurden einige Texte

erfasst, in denen Lexeme eine positive Konnotation bekommen, obwohl sie außerhalb des Kontextes neutral oder sogar negativ gefärbt waren [8].

Das wertende Vokabular hilft, die Zielgruppe und die entsprechenden Werte zu identifizieren. Die Struktur und die Semantik der Bewertungseinheiten werden nicht nur durch sprachliche, sondern auch durch nationale und kulturelle Unterschiede der Adressaten bestimmt [2]. Auch die Gattungsunterart eines touristischen Werbetextes beeinflusst die Wahl des wertenden Vokabulars: Werbung des Geschäfts- und Ökotourismus hat ihre eigenen Besonderheiten [2].

### **Methoden und Resultate**

Im Rahmen der Studie wurden 25 Werbetexte analysiert, die auf den Websites des Verbandes Deutscher Naturparke ([www.naturparke.de](http://www.naturparke.de)), der einzelnen deutschen und russischen Naturparke, Ökotourismusbüros veröffentlicht wurden. Insgesamt erhielten wir 610 deutsch- und 598 russischsprachige Lexeme zur Analyse. Der evaluative Wortschatz für die weitere Untersuchung wurde mittels eines kontinuierlichen Stichprobenverfahrens ausgewählt.

Die Verwendung von Bewertungswortschatz ist in unserer Stichprobe unabhängig von der Sprache weit verbreitet. Die Anzahl der evaluativen Lexeme in unserem deutschsprachigen Material (35,7%) ist nicht viel geringer als ihre Anzahl in den analysierenden russischsprachigen Texten (42,6%).

Positive Konnotationen überwiegen in den deutsch- und russischsprachigen Werbetexten. In den russischsprachigen Werbetexten richtet sich die negative Bewertung im Gegensatz zu den deutschsprachigen nicht nur auf die Reise selbst, sondern auch auf die anderen Unternehmen oder das Leben des Rezipienten außerhalb des Urlaubs: *Всем нам в свете городов необходима качественная перезагрузка* [5]. In solchen Fällen handelt es sich um implizite Vergleiche.

Nach den Prädikatstypen sind im russischsprachigen Material sensorische, sublimierte und rationalistische Bewertungen fast gleich häufig vertreten, mit einem leichten Übergewicht der rationalistischen Bewertung. In deutschsprachigen Werbetexten hingegen ist die rationalistische Bewertung deutlich stärker ausgeprägt und macht fast die Hälfte aller wertenden Prädikate aus.

In beiden Fällen zielen die Verfasser von Werbetexten auf eine Präzisierung der Bedeutung ab und verwenden nur sehr selten allgemein wertende Lexeme. Dennoch neigt die deutsche Sprache durch ihre Wortbildungsmodelle eher zur Kompaktheit, vgl. *разнообразие заповедных ландшафтов* und *Lebensraumvielfalt*. Nur im deutschsprachigen Material haben wir Zusammensetzungen entdeckt, die zwei Typen von evaluativen Bedeutungen kombinieren: **Regionalschmaus** – eine Kombination von folgenden Bewertungen: normativ und hedonistisch; **Großschutzgebiet** – eine Kombination von folgenden Bewertungen: normativ und ethisch (*Schutzgebiet* hat semantisch eine breite ethische Konnotation, ein zu schützender Ort). In den russischsprachigen Texten ist

in diesem Aspekt das Vorherrschen erweiterter Wortgruppen zu beobachten.

In russischsprachigen Texten überwiegen sublimierte ästhetische Bewertungen (siehe Abb. 1), während in deutschsprachigen Texten rationalistische normative Bewertungen vorherrschen (siehe Abb. 2). Dies könnte darauf hindeuten, dass russischsprachige Verbraucher mehr Wert auf die Schönheit und psychologische Aspekte der Reise legen, während deutschsprachige Verbraucher besonders auf die Einhaltung von Qualitätsstandards und unausgesprochenen Normen achten.

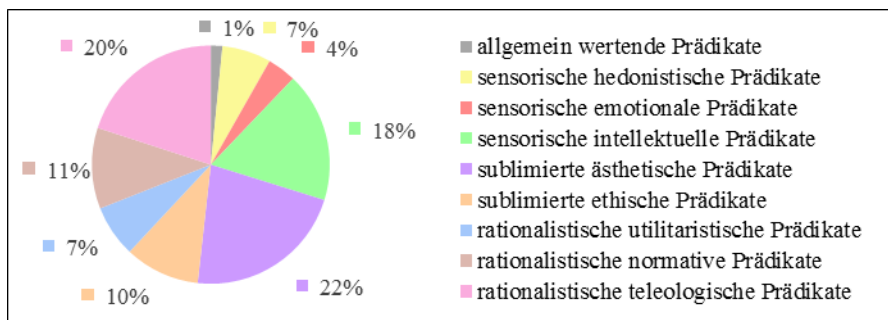


Abb. 1. Untertypen von Bewertungsprädikaten in russischsprachiger Ökotourismuswerbung

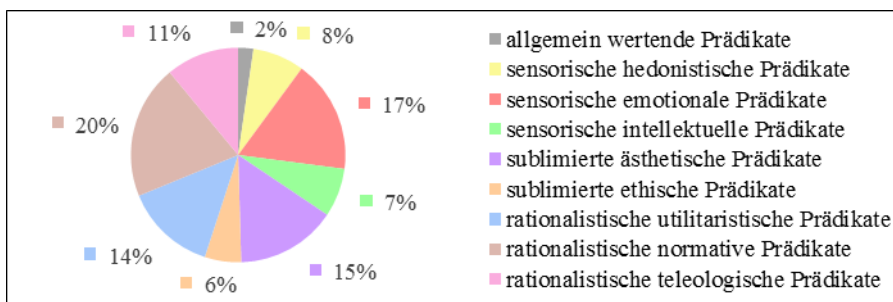


Abb. 2. Untertypen von Bewertungsprädikaten in deutschsprachiger Ökotourismuswerbung

In russischsprachigen Texten ist die rationalistische teleologische Bewertung am zweithäufigsten. Das zeigt Interesse an den Erfahrungen und Vorteilen des Ökotourismus. In deutschsprachigen Texten steht die sinnlich-emotionale Bewertung an zweiter Stelle, was die Bedeutung potenzieller Emotionen, die durch die Reise ausgelöst werden können, betont.

Die ethische Bewertung ist im Deutschen sehr gering, während die

intellektuelle Bewertung in den russischsprachigen Texten am wenigsten verbreitet ist. Deutsche Autoren zeigen ein stärkeres Interesse an intellektueller Bewertung (7,3%) als russische (3,9%), obwohl sie in beiden Sprachen nicht prioritär sind.

Deutschsprachige Werbung vernachlässigt persönliche Überzeugungen und betont stattdessen formale Normen, während in der russischsprachigen Werbung sowohl ethische als auch normative Prädikate in ähnlichem Umfang verwendet werden und kein solcher Kontrast besteht. Hier sind beide Arten der Bewertung potenziell wichtig und akzeptabel, trotz des durchschnittlichen Grades der Prävalenz.

Hinsichtlich des Bewertungsgegenstandes stehen sowohl in der russisch- als auch in der deutschsprachigen Werbung für Ökotourismus der Ort und der Erholungsprozess im Vordergrund. Die deutschsprachige Werbung konzentriert sich etwas mehr auf den Prozess: *In der Dämmerung, wenn es ruhiger wird im Tierfreigelände, kommen viele Tiere aus ihren Verstecken und lassen sich **hervorragend beobachten*** [7]. Die russischsprachige Werbung konzentriert sich mehr auf den Ort: *<...> а хвойные и широколиственные леса, живописные скалы, таинственные пещеры и сверкающие ленты рек создают великоленную картину мест, **не тронутых цивилизацией*** [5]. Es kann davon ausgegangen werden, dass in den deutschsprachigen Ländern ein größeres Interesse an einem aktiven Lebensstil und einer aktiven Erholung besteht, während in Russland der Schwerpunkt eher auf der umgebenden Natur und der zurückgezogenen Erholung in einer natürlichen Umgebung liegt.

Russischsprachige Texte bewerten häufiger den Grad der öffentlichen Anerkennung, den Bekanntheitsgrad und die Authentizität der Reise im Vergleich zu deutschsprachigen Texten. Für russischsprachige Touristen ist das Gefühl der Verbundenheit mit der lokalen Kultur und den Traditionen sowie die Bekanntheit des Ortes wichtiger. Dennoch sind diese Aspekte in beiden Sprachen insgesamt von geringem Interesse. Weiterführende Untersuchungen mit einer größeren Stichprobe sind erforderlich, um die spezifischen Faktoren zu identifizieren, die diese Unterschiede in den quantitativen Daten beeinflussen.

In unserem Material haben wir auch Gruppen von Bewertungsobjekten festgestellt, die in beiden Sprachen nicht wiederholt werden. Für die russische Sprache ist es die Bewertung des Lebens außerhalb des Urlaubs: *Новый Год – это **праздник детства, тепла и любви!*** [5]; für die deutsche Sprache ist es die Bewertung der Reisegäste: *Familienparadies für kleine **Könige*** [7].

Die Bewertung des Lebens außerhalb des Urlaubs in den russischsprachigen Texten hängt wohl vor allem mit dem Wunsch der Autoren zusammen, eine emotionale Verbindung zu den potenziellen Kunden herzustellen, Empathie zu zeigen. In der deutschsprachigen Ökotourismuswerbung liegt der Schwerpunkt auf den potenziellen Touristen und ihren Interessen. Dies könnte den Wunsch

widerspiegeln, die Zielgruppe explizit zu definieren und diejenigen anzusprechen, die sich am meisten für den Tour interessieren.

Die Analyse der Wortarten zeigt, dass Adjektive in beiden Sprachen am häufigsten für wertende Aussagen verwendet werden, gefolgt von Substantiven und Verben. Außerdem werden in deutschsprachigen Texten die durch Adjektive beschriebenen Merkmale oft als Teil von Wortzusammensetzungen realisiert.

### **Zusammenfassung**

In dem Artikel wird der Verwendung von bewertendem Wortschatz in deutsch- und russischsprachigen Werbetexten für nachhaltigen Tourismus beschrieben. Es wurde festgestellt, dass positive Bewertungen in beiden Sprachen überwiegen, aber es gibt Unterschiede in der Verwendung von negativen Bewertungen. Weiterhin gibt es Unterschiede in der Art der Bewertungen, wobei die deutschsprachigen Texte rationalistischer sind, während die russischsprachigen sublimierte ästhetische Bewertungen enthalten. Allgemein wertende Lexeme wurden in beiden Sprachen selten verwendet. Die Studie zeigt auch Unterschiede in den Ansätzen zur Werbung für nachhaltigen Tourismus in den beiden Sprachgemeinschaften auf.

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**VERGLEICHENDE ANALYSE VON AUSDRUCKSMITTELN  
IN DEUTSCHEN UND ENGLISCHEN WERBETEXTEN  
DER DEUTSCHSPRACHIGEN UNTERNEHMEN  
(AM BEISPIEL VON SOZIALEN MEDIEN)**

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Abstract: Der vorliegende Artikel ist der vergleichenden Analyse von Ausdrucksmitteln in deutschen und englischen Werbetexten gewidmet, die in den sozialen Medien der deutschsprachigen Unternehmen aus dem Bereich Handel und Lebensmittelindustrie vorkommen. Es werden die Ausdrucksmittel in deutschen und englischen Werbetexten des sozialen Netzwerks Meta der deutschsprachigen Unternehmen Otto GmbH & Co KG und Tchibo GmbH analysiert.

Schlüsselwörter: Werbetext; soziales Netzwerk Meta; Ausdrucksmittel; deutschsprachige Unternehmen

**СРАВНИТЕЛЬНЫЙ АНАЛИЗ ИСПОЛЬЗОВАНИЯ СРЕДСТВ  
ВЫРАЗИТЕЛЬНОСТИ В НЕМЕЦКИХ И АНГЛИЙСКИХ  
РЕКЛАМНЫХ ТЕКСТАХ НЕМЕЦКОЯЗЫЧНЫХ КОМПАНИЙ  
(НА МАТЕРИАЛЕ СОЦИАЛЬНЫХ СЕТЕЙ)**

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Аннотация: Статья посвящена сравнительному анализу использования выразительных средств в рекламных текстах на материале сайтов и социальных медиа немецкоязычных компаний в сфере торговли и пищевой промышленности. Автор исследования представляет сравнительный анализ использования выразительных средств на немецком и английском языках в рекламных текстах социальной сети Meta немецкоязычных компаний Otto GmbH & Co KG и Tchibo GmbH.

Ключевые слова: рекламный текст; социальная сеть Meta; средства выразительности; немецкоязычные компании

**Einführung**

Soziale Netzwerke sind für Unternehmen die wichtigsten Kanäle der Unternehmenskommunikation, über die sie mit ihrem Zielpublikum interagieren, ihre Produkte und Dienstleistungen bewerben und ihre Werte und Mission vermitteln. Um einen interessanten und ungewöhnlichen Werbetext zu erstellen, kann eine breite Palette an sprachlichen und stilistischen Ausdrucksmitteln verwendet werden.

Das Ziel der vorliegenden Arbeit ist es, den Einsatz von Ausdrucksmitteln in deutscher und englischer Sprache in den Werbetexten des sozialen Netzwerks Meta der deutschsprachigen Unternehmen Otto GmbH & Co KG und Tchibo GmbH zu vergleichen. Zum Forschungsgegenstand gehören Texte der englisch- und deutschsprachigen Werbetexte. Es werden die Besonderheiten des Sprachgebrauchs in englisch- und deutschsprachigen Werbetexten untersucht. Der Gesamtumfang des analysierten Materials beträgt mehr als 50 Beispiele. Der analysierte Textkorpus umfasst 10.000 lexikalische Einheiten.

### **Theorie**

Eine erfolgreiche Werbung wird durch die harmonische Verbindung der Hauptidee der Werbung mit den Ausdrucksmitteln gekennzeichnet, die effektiv auf (potentielle) Kunden einwirken. Dies zeichnet sich insbesondere dadurch, den einzig richtigen Ton des Werbeappells zu finden, der dem Text seine kumulative Bild- und Sprachwirkung auf das Massenpublikum verstärkt [5]. Bei einer wirksamen Wirkung auf den Käufer bleibt das Bild, das bei der Wahrnehmung des Werbetextes entsteht, lange Zeit im Gedächtnis.

### **Methoden und Resultate**

Im Rahmen der Forschung wurden die am häufigsten verwendeten Ausdrucksmittel in englischen und deutschen Werbetexten analysiert. Die größte funktionale Rolle spielen die attributiven Phrasen, die mit den Adjektiven und Adverbien gebildet werden. Diese Wortkombinationen enthalten Informationen über die Eigenschaften und die Qualität des Werbeobjekts. Eines der häufigsten Ausdrucksmittel auf lexikalischer Ebene sind Epitheta und Metaphern, die im Werbetext Bildhaftigkeit und Ausdruckskraft verstärken. Sie werden in Werbetexten verwendet, um das Produkt von seiner besten Seite zu zeigen und seine Eigenschaften zu beschreiben. In Werbetexten werden aktiv imperative Verbformen verwendet, denn die kommunikativ-semantische Aufgabe eines Werbetextes ist das Initiieren einer Handlung bei den Kunden. In der deutschen Werbesprache dominiert der Imperativ, der in einem narrativen oder fragenden Satz den Werbetext wie eine Empfehlung klingen lässt.

In Werbetexten können Personal- und Possessivpronomen verwendet werden, um ein bestimmtes kommunikatives Muster aufzubauen. *We, our, wir, unser* werden beispielsweise verwendet, um sich auf den Werbenden zu beziehen. *You, your, Sie, du* werden verwendet, um sich auf einen potenziellen Kunden zu beziehen.

Eines der häufigsten Ausdrucksmittel auf syntaktischer Ebene ist die rhetorische Frage, die zur Steigerung der Aussagekraft des Textes verwendet wird. Auch in Werbetexten können wir ein Frage-Antwort-Interaktionsmodell erkennen, bei dem der Werbende in seinem Text ein mögliches Problem des Verbrauchers



aufzeigt und sofort eine Lösung für dieses Problem mit Hilfe seines Produkts anbietet.

Eine weitere Technik ist die Bildung neuer Lexeme. Eine recht häufige Technik ist die Entlehnung fremdsprachlicher Lexeme. Diese Technik ist vor allem in deutschsprachigen Werbetexten verbreitet. Viele Neubildungen, die in Werbebotschaften verwendet werden, werden schließlich zu gängigen Wörtern [3].

In deutschsprachigen Werbetexten findet man Wörter, die mit Hilfe von Wortzusammensetzungen gebildet wurden, und die meisten von ihnen enthalten Elemente aus der englischen Sprache. Auffallend ist die breite Verwendung von Anglizismen, wie z.B.: *Look, Party, Star, cool* [2]. Solche Fremdwörter in der Werbesprache werden aus Prestige Gründen verwendet [4].

Um eine möglichst lebendige und einprägsame Wirkung auf den Kunden zu erzielen, werden in einem Werbetext häufig unterschiedliche Ausdrucksmittel verwendet. Hier sind ein paar Beispiele:

*Beispiel 1: Taste coffee with your... ears? Take a look behind the scenes and find out why roasting is like music to the ears of any coffee lover. Did you know that as coffee is heated throughout the roasting process, the Röstmeisters (roast masters) carefully monitor the cracks in the beans? (das soziale Netzwerk Meta der Firma Tchibo GmbH)*

Dieser Werbetext beginnt mit einer Metapher, die sofort die Aufmerksamkeit des Käufers erregt und ihn dazu bringt, die Anzeige zu lesen. Derselbe Gedanke wird im Anzeigentext durch einen Vergleich (*roasting is like music to the ears*) weiter entwickelt. Dieses Beispiel veranschaulicht eines der häufigsten Ausdrucksmittel auf syntaktischer Ebene, die rhetorische Frage, die zur Steigerung der Aussagekraft des Textes eingesetzt wird. In diesem Werbetext wird der Geschmack von Kaffee mit Musik für die Ohren gleichgesetzt, was ungewöhnlich ist und beim Kunden neue Assoziationen zu den Produkten des Werbenden weckt. All dies wird auch durch die imperative Form des Verbs (*take a look*) hervorgerufen, die auf eine Aufforderung zum Handeln abzielt und die Dynamik des Werbetextes noch verstärkt. Das Epitheton (*Coffee lover*) wird von den Werbetreibenden dieser Marke verwendet, um ein spezielles kommunikatives Modell aufzubauen, nämlich den Kunden anzusprechen, was den Werbetext von anderen abhebt und ihn ausdrucksstärker und fantasievoller macht.

*Beispiel 2: Coffee lovers have spoken...and Tchibo just tastes better. Bold. Refined. Never bitter. No wonder it's Europe's #1 (das soziale Netzwerk Meta der Firma Tchibo GmbH)*

Die vielen elliptischen Sätze verleihen dem Text einen lebendigen Tonfall, Ausdruckskraft und Bildhaftigkeit, spiegeln die wichtigsten Merkmale des Produkts wider und unterstreichen seine Einzigartigkeit. Das Epitheton (*Coffee lover*) wird von den Werbetreibenden dieser Marke verwendet, um ein spezifisches

Kommunikationsmodell aufzubauen, nämlich den Kunden anzusprechen, was den Werbetext hervorhebt und ihn ausdrucksstärker und fantasievoller macht.

*Beispiel 3: Der aktuelle Modetrend „Clean Chic“ verzichtet auf allzu viel Schnickschnack und konzentriert sich stattdessen auf das Wesentliche: Die Schnitte sind gerade, die Farben reduziert, der Look zeitlos und elegant. Wir haben etwas für dich zusammengestellt – lass dich inspirieren! (das soziale Netzwerk Meta der Firma Tchibo Otto GmbH)*

Die Fremdwörter (Clean Chic) werden hier für Prestige verwendet. Durch diese Wortkombination wird die Qualität des Produkts betont. Sie verleihen dem Text mehr Ausdruckskraft. In diesem Werbetext können wir auch die Verwendung des Anglizismus *Look* beobachten, der die Aufmerksamkeit der Kunden auf sich zieht und wirkt auffallend. In diesem Text können wir auch Epitheta (*zeitlos, elegant*) beobachten. Sie werden dazu verwendet, um die Attribute und Eigenschaften des Produkts wiederzugeben, und haben eine ausdrucksstarke und einflussreiche Funktion im Werbetext.

*Beispiel 4: Time for a break. Time for a coffee! Es ist Freitag und schon wieder geht eine weitere erfolgreiche Arbeitswoche zu Ende. Genießt Euren Kaffee und habt einen guten Start in das Wochenende! (das soziale Netzwerk Meta der Firma Tchibo GmbH)*

In diesem Beispiel wird der Parallelismus als eines der wichtigsten Prinzipien des Aufbaus von Werbetexten verwendet, das zur Einprägsamkeit des Werbetextes und der jeweiligen Eigenschaften und Qualitäten des Produkts beiträgt. Das Epitheton (*erfolgreich*) wird verwendet, um die besonderen Merkmale und Eigenschaften des Produkts wiederzugeben; dieses Adjektiv ist positiv konnotiert und hat im Werbetext eine emotionale, ausdrucksstarke und einflussreiche Funktion. In diesem Beispiel können wir auch Wörter aus der englischen Sprache beobachten, das die Aufmerksamkeit der Käufer auf sich zieht und ins Auge sticht.

### **Zusammenfassung**

Eine vergleichende Analyse der Verwendung von Ausdrucksmitteln in englischen und deutschen Werbetexten hat für jede Sprache die folgenden Merkmale hervorgehoben:

1. In englischen und deutschen Werbetexten werden Ausdrucksmittel wie Epitheta und Metaphern aktiv verwendet, was den Text ausdrucksstärker macht und ihm Bildhaftigkeit verleiht.

2. Werbetexte in beiden Sprachen weisen eine aktive Verwendung von positiv besetzten Adjektiven auf, die im Werbetext eine gefühlsbetonte, ausdrucksstarke und beeinflussende Funktion haben und besondere Eigenschaften und Merkmale des Produkts bezeichnen.

3. In der englischen und deutschen Werbung werden häufig imperative Verben verwendet. Sie wirken auf den Kunden ein und erhöhen die Dynamik des

Werbetextes. In der deutschen Werbung dominiert der Imperativ in Bezug auf den Zweck der Aussage. Durch den Imperativ in einem narrativen oder fragenden Satz klingt der Werbetext wie eine Empfehlung.

4. Die rhetorische Frage als eines der gebräuchlichsten syntaktischen Ausdrucksmittel wird in Werbetexten sowohl im Englischen als auch im Deutschen verwendet.

5. Die Verwendung von elliptischen Sätzen, die dem Text einen lebendigen Tonfall, Ausdruckskraft und Bildhaftigkeit verleihen sowie die Hauptmerkmale des Produkts widerspiegeln und seine Einzigartigkeit betonen, ist eher für die englische Sprache charakteristisch.

6. Die Verwendung eines spezifischen Kommunikationsmodells mit dem Kunden, das mit Hilfe von Pronomen ausgedrückt wird, ist sowohl für englische als auch für deutsche Werbetexte charakteristisch. Es ist bemerkenswert, dass in den englischen Beispielen ein spezielles, vom Werbenden erfundenes kommunikatives Modell zu erkennen ist, das den Werbetext von anderen unterscheidet und ihn ausdrucksstärker und bildhafter macht.

7. Das besondere Modell der Interaktion mit dem Verbraucher Frage-Antwort, wenn der Werbende in seinem Text ein mögliches Problem des Verbrauchers aufdeckt und sofort eine Lösung für dieses Problem mit seinem Produkt anbietet, ist eher für englischsprachige Werbetexte charakteristisch.

8. Die Lautnachahmung ist charakteristischer und gehört zu den häufig verwendeten Mitteln in einem deutschsprachigen Werbetext. Diese Technik hilft dem Werbetext, näher am wirklichen Leben zu sein, indem er die Geräusche der Natur oder die Geräusche, denen die Verbraucher im Alltag begegnen, nachahmt.

9. In deutschsprachigen Werbetexten kommen Wörter vor, die mit Hilfe von Wortzusammensetzungen gebildet wurden, und die meisten von ihnen enthalten Elemente aus der englischen Sprache. Es ist festzustellen, dass in großem Umfang Anglizismen verwendet werden, die häufig zur Schaffung von Prestige dienen.

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## **SEMANTISCH-PRAGMATISCHER ASPEKT DER DEUTSCHEN PHRASEOLOGISMEN**

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Abstract: Dieser Artikel wird dem Fach Lexikologie, dem Bereich der Phraseologie gewidmet, in dem die Merkmale sowie die semantischen und pragmatischen Aspekte der Phraseologie in der deutschen Sprachwissenschaft grundsätzlich analysiert werden. Die Werke von G. Hesse „Sämtliche Werke“, „Die Morgenlandfahrt“ und „Bitterschokolade“ von M. Pressler wurden als Forschungsmaterial ausgewählt.

Schlüsselwörter: Phraseologie; Spracheinheit; Semantik; Übertreibung; bildliche Bedeutung

## **СЕМАНТИКО-ПРАГМАТИЧЕСКИЙ АСПЕКТ ФРАЗЕОЛОГИЗМОВ В НЕМЕЦКОМ ЯЗЫКЕ**

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Аннотация: Данная статья посвящена разделу лексикологии – области фразеологии, в которой в основном анализируются особенности фразеологизмов немецкого языка, а также семантические и прагматические аспекты фразеологизмов в немецком языкознании. В качестве источника исследования были выбраны произведения Г. Гессе “Sämtliche Werke”, “Die Morgenlandfahrt” и М. Пресслер “Bitterschokolade”.

Ключевые слова: фразеологизм; языковая единица; семантика; преувеличение; переносное значение

### **Einführung**

In der Linguistik gibt es verschiedene Wege, den Wortschatz zu bereichern. Der Wortschatz einer Sprache besteht hauptsächlich aus Wörtern. Unter

lexikalischen Einheiten versteht man nicht nur einzelne Wörter, sondern auch stabile Phrasen (phraseologische Einheiten).

Unter Phraseologie (aus dem griech. „phrasis“ ist ein Ausdruck, eine Phrase) versteht man:

1) Abschnitt der Linguistik, der den phraseologischen Inhalt einer Sprache in ihrem modernen Zustand und ihrer historischen Entwicklung untersucht;

2) die Gesamtheit der phraseologischen Einheiten einer bestimmten Sprache [1].

„Phraseologie ist das, was heute verschiedene Kontroversen über den phraseologischen Ausdruck sprachlicher Phänomene auslöst“ [11]. Die meisten Linguisten stützen sich auf die Definition der Phraseologismen von A.V. Kunin, nämlich: „Phraseologismen sind solche Phrasen, deren Komponenten aus Komponenten bestehen, die eine vollständige oder teilweise bildliche Bedeutung haben, d.h. eine phraseologische Bedeutung. Die Stabilität der phraseologischen Einheiten ist im Allgemeinen wichtig, außerdem sind die Komponenten des Wortes rechtlich miteinander verbunden, was ihm den Charakter eines strukturell-semanticen Modells verleiht“ [7].

Als Bereich der Linguistik begann sich die deutsche Phraseologie Ende der 80er Jahre des 20. Jahrhunderts zu entwickeln. Im Jahr 1989 erschienen Forschungen von deutschen Wissenschaftlern H. Burger, A. Buchafer, A. Sialm V. Fleischer. Deutsche Phraseologiker analysierten hauptsächlich Sprichwörter und Sprüche. Die ersten Arbeiten zur deutschen Phraseologie waren syntaktisch orientiert. Im Mittelpunkt der Forschung deutscher Linguisten stand der semantische Ansatz. Heute werden in der deutschen Phraseologie Phraseologismen von Ausdruckskraft, Konzentration, Emotionalität und Phantasie untersucht [6].

Es sollte angemerkt werden, dass die Komponenten der Phraseologie für Deutschsprachige als „stabile Verbindung“, ein starkes und untrennbares Strukturelement miteinander verbunden sind.

Phraseologismen sind bis heute in unserer Rede vorhanden, die einzelnen Elemente, die in ihrer Zusammensetzung enthalten sind, sind für uns unsichtbar. Ein wesentliches Merkmal von Phraseologismen ist, dass sie von uns ganz automatisch verwendet werden, ohne ihre einzelnen Teile vollständig zu ignorieren. O.S. Achmanova und I.A. Fedosov glauben, dass die Komponenten von Phraseologismen Bildlichkeit, Emotionalität, Ausdruckskraft und Wertschätzung sind. I.A. Fedosov betont, dass stilistische Komponente Gefühle, Emotionen ausdrückt.

### **Theorie**

Die Semantik befasst sich mit der Bedeutung von Wörtern und Spracheinheiten [9]. Mentale Konzepte (Begriffe) sind mit einem Ausdruck verbunden, mit dem sie eine Verbindung zu Objekten und Phänomenen der Realität herstellen können.

Diese Begriffe im Zusammenhang mit Wörtern können genauer verstanden werden, indem semantische Beziehungen zwischen Wörtern oder einzelne Merkmale analysiert werden (Strukturanalyse).

Es ist ganz natürlich, dass der tatsächliche Wert der Phraseologie als Teil der Semantik gilt, der in bestimmten Kontexten implementiert wird, die für das korrekte Verständnis dieser Kontexte notwendig sind (außer für den Spiel- und Nicht-Standardgebrauch). Die wahre Bedeutung ist kein Bild, und in diesem Sinne liegt sie nahe an den Bedeutungen gewöhnlicher Wörter. Daher kann der aktuelle Wert des Ausdrucks „*ins Gras beißen*“ als „*sterben*“ definiert werden. Mit anderen Worten, die Bildkomponente ist im Normalfall nicht in den tatsächlichen Wert des Ausdrucks eingeschlossen. Zu wissen, dass der Ausdruck „*ins Gras beißen*“ „*sterben*“ bedeutet, genügt, um die typischen Kontexte mit diesem Satz zu verstehen.

Die verbreitete Mehrdeutigkeit in Bezug auf Semantik und Pragmatik ergibt sich aus relativer Willkür bei der Unterscheidung zwischen Semantik und Pragmatik [11].

Pragmatik, linguistische Pragmatik (griech. Pragma) ist eine Lehre von der Sprachbewegung. Die Pragmatik sollte neben der Lehre über die Verwendung von Symbolen auch die Beziehung zwischen Charakteren und Charakterbenutzern besprechen. Pragmatik ist ein Zweig der Linguistik, der die Wirkung von Sprachzeichen in der Sprache studiert. Das heißt ein Zweig der Wissenschaft, der die Einstellung von Menschen untersucht, die ein bestimmtes Zeichensystem beherrschen und es verwenden. Die Grundidee dieses Netzwerks wurde vom amerikanischen Wissenschaftler Ch. Pirs in die Linguistik eingeführt. Ch. Morris hingegen hat diese Idee entwickelt und den Begriff „Pragmatik“ in der Praxis als Titel eines der Abschnitte der Semiotik, also der Bedeutung, verwendet.

Semantik befasst sich mit einer Bedeutung. Es ist wörtliche Bedeutung linguistischer Ausdrücke, die weitgehend unabhängig vom Kontext ist.

Pragmatik beschäftigt sich mit kontextsensitiver Bedeutung. Es gibt ein sehr allgemeines Prinzip, das auf die Beziehung zwischen den Bedeutungen einzelner Wörter und Sätze angewendet wird: Darin wird die Bedeutung eines Satzes durch die Bedeutung der Wörter und die Art ihres Inhalts bestimmt. Dieses Prinzip wird daher auch als „Gottlob Frege-Prinzip“ bezeichnet.

In der Pragmatik werden Sätze von Menschen mit Überzeugungen, Wünschen und Absichten in bestimmten Situationen ausgesprochen. Die Sätze richten sich an Menschen, die in bestimmten Situationen Überzeugungen, Wünsche und Absichten haben [8].

Pragmatik ist ein wichtiger Bereich der Linguistik, der hilft, Wörter und Phrasen außerhalb ihrer eigenen Bedeutung zu betrachten. Wie wir wissen, findet ein ständiger Dialog zwischen dem Zuhörer und dem Sprecher statt, wenn

Menschen interagieren. Die Pragmatik versucht zu verstehen, welchen Sinn die Menschen bei der Kommunikation wahrnehmen.

Die Pragmatik untersucht den Unterschied zwischen der wörtlichen Bedeutung von Wörtern und ihrer beabsichtigten Bedeutung im sozialen Kontext, wobei die Merkmale der Bedeutung wie Ironie, Metapher und / oder Absicht berücksichtigt werden.

### **Methoden und Resultate**

Um semantische und pragmatische Merkmale von Phraseologismen in künstlerisch-prosaischen Werken zu untersuchen, haben wir einige Werke von Hermann Hesse ausgewählt, insbesondere die „*Sämtliche Werke 6*“, „*Die Morgenlandfahrt*“ und „*Bitterschokolade*“ von Miriam Pressler. Beim Lesen der Werke wurden wir Zeuge, wie scharf und wortreich Hermann Hesse schrieb und in seinen Werken farbenfrohe Phraseologismen verwendete. Zum Beispiel in der Erzählung „Erwin“, dem ersten Kapitel von „*Sämtlichen Werken 6*“, gibt es folgenden Satz: „*Ich sehe eine Mauer und Bäume stehen und lange Schatten in meinem Jugendleben werfen*“ [4].

In diesem Satz erhält der Ausdruck „*lange Schatten werfen*“ eine phraseologische Bedeutung. Das Wort „*Schatten*“ bedeutet ein nicht direkt beleuchteter Bereich und „*werfen*“ bedeutet etwas in eine bestimmte Richtung schleudern. Um die volle Bedeutung zu erreichen, wenden wir uns den Wörterbüchern zu: (*lange/immer längere/...*) *Schatten werfen* [2]. In diesem Zusammenhang ist der Ausdruck in seiner Bedeutung gegeben, d.h. der Schatten des Baumes fällt, aber im folgenden Beispiel wird die phraseologische Bedeutung so verstanden: *einen/seinen Schatten auf die Beziehungen/...werfen (formell)* [2]. Das heißt, einen Schatten auf eine Beziehung zu werfen, einen negativen Schatten zu werfen.

Wenn man unser Beispiel oben analysiert, sieht man, wie seine Wände und Säulen stolz miteinander verwoben sind, und man kann die Bedeutung sehen, als ob sie einen Schatten auf die Jugend werfen würden.

*In einem dieser Augenblicke fiel ihm der ganz vergessene Dichter durch Zufall wieder in die Hand* [4]. In diesem Satz wird folgendes analysiert: *in j-s Hand fallen (j-m in die Hände fallen, j-m in die Hand laufen)* [1]: a) *попасть кому-л. в руки, попасться в чьи-л. лапы; b) попасть кому-л. в руки, подвернуться.*

*j-m. in die Hand fallen (in j-s. Hand fallen) – (eher:) j-m. in die Hände fallen/(geraten)* [2]. Die Bedeutung in diesem Wörterbuch stimmt auch mit der Bedeutung im Binovich-Wörterbuch überein, was bedeutet, in die Hände zu fallen.

*jmdm. in die Hand/in die Hände fallen/kommen: durch Zufall von jmdm. gefunden werden:* es ist auch möglich, die oben erwähnte Bedeutung, einschließlich der zufälligen Ursache, in jemandes Hände zu fallen, hier zu sehen.

*jmdm. in die Hände fallen/kommen: 1. in jmds. Gewalt, Besitz kommen: 2. in jmds. Gewalt geraten* [4]. Hier ist die Bedeutung jedoch kleiner, das heißt, es wird konkretisiert, aber in gewisser Weise unterscheidet sich sogar sehr viel von anderen Bedeutungen, in jemandes Hände zu gelangen, in jemandes Eigentum zu gelangen (sich zu verwandeln), unter jemandes Gewalt zu geraten.

*In einem solchen Moment ist ein völlig vergessener Dichter versehentlich wieder in die Hände gefallen* [5]. Das heißt, in die Hände zu kommen. L.E. Binovich behauptet, dass die Bedeutung im idiomatischen Wörterbuch der deutschen Sprache Redewendungen in dem Satz so offen macht, wie er beabsichtigt hat. Während die zweite Bedeutung im idiomatischen Wörterbuch der deutschen Sprache den Kontext ändert, ist der Grund dafür, dass an dieser Stelle keine Wörter und Bedeutungen im Zusammenhang mit Eigentum und Gewalt verstanden werden können.

*Heute nehmen viele Entsagungen für mich ein Ende* [5]. In diesem Satz kann man den Ausdruck *ein Ende nehmen* finden, was aus dem Usbekischen übersetzt heißt „Ende bekommen“, obwohl in Wörterbüchern die folgende Bedeutung gefunden werden kann: *ein Ende nehmen* – heißt das Ende erreichen [1].

Auf dieser Grundlage kann der obige Satz in der usbekischen Sprache wie folgt formuliert werden: *Für mich enden heute viele Ablehnungen (Verzichtserklärungen).*

*Ein böses /kein gutes Ende nehmen – böse ausgehen, schlimm enden* [2]. Daraus kann man verstehen, dass etwas schlecht und nicht gut endet.

Ein ähnliches Beispiel findet man im Duden-Wörterbuch: *ein böses (schlimmes/...) Ende nehmen (formell)* [4] ist ein böses Ende in der direkten Bedeutung.

An diesem Punkt kann man sagen, dass unser allererstes Beispiel für die wahre Bedeutung in einem Werk eine Alternative sein kann, sowohl geistig als auch kontextbezogen, um dieses Beispiel zu erhalten. Man kann verstehen, dass die anderen Beispiele die Bedeutung vermitteln.

*Ich wurde vor Scham und Ärger rot* [2]. Das heißt, ich wurde vor Scham und Wut rot. Es ist ganz natürlich, dass der Ausdruck *rot sein* in diesem Satz unsere Aufmerksamkeit erregt, weil die Farbe einer Person nicht rot ist. An diesem Punkt kann man verstehen, dass das Wort „rot“ bedeutet, vor Scham und Wut erröten zu müssen. Wir werden dies in den folgenden Wörterbüchern betrachten: *rot werden/anlaufen/(sein) – (über und über) rot anlaufen* [2]. Es bedeutet erröten, blass werden, sich schämen.

Die gleiche Bedeutung erwähnte Binovich in seinem Wörterbuch: *rot anlaufen* [1] – es wird rot, es wird mit Farbe gegossen. Aber diese Redewendung enthält das Verb „anlaufen“, nicht das Verb „werden“. In Dudens Wörterbuch haben wir diesen Satz nicht beachtet.



Im Folgenden werden wir Beispiele aus M. Presslers „Bitterschokolade“ in pragmatischer Hinsicht analysieren:

- „*Lasst mal Michels Braut durch*“, rief ein Rothaariger. *Die anderen lachten. Eva ärgerte sich, als sie merkte, dass sie rot wurde.*

- „*Michel, deine Frau sucht dich!*“, sagte der Rothaarige.

- „*Hält's Maul und lass mein Mädchen in Ruhe.*“ [10]

Obwohl Eva und Michel nicht verheiratet sind, kann man sehen, wie Michels Freund Eva, die Frau von Michelle, nennt. Er spricht mit Ironie darüber und betont, dass seine Worte nicht der Realität entsprechen. Eva wurde wütend und rot. Es ist klar, dass Michel auch in einem unzufriedenen Ton antwortete: „*Hält's Maul*“. Es ist hier klar, dass die Worte der drei Helden zusätzliche Informationen enthalten, nämlich ihren Zustand, ihre Gefühle oder ihren Sarkasmus. In diesen Fällen verbirgt sich Pragmatik, wenn der Sprecher in seiner Rede dem Zuhörer auch innere Erfahrungen im Verlauf der Kommunikation vermittelt. Eine stärkere Bedeutung in der gesprochenen Rede spiegelt Schärfe, Wut wider. Es ist für den Zuhörer nicht schwer, diese Bedeutung aus dem Kontext zu verstehen.

### **Zusammenfassung**

Die Pragmatik betrachtet normalerweise, wenn Vorschläge von Menschen mit Überzeugungen, Wünschen und Absichten in bestimmten Situationen auf andere Personen mit Überzeugungen, Wünschen und Absichten gerichtet sind und sich auf bereits gemachte und nachfolgende Aussagen beziehen. Insbesondere umfasst die Pragmatik Aspekte der Interpretation linguistischer Aussagen, die vom Kontext der Aussage abhängen, die (kommunikativen) Funktionen, die sprachliche Aussagen erfüllen, und die strukturellen Aspekte von Texten und Gesprächen hervorheben.

Jede sprachliche Aussage ist eine Handlung. Sie hat wie jede andere Aktion (mindestens zwei) Agenten, die, wie alle anderen auch, bestimmte typische Bedingungen, Aktionen und Ergebnisse haben. Jede Aussage hat eine pragmatische Bedeutung, die über den semantischen Inhalt hinausgeht. Beide können sehr unterschiedlich sein. *Zum Beispiel: „Hast du eine Uhr?“ / Semantik: „Haben Sie eine Uhr?“ / Pragmatisch: „Bitte sagen Sie mir die Zeit!“*

Wenn man die Sprache als ein Symbolsystem der menschlichen Kommunikation betrachtet – und das ist nicht nur eine These, sondern auch eine Voraussetzung für moderne sprachliche Ansichten, sollte die Pragmatik als ein Gebiet betrachtet werden, das keine Beziehung zwischen Zeichen (Syntax) und nicht zu den voneinander Abhängigen hat.

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## **EXPLORING THE RELATIONSHIP BETWEEN THE PERCEPTION OF CHILD-PARENT RELATIONSHIPS AND THE LEVEL OF RESILIENCE IN OLDER ADOLESCENTS**

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Abstract: The article is devoted to the study of the relationship between the resilience of young people and their perception of child-parent relations. As a result of the study carried out on a selection of 75 people aged 17-18 years, significant correlations of human resilience indicators with authority, acceptance and cooperation in child-parent relations were found.

Keywords: resilience of older adolescents; child-parent relationships

# ИЗУЧЕНИЕ ВЗАИМОСВЯЗИ МЕЖДУ ВОСПРИЯТИЕМ ДЕТСКО-РОДИТЕЛЬСКИХ ОТНОШЕНИЙ И УРОВНЕМ ЖИЗНЕСПОСОБНОСТИ ПОДРОСТКОВ СТАРШЕГО ВОЗРАСТА

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Аннотация: статья посвящена изучению связи жизнеспособности молодежи и их восприятия детско-родительских отношений. В результате исследования, проведённого на выборке, состоявшей из 75 человек в возрасте 17-18 лет, обнаружены значимые корреляции показателей жизнеспособности человека с авторитетностью, принятием, сотрудничеством в детско-родительских отношениях.

Ключевые слова: жизнеспособность старших подростков; детско-родительские отношения

## Introduction

Current society can be characterized as having an extreme degree of uncertainty in many areas of life. In this connection, modern psychology has started to focus its attention on the internal resources of the personality, its potential abilities and its adaptive capabilities. The unstable geopolitical and economic situation in our country and all over the world affects each person, and here it is most important to have resources for an adequate reaction, flexibility, and adaptation to ever-changing conditions. At the same time, the absence of these significant important qualities often affects the psychological state of a person, causing neuroses, stress, inadequate reactions and depression. One of the most significant factors of a person is resilience, the ability of a person to deal with difficulties and survive in adversity [3].

The category of "resilience" is rather new in Russian psychological science, and therefore it has not been studied enough. In Russian psychology, this term was the first to enter by B.G. Ananyev, resilience was considered as the nature of the power of potential personal energy, the productivity of personal behavior as a subject in an extreme situation and the productiveness of personal activities aiming at finding a way out of it [1]. Like many other ideas of B.G. Ananyev that were ahead of their time, his theory did not find support among colleagues.

An interest in the research of the phenomenon of resilience has increased again only in recent decades, both abroad and in Russian psychology.

In 2003, the international project "Methodological and contextual problems of the study of the resilience of children and adolescents: international cooperation in the study of the mental health of children and adolescents at risk" was organized. It was attended by scientists from Canada, Russia, the USA, China, Gambia, Israel, Tanzania and Colombia. Project Manager M.Ungar, suggested the description: resilience (Eng. - "resilience" flexibility, elasticity) is a personal ability to manage

the resources of their health and use family, society and culture in a socially acceptable way for this [11, p. 28].

A.V. Makhnach and A.I. Laktionova, in this international study, investigated the resilience of adolescent children from orphanages and, based on empirical results, supplemented the description of M.Ungar's. "Resilience is an individual ability to manage their resources: health, emotional, motivational and volitional, cognitive areas in the context of social, cultural norms and environmental conditions." Thus, A.V. Makhnach was the first to introduce the ethical and moral potential of a person's identity as an individual component of resilience [9].

According to the sociocultural concept of A.V. Makhnach, the structure of the resilience model includes six interconnected components (five internal and one external): self-effectiveness, persistence, coping and adaptation, internal locus of control, spirituality/culture and family/social relationships [4]. Each of these components is included in one of the contexts (organic, personal, interpersonal, social). The context of interpersonal relationships (family relationships), among others, affects the development and support of human resilience [8]. At the same time, family resources consist of the individual psychological resources of each family member and the resources that are inherent in the family as a system, making up the resilience of a person and the family as a whole [7].

Adolescence is a difficult period in the life of every person, about the establishment of the principles of personality, with the instability of the surrounding world, adolescent just needs to look for external supports because the internal ones have not yet been fully formed. Family relationships can be such a support. The issue of parent-child relations has been studied for many years, and the specifics and nature of parent-child relations are one of the most important factors that either contribute to or complicates the development of a child's personality. Currently, the family as a social institution and a system of relationships is undergoing a crisis. The study of the characteristics of the modern family, as well as its subjective representation in the minds of modern adolescents, is becoming most relevant.

The study of A.M. Konovalova and E.I. Zakharova established that there is a direct correlation between the formation of adolescents' feelings of respect (both prescribed and true) for parents and the nature of parent-child relations. The style of family education and the nature of parent-child relations are the most important conditions for the establishment of respect by adolescents [5].

In addition, it was found that balanced parent-child relationships have a positive effect on the attitude of adolescents toward themselves [10]. The study by I.A. Gorkova and A.V. Miklyaeva showed that parental control and parental warmth are significant predictors of the formation of the resilience of older adolescents, and the contribution of parental warmth is higher than the contribution of parental control [2].

As well, the author E.V. Kuftyak established the role of gender and the social environment in the formation of resilience in adolescence [6].

At the same time, there are no studies on the development of the resilience of an adolescent's personality with different variants of his perception of child-parent relations. And the issue of optimal living and coping with difficult periods in an adolescent's life is quite relevant in today's unstable world. Thus, the main problem of this study is the conflict between the practical request aimed at the development of a resilient personality and the lack of specific empirical research conducted in this direction, which determines the relevance of this work.

### Methods and results

We suppose that adolescents who perceive relationships with their parents as understanding, accepting, emotionally intimate and authoritative for them have a higher level of resilience, which is evident in the ability to control their lives (locus of control), solve problems (coping and adaptation), develop their skills and competencies, effective interpersonal interaction with society and family members.

The study was conducted at Novosibirsk State Technical University.

75 older adolescents of 17-18-year-olds were selected (25 girls and 50 boys).

The following questionnaires were used for psychological testing with Google forms as the research method.

1. Human resilience test (author: A.V. Makhnach).

2. The questionnaire "Parent-child interaction", further PChI (author: I.M. Markovskaya, adolescent version).

Mathematical data processing using Spearman's R-rank correlation criterion was used to verify the hypothesis.

The obtained significant correlations are presented in Table 1 and Table 2.

Table 1

Correlation of the scales of the questionnaire PChI, relationship with mother and indicators of resilience of older adolescents

	num. of obs.	Spearman's R-rank	p-level
Self-efficacy & emotional intimacy	75	0,336	0,003
Self-efficacy & acceptance	75	0,347	0,002
Self-efficacy & cooperation	75	0,419	0,000
Self-efficacy & authority	75	0,527	0,000
Self-efficacy & relationship satisfaction	75	0,445	0,000
Persistence & acceptance	75	0,306	0,008
Persistence & cooperation	75	0,413	0,000
Persistence & authority	75	0,481	0,000
Persistence & relationship satisfaction	75	0,394	0,000
Locus of control & emotional intimacy	75	0,347	0,002
Locus of control & acceptance	75	0,327	0,004

Locus of control & cooperation	75	0,441	0,000
Locus of control & authority	75	0,527	0,000
Locus of control & relationship satisfaction	75	0,439	0,000
Adaptation & emotional intimacy	75	0,311	0,007
Adaptation & acceptance	75	0,324	0,005
Adaptation & cooperation	75	0,417	0,000
Adaptation & authority	75	0,516	0,000
Adaptation & relationship satisfaction	75	0,443	0,000
Spirituality & relationship satisfaction	75	0,312	0,006
Family and social & emotional intimacy	75	0,514	0,000
Family and social & acceptance	75	0,522	0,000
Family and social & cooperation	75	0,563	0,000
Family and social & agreement	75	0,306	0,008
Family and social & sequence	75	0,410	0,000
Family and social & authority	75	0,603	0,000
Family and social & relationship satisfaction	75	0,600	0,000
Resilience & emotional intimacy	75	0,422	0,000
Resilience & acceptance	75	0,439	0,000
Resilience & cooperation	75	0,484	0,000
Resilience & authority	75	0,603	0,000
Resilience & relationship satisfaction	75	0,554	0,000

Table 2

Correlation of the scales of the questionnaire PChI, relationship with father and indicators of resilience of older adolescents

	num. of obs.	Spearman's R-rank	p-level
Self-efficacy & acceptance	62	0,341	0,007
Self-efficacy & cooperation	62	0,365	0,004
Self-efficacy & authority	62	0,398	0,001
Persistence & acceptance	62	0,410	0,001
Persistence & cooperation	62	0,386	0,002
Persistence & sequence	62	0,344	0,006
Persistence & authority	62	0,423	0,001
Persistence & relationship satisfaction	62	0,352	0,005
Locus of control & cooperation	62	0,358	0,004
Adaptation & cooperation	62	0,353	0,005
Adaptation & authority	62	0,334	0,008
Spirituality & emotional intimacy	62	0,345	0,006
Family and social & acceptance	62	0,438	0,000
Family and social & cooperation	62	0,495	0,000
Family and social & agreement	62	0,369	0,003
Family and social & sequence	62	0,369	0,003

Family and social & authority	62	0,416	0,001
Family and social & relationship satisfaction	62	0,384	0,002
Resilience & acceptance	62	0,406	0,001
Resilience & cooperation	62	0,457	0,000
Resilience & authority	62	0,480	0,000
Resilience & relationship satisfaction	62	0,407	0,001

The identified correlations showed that respondents with a high level of PCHI with their mother have high indicators of such components of resilience as: self-efficacy, persistence, locus of control, coping and adaptation, family and social connections, and overall resilience.

Respondents with a high level of PCHI with their father have a high level of the following components: persistence, family and social connections, as well as a general indicator of resilience.

### **Conclusion**

As a result of the study, author found that there is a direct correlation between the satisfaction of older adolescents with child-parent relationships and the level of their resilience. Adolescents with a high level of resilience are ready to set and solve life challenges, take responsibility for things in their lives. In addition, they are ready to support relationships with their loved ones at a good level, and are willing to share their experiences with them.

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**EPITHETS CHARACTERIZING POWER AS AN IMAGE  
OF J. R. R. TOLKIEN'S POLITICAL VIEWS ON THE MATERIAL  
OF THE TRILOGY “THE LORD OF THE RINGS”**

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Abstract: This article examines the linguistic and cognitive features of the use of epithets in prose texts of artistic orientation, and attempts to reconstruct J.R.R. Tolkien's political views on the material of the Lord of the Rings trilogy.

Keywords: epithet; author; trilogy; simple epithets; linguistic

**ЭПИТЕТЫ, ХАРАКТЕРИЗУЮЩИЕ ВЛАСТЬ, КАК ОТРАЖЕНИЕ  
ПОЛИТИЧЕСКИХ ВЗГЛЯДОВ ДЖ. Р. Р. ТОЛКИНА НА МАТЕРИАЛЕ  
ТРИЛОГИИ “THE LORD OF THE RINGS”**

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Аннотация: В настоящей статье рассматриваются языковые и когнитивные особенности использования эпитетов в прозаических текстах художественной



направленности, и предпринимается попытка реконструкции политических взглядов Дж.Р.П. Толкина на материале трилогии «Властелин колец».

Ключевые слова: эпитет; автор; трилогия; простой эпитет; языковой

## **Introduction**

The epic novel "The Lord of the Rings" is one of the main works that influenced the development and popularity of such a genre as fantasy. The trilogy has been translated into many languages, and is the primary source of the emergence of many board and computer games, as well as films and the Tolkienist movement in general. His works are distinguished by a variety of means of artistic expression, stylistic techniques and synonymous variability.

The article consistently presents the results of linguistic and cognitive analysis of the epithets used by the author of The Lord of the Rings in text blocks, which can be attributed to the description of the types of political systems represented in the Middle-Earth universe and the phenomenon of power as such. In addition to the theoretical and factual material, the author's epistolary heritage is involved in order to verify the conclusions made in the course work in accordance with the views, life experience and worldview of J.R. Tolkien, reflected in his letters.

## **Theoretical framework**

In the course of the study it was revealed that the definition of the epithet does not coincide in the works of some linguists. A. A. Potebnya emphasizes that the epithet is a figure of speech, not a trope, as it is not independent [6]. According to S. I. I. Ozhegov, the concept of epithet is a figurative, artistic definition [5]. I. R. Galperin refers an epithet to the means of expression, and also offers its subsequent classification according to the principle of fixation (linguistic and speech epithets), morphological and syntactic expression and semantic principle (associated and non-associated). Within the framework of studying the structure of an epithet, it is divided according to the characteristics of composition (simple, complex, phrase, inverse) and distribution (chain of epithets, transferred epithets) [4]. In the classification given by I. V. Arnold, epithets are represented by tautological, explanatory and metaphorical types [1].

The use of the epithet within a work of fiction is an integral part of the creation and preservation of a certain character and semantic content of the text itself by its author. It is important to note that within the functional load of the epithet in the text it is customary to distinguish evaluative, artistic and aesthetic, expressive and specifying functions [3].

As mentioned above, to reconstruct the political views of the author, epistolary heritage – his letters – is involved. Modern cognitive linguistics distinguishes the following methods of text analysis: conceptual, prototypical, frame, and cognitive modeling [2]. When considering the examples in the article, the methods of frame and context analysis are used, which belongs to the general linguistic methods [7].

## Methods and results

Let us turn to the text of the trilogy. One of the main plot lines of the trilogy is the fate of the human king – Aragorn – the last leader of the striders and the first ruler of the Reunited Kingdom. The coronation of this character takes place only in the final book of the trilogy after the final victory over the dark forces. Let us trace the description of this character, his kin and allies throughout the trilogy.

The author uses the phrases **great valour** (великая доблесть) and **great deeds** (великие дела) [8, p.52] for a general description of the human race. Both epithets in this case are simple in terms of structure and linguistic in the principle of fixation in the language.

Returning to Aragorn, over the course of the trilogy many of the characters notice his obvious royal traits. The description is represented by the linguistic units expressed by the present participles – **living face** (живое лицо), **shining crown** (сверкающая корона), simple unassociated – **white flame** (белоснежное пламя) and reverse metaphorical epithets – **kings of stone** (величественные как горы короли) [8, p.433–434]. All of these epithets, except for the **shining crown**, are speech epithets.

In describing the allied race of elves, the author uses simple epithets with a pronounced positive connotation, namely: **fair** (светлый), **free** (свободный), **shining** (сверкающий), **keen** (мудрый). Such repetitiveness illustrates the author's desire to show the nobility and purity of the elven race. In this case, the epithets used have a signifying function and express the author's implicit intention.

The allied race of gnomes is not a key line in the trilogy, but it is possible to consider J.R.R. Tolkien's attitude toward members of this race. As with the previous representatives of the good, the author uses simple linguistic epithets to describe the gnome race: **venerable** (досточтимый) and **fabulously rich** (сказочно богатый). These associated epithets are intended to show the material wealth of the race and perhaps status. Further, the author uses simple linguistic epithets in the phrase **great labours** – when describing dwarves' works in particular (buildings, etc.) [8, p.229] and the city, in general: *the great realm and city of the Dwarrowdelf* (свет, великолепие – вот воспоминания о Мории) [8, p.315]. These epithets are associative and have positive connotations.

When describing the evil in the trilogy – Mordor and its ruler – J.R.R. Tolkien mostly uses simple language and speech epithets with negative connotations, unassociated, with metaphorical content: **cold heart** (сердца холод), **cold sleep** (черный сон), **black wind** (черный ветер) –speech, **the dark lord** (Черный властелин), **dead sea** (иссохшее море) and **withered land** (омертвевшая земля) [8, p.141]. Let us turn to Mordor's ally, Isengard. At the head of this state is Saruman the wizard, a former associate of the good, enslaved by the dark forces of Sauron. As in the case of Mordor, the simple epithets used create a sense of despair

through negative connotations and metaphorical meaning: **dark smoke** (удушливый дым), **days were bitter** (горькие дни). The contextual analysis shows that Isengard was not always a lifeless and dark place (**green, fair** – зеленая долина).

It is important to mention the author's attitude to the key characters of the trilogy – hobbits. Consider the epithets used when describing their appearance and character, the structure of The Shire. Author uses simple (**broad**) and compound linguistic epithets: **good-natured** (добродушные), **bright-eyed** (круглолицые) and **red-cheeked** (краснощекие) have positive connotations, created by the author in order to attract the recipient to the characters – this is reflected in the portrayal of the hobbits as friendly and "lively" [9, p.2].

Much attention is paid by J.R.R. Tolkien to the description of the control system in The Shire. He writes that hobbits do not have a set of laws, so they use ancient ones: *essential laws, The Rules (as they said), both ancient and just* (проверенные временем правила, древние и справедливые) [9, p.9]. Further, the author uses a simple speech epithet in the phrase **the only real official** [9, p.10]. By this he emphasizes the absence of centralized power as such.

As an epistolary legacy of the author, let us turn to letter 52 to his son Christopher: *My political opinions lean more and more to Anarchy... – or to 'unconstitutional' Monarchy* [10, 74].

This passage illustrates the author's position: as a citizen of a traditional monarchical state, J.R. Tolkien calls himself a supporter of an anarchic political system free from the framework and context of power.

### **Conclusion**

The study of practical material, presented by the trilogy, revealed a consistent pattern of the author's use of certain value-laden epithets, referring to certain political systems and their representatives, as such.

Summarizing the above, we can state that epithets are an important, effective tool in the framework of linguistic analysis, allowing not only to solve the problems of stylistic and linguistic orientation, but also to reconstruct the worldview and views of the author.

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**ИССЛЕДОВАНИЕ БИЛИНГВАЛЬНОГО ОБРАЗОВАНИЯ  
В РАЙОНАХ ПРОЖИВАНИЯ НАЦИОНАЛЬНЫХ МЕНЬШИНСТВ  
КИТАЯ С ТОЧКИ ЗРЕНИЯ ГОСУДАРСТВЕННОЙ ИДЕНТИЧНОСТИ**

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Аннотация: в статье в основном анализируются причины проведения билингвального образования в районах проживания национальных меньшинств Китая с точки зрения государственной идентичности посредством литератур и материалов, а также пути реализации формирования государственной идентичности через билингвальное образование.

Ключевые слова: государственной идентичности; Китай; национальный район; билингвальное образование

# **BILINGUAL EDUCATION IN ETHNIC AREAS OF CHINA FROM THE PERSPECTIVE OF NATIONAL IDENTITY**

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**Abstract:** This paper mainly analyzes the reasons for the implementation of bilingual education in China's ethnic minority areas from the perspective of national identity through the analysis of literature, as well as the ways to achieve bilingual education to build national identity.

**Keywords:** national identity; China; ethnic areas; bilingual education

## **Введение**

Билингвальное образование сегодня является важной частью образовательных систем многонациональных и многоязычных стран мира. Как единая многонациональная страна, формирование единой китайской нации и укрепление государственной идентичности неотделимы от национальной районной системы образования, основанной на билингвальном образовании. В исследовании будут проанализированы причины проведения билингвального образования в национальных районах Китая с точки зрения культуры, политики, экономики и безопасности, а также обсуждены пути реализации формирования государственной идентичности через билингвальное образование.

## **Обзор литературы**

В существующей литературе меньше исследований посвящено анализу билингвального образования с точки зрения государственной идентичности, и больше исследований проводится с точки зрения языка и идентичности, билингвизма и межкультурной коммуникации и билингвальной образовательной системы. С.Г. Икиликян проанализировал роль русского языка в процессе формирования общероссийской идентичности, он указывал, что этот процесс не представляется возможным без существования единого национального языка, имеющего доминирующее значение. И.С. Добряева обсуждала роль билингвизма в межкультурной коммуникации и культурном общении. В.А. Клиновский рассмотрел исторический процесс и образовательные цели билингвального образования в национальных районах Китая, а также проанализировал его проблемы.

## **Методология и результаты**

Использован метод теоретического анализа научной литературы для обсуждения причин проведения билингвального образования в районах проживания национальных меньшинств Китая и путей реализации формирования государственной идентичности.

## **1. Причины проведения билингвального образования в районах проживания национальных меньшинств Китая**

Культурные потребности в обеспечении и развитии самобытной культуры национальностей. Будучи единой многонациональной страной, в Китае насчитывается 56 национальностей и более 80 языков. Многонациональные и многоязычные национальные условия сформировали характеристики китайского культурного разнообразия. Язык связывает поколения, аккумулирует духовный фонд нации, служит основой этнической и национальной самоидентификации [2, с. 57]. С момента основания КНР китайское правительство всегда придавало большое значение защите права всех национальностей на развитие своих языков и культур. В целях защиты и развития культуры национальных меньшинств китайское правительство создало письменность для некоторых национальностей, установило национальные культурные фестивали, активно спасает и защищает национальное культурное наследие, и создает национальные культурные учреждения. Проведения билингвального образования в районах проживания национальных меньшинств Китая не только соответствует ситуации в Китае, но и отвечает потребностям обеспечения культурного развития различных национальных меньшинств, что имеет большое и далеко идущее значение для укрепления национального единства и социальной стабильности.

Необходимость обеспечения равноправного участия народов в политической и экономической жизни страны. Под влиянием топографических факторов степень регионального развития Китая значительно различается, и большинство районов компактного проживания национальных меньшинств развиваются относительно отстало экономически. Проведения билингвального образования в районах проживания национальных меньшинств не только обеспечивает подтверждение личностью своей идентичности, но и помогает представителям всех национальностей признавать культурные различия, активно интегрироваться в большую семью единой китайской нации и организованно участвовать в экономической и политической жизни страны.

Потребности безопасности в сопротивлении иностранным силам, стремящимся разделить нацию и страну. Глобализация и третья волна национализма могут негативно стимулировать некоторых представителей национальных меньшинств к дальнейшему размышлению о национальном самосознании, вызывая большие расхождения в культуре и ценностях между различными национальностями. Национальные сепаратистские и террористические силы за рубежом используют национальные различия для провоцирования конфликтов, которые оказывают определенное влияние на национальную и государственную идентичность. Проведения билингвального

образования в районах проживания национальных меньшинств может помочь жителям национальных районов сформировать правильную национальную и государственную концепцию, повысить способность различать правильное и неправильное, защищать национальное и государственное единство, активно идентифицировать национальную культуру и укреплять государственную идентичность.

## **2. Пути реализации формирования государственной идентичности через билингвального образования в национальных районах Китая**

Активное внедрение общегосударственного языка. В 1980-х годах в целях ускорения развития образования в районах проживания национальных меньшинств китайское правительство, опираясь на опыт изучения социально-языковой среды и долгосрочной образовательной практики, приняло билингвальное образование. Однако недостатком является то, что закрытое состояние между национальностями не способствует национальным обменам и идентичности и даже порождает узкий национализм, который оказывает негативное влияние на формирование единой китайской нации и государственной идентичности. Вступив в новое столетие, Китай укрепил продвижение и использование путунхуа и стандартных китайских иероглифов, а также законодательно определил ведущую роль путунхуа в образовательном процессе. Единый и стандартный общегосударственный язык и письменность страны необходима для построения современной страны, а также это необходимый этап для формирования государственной идентичности.

Распространение общих ценностей. Ценностное воспитание является основным содержанием традиционного образования. Хотя содержание и цели образования сегодня претерпели серьезные изменения, ценностное воспитание по-прежнему является важной частью образования. Культивирование и распространение основной ценности социализма в системе народного образования Китая проходит через весь процесс обучения, а нравственное воспитание, идеологическое и политическое воспитание всегда составляют значительную долю, что также является характерной чертой китайского образования. Чтобы лучше популяризировать и продвигать основную ценность социализма в образовательном процессе, Китай активно внедряет государственную идеологию при составлении содержания учебников, разработке учебных программ и выборе моделей преподавания, а также укрепляет патриотическое и коллективистское воспитание людей всех национальностей с помощью различных форм, таких как пропаганда в средствах массовой информации и отбор выдающихся примеров, с тем чтобы укрепить государственную идентичность у людей всех национальностей.

Триединство национальной, ценностной и политической идентичности. Билингвальное образование в национальных районах Китая, позволяя представителям национальных меньшинств изучать китайский и национальные языки, обеспечивает подтверждение самоидентификации различных национальностей, наследование и развитие традиционной национальной культуры, с тем, чтобы люди национальных меньшинств могли сформировать свою собственную национальную идентичность. В процессе проведения билингвального образования Китай сознательно воспитывает патриотизм учащихся и распространяет основную ценность социализма с китайской спецификой, чтобы представители национальных меньшинств могли достичь единства в идеологии и ценностной идентичности, а также идентифицировать себя с разнообразной и единой китайской нацией и китайской культурой. Хотя политика билингвального образования служит государственным интересам как один из инструментов государственного управления, идея национального и языкового равенства, воплощенная в этой политике, полностью учитывает и удовлетворяет пожелания людей всех национальностей, что привело к значительному росту удовлетворенности в отношении правительства и политики. Таким образом, национальная идентичность, ценностная идентичность и политическая идентичность гармонично объединены в государственную идентичность.

### **Заключение**

Билингвальное образование в национальных районах Китая – это выбор, основанный на истории и реальности, который соответствует потребностям государственного управления и ожиданиям людей. Билингвальное образование играет позитивную роль в содействии национальным обменам и развитию посредством энергичного продвижения общегосударственного языка и распространения общих ценностей, а также в формировании единой китайской нации. Билингвальное образование реализует формирование государственной идентичности путем реализации гармоничного единства граждан с национальной, ценностной и политической идентичностью.

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**TRADITIONS AND INNOVATIONS  
IN TRANSLATION**

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**LINGUISTIC FEATURES OF LEGAL TRANSLATION BASED  
ON THE MATERIAL OF THE UK TREATY**

**“Treaty on the rules of Relations between the Russian Federation and the United  
Kingdom of Great Britain and Northern Ireland”**

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Abstract: The following sections discuss the characteristics of the translations of the text, and the identification and description of the translation applied.

Keywords: treaty; legal text; peculiarities of translation; translation transformations

**ЛИНГВИСТИЧЕСКИЕ ОСОБЕННОСТИ ЮРИДИЧЕСКОГО  
ПЕРЕВОДА НА МАТЕРИАЛЕ ДОГОВОРА**

**«Договор о принципах отношений между Российской Федерацией  
и соединенным королевством Великобритании и Северной Ирландии»**

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Аннотация: В данной статье рассматриваются особенности перевода юридического текста, выявление и описание примененных переводческих трансформаций.

Ключевые слова: договор; юридический текст; особенности перевода; переводческие трансформации

**Introduction**

Legal texts are among the least studied. This field of translation theory has always interested researchers, but fundamental research has been conducted only recently. Today, in the time of the rapid growth of globalization, legal relations are carried out not only within countries, but also at the international level, which makes the question of studying and translation of legal texts urgent.

The treaty is a document, accordingly refers to the official business style of speech and has certain stylistic, grammatical and lexical features. The main distinctive features of the style of any contract include concreteness, clarity and accuracy of presentation, strict logic of narration, the absence of emotionally expressive means of speech, the presence of a clear structure of the text. The legal sphere causes profound qualitative changes in the natural language, which justify the necessity and possibility of distinguishing legal linguistics as an independent linguistic branch of knowledge.

## Theoretical framework

The purpose of this article is to identify and describe the translation transformations used when translating a British legal contract into Russian. Nowadays, legal texts are used to express legal relations in writing, which allow the formation of generally binding, formal rules. Legal documents can be of different types and contain different information, but they all share common features.

Treaty is one of the common types of documentation, average exchange of information between enterprises, organizations, institutions, firms, individuals, law firms and countries. J.B. Dorzhiev notes that a legal document should primarily contain legal information [2]. V.V. Alimov emphasizes that when translating one should take into account the realities of each country and the terminology corresponding to them [1].

Considering the translation of legal texts, we can note the peculiarities of these texts because of the types of information they contain. A legal text is aimed at the recipients, that is, the citizens of the country, and therefore must be understood by them. First, it is the cognitive information that carries legal terms. They must be unambiguous, devoid of emotional coloring and independent of context. As a rule, they are known to all native speakers, not just specialists.

E.S. Shugrina writes that the language of legal documents should be precise, clear and authentic. They contain legal cliches and stamps. It is noted that one should not confuse separating and connecting conjunctions, punctuation marks [4].

In this article, the selected text of the treaty belongs to the group of normative documents, belongs to the treaties of normative content and is international. The treaty, signed in London on January 30, 1992. The document consists of 7 sections, which in turn are divided into 17 articles. Russia and Great Britain agreed to maintain relations of peace and friendship, guided by principles of international law.

## Methods and results

It is known that British English differs significantly from American English. In the legal sphere, these differences manifest themselves mainly at the lexical level. V.I. Ozyumenko and K.P. Chilingaryan study in detail the polysemantic nature of the English legal vocabulary [3].

So, for example, the word lawyer in British English corresponds to lawyer, barrister and solicitor, which mean lawyers performing different functions. All three terms can be replaced by a common term — *legal practitioner*. Such positions as legal assistant, associate lawyer, sub-advocate, and third chair are translated into Russian as "lawyer's assistant" [3].

For example, *leader in lawsuit* — the chief lawyer of a party, *pleader* — the junior of two lawyers of one party. Let us distinguish narrower terms: *King's Proctor* — attorney for the crown; *Crown counsel* — attorney for the crown,

*circuiter* — attorney for the district court; *advocate* — attorney representing the interests of the church parish in the courts; *proctor* — lawyer in special and church courts.

Using the characteristic proposed by E.S. Shugrina, let us note the features of legal language in the analyzed documents [4]. To the already noted features, we point out that the language of the contract is devoid of emotional coloring, nothing distracts from the content of the text.

Parts of the article are logically connected, the material is set out consistently and is divided into paragraphs and subparagraphs. In the translation text under consideration, verbal nouns and adjectives are widely used. Cases of tautological cohesion are frequent and there are neighboring sentences that begin with the same word *parties* and examples of passive constructions: *guided by arms, will be reviewed*. So, for example, the main meaning of the verb *shall* is oughtness, an order. In combination with an infinitive, this verb has the meaning of the future tense: *shall develop, shall co-operate, shall assist, shall consult, shall work*.

In the text of the treaty under consideration, special technical military terms are widely represented: *military confrontation, military confidence and security, to reduce to reduce armaments, commensurate with responsibilities*.

Additions involve the use of additional words in the translation that have no correspondence in the original. In this case, in order to convey the meaning of the source material more accurately and understandably, several additional words had to be introduced: *the friendship over centuries* — in translation we add the great desire for friendship.

Words that are semantically excessive, concerning the content, are subject to the technique of omission. For example, *in the judiciary and between legal bodies* — органов юстиции.

The word *businesses* means "enterprises, companies," but in this example the equivalent of "entrepreneurs" is used because the instantiation involves substituting a word with a narrower meaning. Transformation by rearranging the phrase *between the United Kingdom of Great Britain and Northern Ireland and the Russian Federation* is characteristic of the style of the Russian language: changing the order of words or word expressions in the structure of the sentence, because the word order in English and Russian is not similar and affects the translation.

In translating the treaty, the most frequent were grammatical substitutions (55%) and additions (25%). The techniques of lexical substitution amounted to 12%, of which only the concretization was used. The cases of using the technique of transposition accounted for 5%, and the techniques of omission accounted for 3%. The techniques of antonymic translation were not detected during the analysis.

### **Conclusion**

As a matter of record, according to the results of the analysis, we emphasized

that the language of a legal document is characterized by impersonality, neutrality, absence of expressive vocabulary and expressive means, precision, cliched. For the translation of the Treaty the most common were the methods of grammatical substitution, and a few methods of omission, transposition, antonymic translation. In view of the obtained knowledge, further research can be carried out touching upon the specifics of translation of other types of documents.

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### **THE ORIGINAL AND TRANSLATION OF W. HENLEY'S POEM "THE SEA IS FULL OF WANDERING FOAM" IN CONTRASTIVE STUDY**

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Abstract: The article is devoted to the issues of poetic translation. The paper examines the original and translation of W. Henley's poem "The Sea Is Full Of Wandering Foam" from English into Russian («Ночное море») and shows the results of a contrastive analysis of the texts.

Key words: contrastive analysis, graphic | discursive | linguistic form | common and differentiating characteristics

### **ОРИГИНАЛ И ПЕРЕВОД СТИХОТВОРЕНИЯ У. ХЕНЛИ «THE SEA IS FULL OF WANDERING FOAM» В СОПОСТАВИТЕЛЬНОМ РАССМОТРЕНИИ**

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Аннотация: Статья посвящена вопросам поэтического перевода английской поэзии. В работе рассматривается оригинал и перевод стихотворения У. Хенли «The Sea Is Full Of Wandering Foam» на русский язык («Ночное море») и показываются результаты сопоставительного анализа текстов.

Ключевые слова: сопоставительный анализ; графическая форма; дискурсивная форма; лингвистическая форма; общие и отличительные характеристики

Translation of poetry is particularly difficult for translators, as compared to prose texts, poetic works have a number of limitations (line length, rhyme, rhythm, size, etc.) and features (imagery, stylistic techniques) that must be taken into account when translating.

The poetic text belongs to the primary-expressive texts and is defined as an artistic structured semantic whole functioning under the pressure of extralinguistic, pragmatic, socio-cultural, psychological and other factors [1, p. 100]. This means that poetic texts have a rather large information load, which reflects all kinds of meanings: from culturological to individual authorial ones.

The purpose of the article is to identify the features of poetry translations based on the analysis of the translation of W. Henley's poem "The Sea Is Full Of Wandering Foam".

The theoretical framework was made up of the works of I. R. Galperin, S. F. Goncharenko, K. I. Leontieva, Lotman Yu. M., Barnstone W. and others.

Research methods – classification and contrastive analysis.

The information in the poetic text is divided into two subspecies: semantic and aesthetic [3]. Semantic information is divided into factual and conceptual [2, p. 144]; factual is information about any facts or events that were, are or will exist in the real or fictional world; conceptual is the author's conclusion about what the world is, it is always implicit and is embodied in the text when the help of factual content. Thus, meaning becomes a form of content.

Poetic texts differ from prose texts in that a special role in them is played by the plane of expression, that is, the external side of the text. Considering the structure of the poetic text, K. I. Leontieva highlights [4]:

1) graphic form: the number, length and organization of lines, punctuation marks (as well as the author's punctuation), highlighting in color or font – all this helps to understand the emotions and experiences of the poet;

2) discursive form: meter and rhythm, which set the mood and tempo of the poem;

3) phonetic form: sounds create a musical atmosphere, and the reader has certain associations that form the general mood of the work;

4) linguistic form that includes four micro-levels: morphology, word formation, vocabulary and syntax, which allow us to arrange the composition of

the poem in accordance with the author's idea and help the reader to follow the narrative line.

In accordance with the genre-stylistic classification, poetic translation is considered as a type of literary translation, the main function of which is "aesthetic impact on the recipient" [1]. The new poetic text should be equivalent to the original text in terms of its conceptual and aesthetic information [3].

However, for the final picture to be complete and complete, it is necessary to correctly convey the meaning laid down by the author, in addition to all images and stylistic techniques.

The article will present an analysis of the poem "The Sea Is Full of Wandering Foam" (see table 1).

Table 1

Original and translation of the poem «The Sea Is Full of Wandering Foam»

<b>William Ernest Henley</b> <b>«The Sea Is Full of Wandering Foam»</b>	<b>Unknown translation</b> <b>«Ночное море»</b>
The sea is full of wandering foam, The sky of driving cloud; My restless thoughts among them roam... The night is dark and loud.	Морская пенится волна, Весь в тучах небосвод, И мысль в уме моем темна, Как ночь средь шумных вод.
Where are the hours that came to me So beautiful and bright? A wild wind shakes the wilder sea... O, dark and loud's the night!	Былое счастье прежних дней, Куда ушло оно?.. И буря воев всё сильней, И в море всё темно.

In a comparative analysis of the poem "The Sea Is Full of Wandering Foam", we obtained the following results:

1) the graphic form of the original and the translation coincide since they consist of 2 stanzas of 4 lines each. The length of the lines is about the same. Punctuation marks are different because the syntax of English and Russian languages differs in many ways;

2) the discursive form is reflected in categories such as meter type and rhyme. Both the original and the translation are written in a mixed iambic (the 1st and 3rd lines in both stanzas consist of four stops, and the 2nd and 4th consist of three stops) with a cross male rhyme, but there is no complete coincidence. In the English poem there is the phenomenon of hypometry (an extra unstressed syllable) and pyrrhichiae (light feet, where both syllables are unstressed), but in the Russian translation we found only pyrrhichiae, and in places different from the original. An example of a rhythm mismatch is shown in table 2.



Table 2

## Discursive form: Rhythm

The original	The translation
- /   - /   - / -   - /	- /   - /   - -   - /
- /   - /   - /	- /   - -   - /
- /   - -   - /	- /   - /   - /

- 3) the phonetic form is a sound picture of the poem. The most frequently used phonemes of the original and translation are shown in table 3.

Table 3

## Phonetic form: Sounds

The original	The translation
[s], [f], [m] – in the first verse	[B], [c], [M] – in the first verse
[w], [t] – in the second verse	[c], [o] – in the second verse

The sea is **full** of wandering **foam**,  
 The sky of **driving** cloud;  
**My** restless thoughts **among** them **roam**  
 The night is **dark** and **loud**.

Where are the hours that **came** to **me**  
 So beautiful and bright?  
 A **wild** wind shakes the **wilder** sea..  
 O, **dark** and **loud**'s the night!

In the original, deaf, and sonorous sounds prevail, with the help of which the image of the sea and waves is created, and the atmosphere acquires a shade of mystery. The translation, despite the fact that the sounds do not exactly match the original ones, conveys an identical mood of excitement and anxiety.

- 4) the linguistic form is the most intense and versatile. The vocabulary of translations of the first stanza differs markedly from the original (see table 4).

Table 4

## Linguistic form: Words

The original	The translation
wandering foam	пенился волна
the sky	небосвод
restless thoughts	мысль темна
a wild wind	буря

shakes	ВОЕТ
driving cloud	ВЕСЬ В ТУЧАХ
the hours	-
beautiful and bright	-
dark and loud	ВСЕ ТЕМНО

As can be seen from the table, the translation retains the original meaning, but the translator sometimes uses lexemes that are not completely identical to the original ones. For example, the word *shakes* stands out, which is translated as *howls*, although none of the meanings of the original word has a similar translation or meaning. That is, the sentence *A wild wind shakes the wilder sea* could be translated as a strong wind shakes an even wilder sea, but this would be an incorrect translation. In Russian usage there is such a combination as the wind howls, which the translator used in his translation, using another part of the picture of this piece of the poem, while preserving the author's idea and the mood of the text.

Having touched upon the theme of the images of the poem, we will consider them in more detail, since there are discrepancies in the works (see table 5).

Table 5

#### Images in Poems

Images in the original	Images in the translation
Море и пена	+
Небо с тучами	+
Красивое и яркое время	- (былое счастье)
Беспокойно бродящие мысли	+/-

Almost all the images were saved by the translator, the differences are small. The poem is a description of nature, but this is not quite true. The pronouns *my* and *me* appear in two lines, according to which it can be understood that the narration is conducted on behalf of a lyrical hero who compares his inner state with the state of the sea: it is the same raging and exciting.

The analysis of figurative means of expression showed that the original and the translation contain approximately the same number of them (epithets, metaphors, rhetorical question, anaphora), however, there are those that are not in the original (comparison, synecdoche), and those that the translator did not convey in translation (reverse parallelism).

In conclusion, we note that the translation is made close to the original, there are no strong discrepancies. At the first three levels, i.e. the exterior of the work (meter, line length, size and rhyme), there is almost complete correspondence to the original, albeit with minor nuances. Sounds, rhythm and rhymes are conveyed

successfully. However, at the linguistic level, there are some differences in vocabulary, word formation (the translator used several outdated words, although there was no such thing in the original), morphology (slight discrepancies in the use of parts of speech) and images (the translator did not keep everything, but did not go far from the original). Despite such inconsistencies, the translator managed to preserve the rhythm, intonation, atmosphere, sound, graphic form and, most importantly, the author's idea.

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### **CULTURAL SPECIFICS IN STANDUP PERFORMANCES TRANSLATION**

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Abstract: This article identifies the cultural specifics in standup performances translation. The article presents the evaluation of the quality of translation of a standup based on correct interpretation of significant cultural aspects.

Keywords: comedy; standup; translation

### **УЧЕТ КУЛЬТУРНОЙ СПЕЦИФИКИ ПРИ ПЕРЕВОДЕ ВЫСТУПЛЕНИЙ В ЖАНРЕ СТЕНДАП**

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Аннотация: В данной статье выявляются культурные особенности перевода стендап выступлений. В статье представлена оценка качества перевода стендапа на основе правильной интерпретации значимых культурных аспектов.

Ключевые слова: комедия; стендап; перевод

## **Introduction**

Comedy and human life have long been inextricably linked. It's difficult to find a situation in today's world where comedy isn't present. However, comedy takes different forms in various linguistic cultures. The most well-known of these is English comedy. The English language has become widely used outside of the countries where English is the primary language. This is why there is an issue with translating English comedy into other languages. Particularly the stand-up comedy subgenre, which includes a variety of elements like wordplay, irony, sarcasm, and many more. It can be challenging to adapt these elements into the target language while retaining their distinct characteristics.

The topic of the work is relevant, because stand-up is the most popular genre of comedy, and one of the most prominent manifestations of English linguistic culture. Furthermore, because humor is a social phenomenon, its evolution is linked to the evolution of society and, as a result, the evolution of language. A high-quality translation of standups provides a clear understanding of the other nation's values, which improves communication between them.

The paper aims to discover the ways of interpreting English humor in standups, as well as improve the understanding and reception of English culture.

## **Theoretical framework**

For the purposes of research, we will define stand-up as a performance of a comedian on stage in front of an audience. The audience does not contribute, for the most part, to the monologue of the person on stage [3]. There are several things to keep in mind during the process of translating the standup routine:

1. The end goal of the standup routine and its relevance to the original, as well as the receiving cultures;
2. The key differences between standup and any other work of the similar genre (comedy);
3. The non-verbal communication that take place during the performance and its visual aspects;
4. The finished product (subtitles, dubbing or voice-over);
5. The persona of the comedian.

As for the end goal, the reason any type of such performance is to prompt any kind of reaction from the viewer. To do that, it is important to remember the cultural environment, where the performance exists, whether it is the original performance or the finished product in another language. Some aspects of the

performance may have no meaning for, in this case, non-English viewers. While one concept can be relatable, another one may be completely alien. In this scenario, translator has to act as the mediator between the two cultures.

In comedy, it is crucial to properly interpret the reality of the performance, its timeframe and cultural relation. In most cases, entire standups are created with both of those in mind. The hardest task for the translator would be finding equivalents in the target language, where there is none, as well as that the words make the same impact they did in the original performance [4].

The dialogism of the standup is its another feature. Any type of communication is two-sided [1], even when it comes to comedic monologue. As mentioned above the goal of any standup is to cause emotion in the viewer. During the performance comedian retells the jokes they had long memorized, however that does not exclude the impromptu elements of the performance. They can vary from “hecklers” (people, who interrupt the performance by saying something to get attention) or joke not going over well. Even if that does not correlate with, for example, a voice-over, where the translator works with the entire performance and starts translation only after understanding the whole performance, several issues still arise:

1. Changing the joke to correspond with the reaction of the present audience (their booing or cheering) or leaving it be, even if the humor is unclear for the viewer in the target language;
2. Translator overshadowing the comedian intentionally or unintentionally;
3. Translating the speech of multilingual performers and so on.

Non-verbal communication is another trait of this genre. According to statistics, almost half of the cases of visual translation utilize facial expressions, intonation and body language in the process [6]. Any one of these can become an anchor point of a bit or a set-up. Most of the time, a comedian does not even need to finish the punch-line to make a joke work. This is one of the more problematic aspects if the translator should finish the joke verbally or not.

### **Methods and Results**

The material for this research includes the special of Gabriel “Fluffy” Iglesias “One show fits all”, as well as the translation and voiceover of this standup, performed by AllStandUp in Russian. The special consisted of many comedy sketches that consistently are linked in themes. Gabriel Iglesias is a Latin-American comedian, one of the most famous comedians in America, who is fluent in both Spanish and English and he uses both languages in his performance. He is also a renowned voice actor, he always uses different accents, changes intonations and personas to make his jokes funny. Gabriel is very meticulous when it comes to appealing to his audience during specials, since he often makes local references. He also has a couple of ongoing jokes and references to his other performances. So, to summarize, the translator should keep in mind that the comedian has an extensive

knowledge of more than one culture, likes to utilize different non-verbal means of communicating with the audience and has several jokes that only his fans will understand.

The first step before the translation is an extensive research on the past shows of the comedian and learning their background. Then the translator should choose the translation strategy. In this case, the domestication and foreignizing method, the former signifying the adoption of the text into the target language and the latter leaving the original text intact from the point of view of the source language [7]. In this case, the translator mainly utilized foreignizing, e.g. "*I even did a one-nighter in Tomball*" was translated as "*Однажды я даже выступил в Томболле*".

In this example, we can also observe how local some of the jokes can be. This one received a positive reaction of Huston's audience, where this show took place. Earlier the comedian said, that he "... has been going to Huston for the past 20 years" and "...loves it here". We can only guess that Tomball is one of the rougher areas of Texas, where someone like Fluffy probably should not perform. That makes little sense, since Tomball is a small town with a great number of different people living there, including Mexicans, since Texas is a border-state. Here, the translator successfully employed foreignizing strategy. Choosing the other one would not only prove itself difficult to implicate, but it would also go against the cultural aspect.

However, it does have its drawbacks. The next set-up starts with Gabriel explaining that he is going to be using Spanish, but Gabriel is also going to provide translation himself as to not alarm anybody. He then mentions "people from the woodlands" and how they would be alarmed the most. As he says that, he makes a gesture to his nose and starts fluttering his eyelashes. From the perspective of the viewer the joke may seem to be about the British and the ongoing back-and-forth they have with Americans and the "nose gesture" indicated the stereotypical appearance of British people. And then Fluffy proceeds to talk with an accent, which sounds slightly Posh, his head slightly raised, his tone more serious. To convey this, the voice actor used slightly more firm voice, probably as instructed by the translator. However, when looking at the original footage from Netflix, which provides subtitles for the deaf viewers, there are notes above the subtitles, which read "South Texas accent". Then Fluffy mentions some "Airline road" which does not have any meaning to a non-local, but could potentially refer to the road leading to the Airport near Huston. This Airport would be the fastest way of travel between US and Mexico. Here, from the nature of the subtitles and the context of the special, it is possible to deduce that it is, once again, a local joke. The translator is not entirely at fault here, since there is doubt any voice-actor could speak with an South Texas accent in Russian or deduce which road the performer is talking about.

However, there is a number of things, which could be done here to improve the understanding. The translator could have used visual aids (put terms or notes on the screen, like the type of accent from the example) or put additional information to clarify [4].

Also, in regards to accents, intonations and Spanish. Some accents, like African-American, were conveyed through Russian street-talk, e.g. “*Hell, yeah, cos’, That’s right*” was translated as “Базаришь братан внатуре”. This was a good solution, given the context of the situation. This corresponds well with the given idea in both Russian and English cultures.

However, Spanish was translated only partially. It was done to imitate the effect Fluffy was making on the audience. Since Gabriel warned that he was going to translate from Spanish, the viewers may assume that not many people in his audience actually speak Spanish. And since he was mostly using Spanish to relay actual Spanish speech of other people, it was probably done to further the cultural difference. The translator chose to translate Gabriel’s own Spanish into Russian. Here, tying Spanish to the closely related to it community of Huston would accurately depict the culture.

### **Conclusion**

In conclusion, it appears that the quality of a standup translation heavily relies upon the appropriate communication of culture, non-verbal elements, persona of the comedian and the goal of the translation. Cultural specifics has proven to be the centerpiece of translation standups since culture exists on the intersections of different environments. Without it, most of this standup would have no meaning. Overall, based on these criteria, the translation of the Gabriel Iglesias’ standup proves satisfactory.

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## **FEATURES OF TRANSLATION OF EXPRESSIVE VOCABULARY ON THE MATERIAL OF THE SERIES "Better Call Saul"**

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**Abstract:** This article deals with the features of the translation of expressive vocabulary on the material of the American television series "Better Call Saul". The article considers the options for translating expressive vocabulary presented by dubbing studios "Kubik v Kube" and «LostFilm» and their analysis by the author of the article.

**Keywords:** AVT; expressive vocabulary; translation; connotative meaning; dubbing

## **ОСОБЕННОСТИ ПЕРЕВОДА ЭКСПРЕССИВНОЙ ЛЕКСИКИ НА МАТЕРИАЛЕ СЕРИАЛА «Better Call Saul»**

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**Аннотация:** Данная статья посвящена изучению особенностей перевода экспрессивной лексики на материале сериала «Better Call Saul» («Лучше звоните Солу»). В статье рассмотрены варианты перевода экспрессивной лексики, представленные такими студиями дубляжа как «Кубик в Кубе» и «LostFilm» и их анализ автором статьи.

**Ключевые слова:** АВП; экспрессивная лексика; перевод; коннотативное значение; дубляж

### **Introduction**

In modern society, most people prefer to spend their leisure time watching TV shows, the number of which is increasing every day. The main task is to hook the viewer and generate interest in viewing. Nowadays, Western-made series are the most popular, and this task is a zone of responsibility for various dubbing studios, on which the success of this series will depend. The popularity of a series depends on many factors, but one of the main criteria is dubbing, which is a product of audiovisual translation (AVT).



**The theoretical basis** of the research includes the work of the study of lexicology (D.E. Rosenthal, M.A. Telenkova, V.I. Shakhovsky), translation science (L.L. Nelyubin), and the study of audiovisual translation as a separate type of translation (A.V. Kozulyaev).

**The purpose** of our research is to reveal the main features of the translation of expressive vocabulary in AVT, to analyze and compare the examples of two different dubs of the same series.

**The object** of our research is expressive vocabulary based on the material of the TV series "Better Call Saul". **The subject** of our research is the features of the translation of expressive vocabulary from English to Russian on the example of dubbing the TV series "Better Call Saul".

**The relevance** of the topic consists of necessity for high-quality translation of expressive vocabulary, which is one of the main criteria for choosing a series for the viewer.

### **Theoretical framework**

Here is the definition of the concept of expressive vocabulary according to the dictionary of linguistic terms by Rosenthal D.E. and Telenkova M.A.: "Expressive vocabulary are words expressing affection, joke, irony, disapproval, neglect, familiarity, etc." [4].

Moreover, it is necessary to define the functions of expressive vocabulary, cause of many factors influence on the way it is transmitted. The main function of expressive vocabulary is an emotive function, which is expressed in an evaluative, emotionally expressive component, which is mainly achieved through the use of stylistically colored words. In the process of studying and working with expressive vocabulary, it is important to indicate the presence of connotative meaning, which gives an expressive, emotional and evaluative function.

In the explanatory translation dictionary of L.L. Nelyubin, the following interpretation is given: "Connotative meaning is a connotation accompanying the main denotative meaning and determined by the functional, stylistic and emotional coloring of a linguistic expression" [3].

Moreover, we relied on the following classification of expressive vocabulary: V.I. Shakhovsky classifies emotionally-colored vocabulary by levels of its meaning: a) emotive meaning inherent in affective words that convey the emotional state of the speaker (expletive, interjections); b) emotive connotation accompanying the logical-subject nomination and expressing the emotional attitude of the speaker to the object of the name as a whole or to its features (*old* – старик, *little girl* - девочка). The connotative meaning here is concentrated in the semantics of affixes or the actualization of the figurative meaning of the word [5]. It should also be noted the classification of expressive vocabulary on the basis of its connotative meaning, the importance of which was mentioned earlier.

Table

## Classification of expressive vocabulary on the basis of connotative meaning

Group №1	Group №2	Group №3
Words with a bright connotative meaning that contain an assessment of facts, phenomena, signs and give an unambiguous characterization of people.	Polysemous words, neutral in the main meaning, which receive a qualitative and emotional connotation when used figuratively.	Words with suffixes of subjective evaluation, conveying different shades of feelings.

The division of expressive vocabulary into groups helps the translator to determine the appropriate translation transformations to achieve an adequate translation.

In this research the transfer of expressive vocabulary is considered on the example of audiovisual translation (AVT), i.e., a whole complex of elements (visual, verbal and non-verbal components) that the translator must take into account when working with it [2].

### Methods and results

Before proceeding to the study of expressive vocabulary, a pre-translation analysis based on the study of T.V. Privorotskaya and S.K. Gural was carried out [1]. This stage allowed us to identify stylistic and semantic features that should be taken into account when further working with examples. In this work, the method of comparative analysis was used in order to identify and summarize the main features of the translation of expressive vocabulary from English to Russian.

Let us start with the examples of translation of expressive vocabulary by two different dubs studios.

Example 1. S01E07 (00:01:28)

The original text: *Saul: Can we dial it down? You know, just a notch?*

Kubik v Kube

LostFilm

**Давайте успокоимся! Ну знаете, Давайте снизим тон, хотя бы хотя бы чуточку.**

**слегонца.**

In the context of the fact that the protagonist is facing problems that he does not want, he is trying to resolve the conflict. The authors of the translation take into account the personal qualities of the main character and express this in dubbing. Saul is a non-conflicted and cowardly person, so the diminutive words in his speech convey his image well by Kibik v Kube dubbing. While LostFilm studio uses a colloquial version of the translation of "слегонца", which equally reflects the emotional coloring.

Example 2. S01E07 (00:02:19)

The original text: *Saul: I'm confused. That is one bold legislature.*

Kubik v Kube

LostFilm

Я сбит с толку. **Ого! Ничего себе, Ого! Смелый законодательный  
какие дерзкие законы! орган!**

The following situation occurred in the courtroom, where the main character conducted a dialogue with the judge as a lawyer. This example illustrates how translators used such translation transformations as addition and semantic development. In the first case of dubbing an interjection has been added that expresses surprise and an ironic attitude. Also, the authors of the translation used a more familiar version of the translation than in the original. As for the translation way by the second studio, the meaning of the replica was translated verbatim, deciding not to expand the sentences lexically.

Example 3. S01E09 (00:16:42)

The original text: *Saul: Wow! Now that's impressive.*

Kubik v Kube

LostFilm

**Огогошеньки! А вот это уже Ого! Впечатляет!  
впечатляет!**

In this case the translators of Kubik v Kube used an interjection mixed with the diminutive suffix to express the mockery and frivolity of the main character. The studio LostFilm decided to do the omission and made the one-member sentence. In the both ways the emotive meaning was expressed by affective words (interjections).

Example 4. S01E09 (00:05:18)

The original text: *Saul: Wow! You are stretching that definition to its limit.*

Kubik v Kube

LostFilm

**Ого! Да вы растянули это понятие Ого! Как вы умеете растягивать  
до самого предела. границы понятий!**

This example illustrates how the initially neutral out-of-context concept of "stretch" acquires a new connotative meaning in the course of the situation. Both studios literally translated the interjection, but in the case of the second sentence there are such differences: The studio Kubik v Kube decided to use the lexical addition of the interjection "да". It does not name feelings and motives, but expresses indignation and anger.

Example 5. S04E06 (00:27:34)

The original text: *Saul: Your pain is very special. Woe is you.*

Kubik v Kube

LostFilm

**Ты у нас такой страдалец, Твои страдания уникальны! Ты -  
бедняжка! само горе.**

The following example demonstrates words with a bright connotative meaning that contain an unambiguous characterization of people. In the context of the situation, the main character says this comment ironically. The presence of diminutive suffixes helps to convey this.

The research presented dubbing ways by two studios, which contributed to a wider comparison sample. Using the comparison method, the most frequent transformations in translation were identified. It was found out that the most frequent solutions to the translation of expressive vocabulary were such transformations as additions, omissions and semantic transformations. To convey emotional coloring, dubbing authors most often used diminutive suffixes, reduced vocabulary and colloquial expressions. It is impossible to define only one universal translation strategy for the translation of expressive vocabulary because each particular case is unique.

### **Conclusion**

To sum up, we have identified the main translation transformations when translating expressive vocabulary from English into Russian based on the material of the series "Better Call Saul". The words with suffixes of subjective evaluation were used in dubbing, which helped to express the speaker's attitude to the situation in the most cases. The translators also used a large number of interjections, informal colloquial vocabulary. Thus, in order for dubbing to be of high quality, translators need to take into account the linguistic and cultural realities, the personal qualities of each character and the context of the situation. Dubbing is one of the main criteria for the success of a media product, that is why the adequacy of translation is so important. Research on this issue will be relevant until the field of AVT is developed on an equal basis with other types of translation. Expressive vocabulary is a reflection of the entire emotional and sensual intent of an audiovisual work. The development of new approaches to its translation, the creation of universal classifications of expressive vocabulary to improve the quality of translation and, as a result, will radically change this area for the better.

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## **THE PROBLEM OF IT-SLANG TRANSLATING FROM ENGLISH TO RUSSIAN (BASED ON THE MATERIAL OF THE “SILICON VALLEY” TV SERIES)**

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**Abstract:** This article features a study on translation of IT-slang from English into Russian based on the Silicon Valley TV series. It discusses features of audiovisual translation, reveals the concept of slang, and describes the ways of its formation. The difficulties associated with translation programmers' slang are analyzed.

**Keywords:** audiovisual translation; slang; IT-slang; slang translation

## **ПРОБЛЕМА ПЕРЕВОДА ИТ-СЛЕНГА С АНГЛИЙСКОГО НА РУССКИЙ (НА МАТЕРИАЛЕ СЕРИАЛА “SILICON VALLEY”)**

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**Аннотация:** Статья посвящена рассмотрению проблемы перевода ИТ-сленга с английского на русский язык на материале сериала “Silicon Valley”. В статье рассматриваются особенности аудиовизуального перевода, раскрывается понятие «сленг» и описываются способы его образования. Анализируются трудности, связанные с переводом сленга программистов.

**Ключевые слова:** аудиовизуальный перевод; ИТ-сленг; сленг программистов; перевод сленга

### **Introduction**

Audiovisual translation has emerged as one of the most popular fields of translation due to advanced technology and the widespread availability of the internet. The digital technology industry has experienced significant growth recently, with an increasing number of audiovisual works featuring the lives and work of computer scientists, often using a specific vocabulary. This research focuses on IT slang, as the IT industry is rapidly evolving and has become one of the primary sources of new words in the Russian language. The aim of the study is to determine the primary methods for achieving adequacy in translating programmers' slang using the TV show “Silicon Valley”.

## **Theoretical framework**

Audiovisual translation refers to the process of translating multimodal and multimedia content between languages and/or cultures and its results. Although both auditory and visual information are perceived simultaneously, audiovisual translation is unique in establishing the types of communication between verbal and nonverbal signs. Audiovisual translation recipients process information at multiple decoding levels simultaneously, including viewing, listening, and reading [3].

It is important to recognize that even when translating TV movies and television programs, the text contains information that is part of a fictional setting. M.S. Snetkova identifies the following distinctive features of audiovisual translation [6]:

1. The length of the translation text must correspond to the length of the source text since the translation text is accompanied by video content.

2. When translating a text, the video sequence, both verbal and nonverbal signs, and their relationships are taken into consideration.

3. The text should not be challenging to comprehend since the viewer's speed of perception of the film text is limited.

The introduction of new technologies has an impact on language, with computer vocabulary forming, including both terminology and slang. The latter belongs to non-literary vocabulary, along with professionalism, vulgarisms, and jargonisms [1].

Slang is a type of language that is used by a specific group of people as a way of expressing themselves and communicating within their community. It is often characterized by its informality, non-standard vocabulary, and playfulness, according to J. Simpson [5].

Generally, slang has several functions [1]:

1. Slang allows participants of a discussion who are linked by a common cause or profession to convey what they believe.

2. Slang aids in expressing one's feelings and offering feedback. Slang can liven up a monotonous professional conversation.

3. Slang has a language-saving function.

Slang can be general and special, for example, IT-slang. It is a type of informal language that is unique to the field of information technology characterized by the use of technical terms, abbreviations, and acronyms that are specific to the IT industry and that are used by IT professionals and enthusiasts to communicate with each other.

IT-slang encompasses a wide range of vocabulary, which not only involve programming but also entail business processes, marketing, project management, and other aspects of information technology development and operation. For instance, words and phrases such as "firewall", "hacker", "cloud computing" and so

on [2].

The method for producing new words is widely recognized as word formation. Word formation methods are distinguished as follows: word composition, affixation, conversion, backformation, reduplication, use of acronyms and abbreviations, contamination, and clipping [4]. Some slang words in the IT industry are formed in a comparable way: *API* – Application Programming Interface (acronym), *egoserfing* – searching the Internet to find one's name (word composition), *protoduction* – a combination of the words prototype + production that refers to a prototype that has been put into production (contamination).

### Methods and results

The ambiguity and inconsistency of the concept of "slang" makes the translator's task challenging since they must convey the lexical units without distorting the meaning of the source text. Examples of the use of computer slang in the HBO series Silicon Valley and their translation into Russian, made by AMedia and Cube in Cube, were considered as part of this work.

In Season 1, Episode 1 (16:20) of the television series Silicon Valley, the character Peter Gregory employs the term "*code monkeys*" to describe Richard Hendricks and his team of programmers: "*So what? You're code monkeys. And I'm not even paying you to do this. You're here pitching me so you can keep your jobs*". The phrase is used humorously and conveys the notion of a programmer or developer who is capable of writing code but lacks proficiency in other areas. In both cases, the translators did not opt for a literal translation. Instead, through the use of generalization and the selection of the Russian word «*кодеры*», they were able to convey the intended meaning of the English slang term while rendering it less colloquial.

In the second season's first episode of the show, at the 20:45 timestamp, Richard presented his startup concept to prospective investors, stating: "*Our minimum viable product, it's just the algorithm. That's all it is, it's just the algorithm*". A *Minimum Viable Product (MVP)* refers to a fundamental version of a product that is developed with the bare minimum set of features to satisfy early customers and gather feedback for future development. In translating this scene, AMedia employed the calque technique and chose to translate MVP as «*минимально жизнеспособный продукт*», a commonly used term in the Russian IT industry. On the other hand, Cube in Cube opted to transliterate the English abbreviation (*МВИ*), which may cause confusion. The term "*algorithm*" was transliterated into Russian as «*алгоритм*», which was used by both studios and is a reasonable equivalent.

During season 3, episode 8 of the of the Silicon Valley show, Jared uses the term "*debugging*" to describe the process of identifying and removing errors or bugs in a software program: "*We've been debugging for days and we're still*

*nowhere close*". The translation of this term involves using contextual substitution to reflect the meaning of the source text. The translators at Cube in Cube were successful in this endeavor by translating "*debugging*" as «устранять ошибки». AMedia, on the other hand, opted for the use of the Russian word «отлаживать», which is shorter and may be more suitable for audiovisual translation despite sounding awkwardness in the Russian language.

After examining over 50 examples of slang expressions and their translations from two studios, we were able to determine certain patterns in their translation strategies. Contextual substitution, is often used to convey non-equivalent vocabulary. When dealing with new words and names, transliteration and transcription are the most commonly used methods. For acronyms and abbreviations, it is advisable to employ variant correspondences or similar abbreviations from the Russian language.

### **Conclusion**

To sum up, in audiovisual translation, it is essential to consider not only the verbal aspect but also the visual and auditory components, which are nonverbal elements that require translation. Television series and movies typically target a broad audience and may include non-literary linguistic devices such as slang. Translating them poses significant challenges for translators. The first obstacle is the difficulty of finding cultural equivalents for social phenomena unique to a particular culture. Secondly, a translator must strive to find parallel expressions by utilizing jargon, dialects, and sociolects of the target language. Furthermore, non-literary vocabulary is often employed to produce diverse emotional effects, the faithful rendering of which is a formidable task for the translator. Translators must meticulously analyze word meanings, establish subtexts, and utilize transformation techniques to ensure accuracy in their translations.

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УДК 81-26

## **PECULIARITIES OF TRANSLATION OF FORENSIC LANGUAGE FROM ENGLISH INTO RUSSIAN (ON THE MATERIAL OF JOHN DOUGLAS AND MARK OLSHEIKER'S "MINDHUNTER")**

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Abstract: The following article deals with forensic linguistics as a branch of the linguistic science is explored. Examples of translation transformations that are used when translating a text with crime-related vocabulary are presented.

Keywords: forensic linguistics; translation transformations; crime-related vocabulary; terminology

## **ОСОБЕННОСТИ ПЕРЕВОДА КРИМИНАЛИСТИЧЕСКОЙ ЛЕКСИКИ С АНГЛИЙСКОГО НА РУССКИЙ ЯЗЫК (НА МАТЕРИАЛЕ ПРОИЗВЕДЕНИЯ ДЖОНА ДУГЛАСА И МАРКА ОЛШЕЙКЕРА «ОХОТНИКИ ЗА УМАМИ»)**

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Аннотация: В статье рассматривается судебная лингвистика как раздел науки о языке. Представлены примеры переводческих трансформаций, которые используются при переводе текста с криминалистической лексикой.

Ключевые слова: судебная лингвистика; переводческие трансформации, криминалистическая лексика, терминология

### **Introduction**

Forensic linguistics as a separate branch of linguistic science began to develop relatively recently. Consequently, this area has not yet been fully studied and

researched, there are still many undisclosed factors of this branch of linguistics, which are necessary to solve the issues in the judicial process.

Texts for translation vary widely in genre and subject matter. For this reason, when translating, the translator has some requirements, such as the accuracy and completeness of the translation. A text, no matter what genre it belongs to, is defined by its characteristic and therefore requires special skills and abilities, which the translator must possess.

### **Theoretical framework**

Forensic linguistics deals with the problems of translation of forensic vocabulary. Currently, this term is understood as one of the areas of applied linguistics dealing with the analysis of oral and written speech in the context of court proceedings and forensics. The main object of study in forensic linguistics is the text, in which the subject is not only the communication process, but it also focuses on the study of language in the context of related phenomena [3].

The translation of a text with forensic vocabulary depends on the genre of the book. Frequently, works containing forensic vocabulary try not only to convey information to the reader, but also to grab the reader's attention. Such works are dominated by cognitive information: the vocabulary of general scientific description, terms, logical and consistent presentation of the facts. However, there is also aesthetic and emotional information (evaluation vocabulary, modal words, etc.). Determining the type of information in a text is important for a correct pre-translation analysis.

One of the main characteristics of a text containing forensic vocabulary is the plethora of terms. Most forensic texts consist of specialized vocabulary. Despite the fact that many words and phrases have a well-established translation, the translator often has to do an entire study to match the term in the target language. It is quite common for one English-language term to have a number of synonymous terms in the Russian language, and vice versa [4]. The similarity of syntactic constructions is typical for the forensic texts. A number of homogeneous members and homogeneous adjectives complicate the perception of such text by an ordinary person, which should be taken into account when translating.

### **Methods and Results**

This paper is based on an analysis of John Douglas and Mark Olshaker's novel "Mindhunter" [2]. Translation from English was made by G. Mikhailov [1]. This is a documentary non-fiction crime novel that tells the story of the origin of behavioral analysis and its implementation in the search for criminals. This book is not just a piece of literature for the lovers of the true crime genre, but also a necessary resource for people who deal with the criminal world by duty. In the process of translating this book, there are many linguistic problems, which have to be solved with the help of various translation transformations.

The use of translation transformations increases the level of equivalence of the translated text to the original, much more in comparison with the use of regular corresponding words [5].

One of the most commonly used transformations is the use of appropriate terminology in the target language. This text contains a large number of medical and forensic terms: *viral encephalitis, spinal taps, dilantin, disinterment, asphyxia*. Terminology is the functional dominant of this book. In the text with forensic vocabulary, as in this novel, the most frequent terms come from the medical field, which often have several equivalents in Russian. The context helps the translator to translate them correctly, avoiding loss of meaning. For example, the word *collapse*, which out of context means “crash, fall” is a medical term for a stroke in the context of a sentence.

The method of lexical addition also prevails in the translation of this book: *I was up in New York, speaking on criminal-personality profiling before an audience of about 350 members of the NYPD, the Transit Police, and the Nassau and Suffolk County, Long Island, Police Departments* (Russian translation: *Я выступал в Нью-Йорке с лекцией на тему профайлинга в криминалистике перед аудиторией из трехсот пятидесяти человек, среди которых были сотрудники местного полицейского управления, транспортной полиции, представители правоохранительных органов Нассау, Суффолка и Лонг-Айленда*). This sentence contains a syntactic rearrangement of the sentence structure in translation, in the course of which the translator introduced new elements into the sentence. The expression *speaking on* implies “giving a lecture or discourse on some subject”, and on this basis, the translator added the word «лекция» in the translation. In some cases, the method of lexical addition is necessary for accurate understanding of the text by readers. This method helps to indicate the differences in cultural and professional worldviews between the author of the text and the readers of the translated text.

Such transformation as descriptive translation helps the translator to convey the meaning of a wide variety of words without any equivalent in the target language. This translation transformation is used in order to convey the emotional component of the speech and to give a full description of the situation. For example, in the sentence: *She had been stabbed repeatedly in the chest, also apparently while kneeling* (Russian translation: *Ее несколько раз ударили ножом в грудь, и она, очевидно, тоже стояла на коленях*), the verb *to stab* has no specific Russian equivalent, but it means “to slash, to pierce someone with a knife or other sharp object”, which is why G. Mikhailov translates it using descriptive. The verb *to kneel* also has no Russian equivalent and is translated as “to be on one’s knees”.

The method of antonymic translation: *He was not a serial killer, who kills repeatedly with some emotional cycling or cooling-off period between his crimes*

(Russian translation: *Серийный убийца совершает преступления одно за другим, повинаясь эмоциональному циклу с определенными периодами затишья*). G. Mikhailov reconstructs this sentence, keeping the content of the original text unchanged. This translation transformation occurs due to the different ways of expressing one or another action that have been established in the languages.

### **Conclusion**

Thus, it is important to note that forensic linguistics is still at the stage of formation as a separate branch of science, but despite this, its demand is only growing at the moment. Translation of the text with forensic vocabulary also depends on the genre of the work. The analysis of G. Mikhailova's translation showed that the use of many translation transformations is necessary for a more comprehensive understanding of the meaning of the text by the reader. Various methods, such as lexical addition, help the translator to achieve equivalence, while respecting the norms of the translating language. The use of translation transformations allows the reader to better grasp the main idea of the book, and even to give the impression that it was originally created in the target language, which is the goal of the translator.

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**PECULIARITIES OF VIDEO GAMES LOCALIZATION  
(on the “Quantic Dreams” video games)**

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**Abstract:** The article discusses translation issues related to a video game localization. Based on the localized versions of the «Heavy Rain» and «Detroit: Become Human» video games, examples of poor translation solutions are given. The author also suggests own translation alternatives.

**Keywords:** localization; video games; translation issues; translation errors

**ОСОБЕННОСТИ ЛОКАЛИЗАЦИИ КОМПЬЮТЕРНЫХ ИГР  
(на примере игр компании «Quantic Dream»)**

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**Аннотация:** В статье рассматриваются проблемы перевода, связанные с локализацией видеоигр. На основе локализованных версий видеоигр «Heavy Rain» и «Detroit: Become Human» были приведены примеры неудачных переводческих решений и предложены свои варианты перевода.

**Ключевые слова:** локализация; видеоигры; переводческие проблемы; переводческие ошибки

**Introduction**

The video game development has recently emerged as one of the most profitable and promising segments of the entertainment industry. Video games have infiltrated all aspects of human life, going beyond mere entertainment. With increased interest in video games comes increased demand for professional localization. According to English Proficiency Index, Russia is one of the countries with a low level of language proficiency, which making video game localization a highly sought-after translation service. This is the reason for the study's relevance.

**Theoretical framework**

Localization is a comprehensive adaptation of a product that necessitates the use of multiple translation approaches. Localization also includes preparing a video game's software and hardware for sale in a new region or country [1].

When it comes to issues of video game localization, Pashutina A. emphasizes that one of the most significant issues is a mismatch in the volume of texts in different languages. She also identifies the following issues as some of the most common encountered during localization [2].

### 1. Date and time formats

Different countries have different formats for dates, numbers, currencies, decimal separators, and address writing.

### 2. Keyboard layouts

The use of characters @ # \$% & \* () []', because it is difficult to guess or predict where these characters will be located on the keyboard in another language.

### 3. Key Names

Key names can vary in different languages.

### 4. Translation

Most translations are complicated because the localizer simply does not know how to translate a specific word or phrase. A single word can have multiple translations. That is why, when translating, it is necessary to have localization kit from the developers.

Quite often, in order to expedite sales, the translation is completed in a short period of time, which has an impact on its quality. The following are the most common errors [3]:

#### 1. Semantic errors

Semantic errors are errors that result from a distorted translation of the original content as well as an unmotivated deviation from the original content.

#### 2. Language errors

Lexical, grammatical, stylistic, spelling, punctuation, and morphological errors are examples of language errors.

### **Methods and results**

Using the example of the localization of the video games «Heavy Rain» and «Detroit: Become Human», we will conduct translation errors analysis and instead present possible translation alternatives.

(1)– *Lunch time. I better not keep everyone waiting (ST).*

– *Пора обедать. Грэйс и дети меня давно ждут (TT).*

The hero of Heavy Rain, Ethan Mars, is about to go to lunch after playing with the children and utters the following line in the original «*Lunch time. I better not keep everyone waiting*», which is translated in the localization as «*Пора обедать. Грэйс и дети меня давно ждут*». But Ethan's wife and children have just sat down at the table, so the phrase sounds absurd. The phrase could be translated as, «*Пора обедать. Не стоит заставляя остальных ждать*».

(2)– *We hope that we will be able soon to announce capture of this dangerous lunatic. (ST)*

– *Мы надеемся вскоре сообщить вам подробные приметы этого преступника. (TT)*

During the news report, the announcer says «*We hope that we will be able soon to announce capture of this dangerous lunatic*». In the Russian version of the game

this phrase is translated as «Мы надеемся вскоре сообщить вам подробные приметы этого преступника». But the police already can give «detailed description» of this criminal (Ethan Mars), they want to catch him. The phrase can be translated as «Мы надеемся, что вскоре сможем объявить о поимке этого опасного психопата».

(3)– *Sean is done, if I've got the address wrong (ST).*

– *Шон погибнет, если я выберу неправильный адрес (ТТ).*

The original line «*Sean is done, if I've got the address wrong*» in the localization translated as «*Шон погибнет, если я выберу неправильный адрес*». But Ethan Mars has already chosen the address and arrived at it. The phrase can be translated as «*Шону конец, если я выбрал неправильный адрес*».

(4)– *What could a hard-boiled eccentric lieutenant choose? (ST)*

– *Что же мог выбрать старый матёрый полицейский? (ТТ)*

In the episode «Detroit: Become Human» the player must guess the password to Hank's computer, and the android detective Connor asks the following question «*What could a hard-boiled eccentric lieutenant choose?* », prompting the player to choose the password, since the android uses the word «eccentric». The translation loses the hint. In order to keep the hint, the phrase can be translated as «*Что же мог выбрать матёрый эксцентричный лейтенант?* ».

(5)– *Welcome home, Marcus (ST).*

– *Добро пожаловать, Маркус (ТТ).*

In another episode, at the end of the game, the android Marcus returns to his master Karl's house. The voice assistant utters the phrase «*Alarm deactivated. Welcome home, Marcus*». In the localization the phrase is perceived differently, as it sounds like «*Добро пожаловать, Маркус*» and does not convey that Marcus has finally returned to his home, which is filled with fond memories of Karl. This is where Marcus feels completely safe. The phrase can be translated as «*С возвращением домой, Маркус*».

### **Conclusion**

In this article, we discussed the issues associated with a video game localization and the types of errors that occur when translating a video game text. We found examples of poor translation solutions in the localized versions of «Heavy Rain» and «Detroit: Become Human». Own translation alternatives were suggested. Semantic errors were discovered to be the most common type of error. The majority of poorly adapted and translated dialogues and phrases are likely the result of technical errors and poorly prepared material for translation from the customer. After all, the more translators know about the game ahead of time, the better the translation.

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### **BESONDERHEITEN DER ÜBERSETZUNG VON FACHBEGRIFFEN AUS MEDIZINISCH-WISSENSCHAFTLICHEN TEXTEN DEUTSCHER INTERNET-PUBLIKATIONEN INS RUSSISCHE**

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Abstract: Die vorliegende Forschung ist der Übersetzung terminologischer Einheiten in medizinisch-wissenschaftlichen Internet-Publikationen gewidmet. Am Beispiel eines medizinischen Artikels werden die am häufigsten verwendeten Übersetzungsverfahren von Fachbegriffen und terminologischen Kombinationen betrachtet und identifiziert.

Schlüsselwörter: Terminus; medizinischer Diskurs; Internet-Publikationen; Übersetzungsverfahren

### **ОСОБЕННОСТИ ПЕРЕВОДА ТЕРМИНОВ ИЗ МЕДИЦИНСКИХ НАУЧНЫХ ТЕКСТОВ НЕМЕЦКИХ ИНТЕРНЕТ-ИЗДАНИЙ НА РУССКИЙ ЯЗЫК**

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Аннотация: Настоящая статья посвящена вопросам перевода терминологических единиц в научных медицинских текстах интернет-изданий. На примере медицинской статьи рассматриваются методы перевода терминов и терминологических сочетаний, а также выявляются наиболее частотные методы.

Ключевые слова: термин; медицинский дискурс; интернет-издание; приёмы перевода



## **Einführung**

Heutzutage ist der Bereich der Medizin für die Gesellschaft fast von zentraler Bedeutung. Jeden Tag werden Entdeckungen gemacht und Forschungsarbeiten durchgeführt, die für die Medizin und die Wissenschaft im Allgemeinen wichtig sind. Aufgrund der Globalisierung besteht die Notwendigkeit, Daten und Forschungsergebnisse auszutauschen. Dank der Digitalisierung vieler populärwissenschaftlicher und wissenschaftlicher Online-Publikationen können Wissenschaftler aus der ganzen Welt ihre Entdeckungen teilen. Angesichts der Besonderheiten des medizinischen Bereichs ist es jedoch nicht immer möglich, den Text in seiner Originalsprache zu verstehen. Bei der Übersetzung solcher Texte gibt es einige Besonderheiten, vor allem in terminologischer Hinsicht, die wir im Folgenden erörtern werden.

## **Theorie**

Als theoretische Grundlage haben wir Forschungsarbeit von I.S. Alekseeva bestimmt [2]. Um Besonderheiten des medizinischen Diskurses zu untersuchen, haben wir Forschungen von Zh.N. Makusheva und M.B. Kovaleva analysiert [5]. Die Besonderheiten der Übersetzung medizinischer terminologischer Einheiten aus dem Englischen ins Russische wurden am Beispiel eines wissenschaftlichen Artikels von D.V. Golovatschjova und I.V. Novitskaya untersucht [3].

Eines der Hauptprobleme bei der Übersetzung von wissenschaftlichen Texten ist die Übersetzung von Fachbegriffen. Laut der Definition bedeutet ein Fachbegriff „ein Wort oder eine Phrase, die ein Konzept eines speziellen Wissens- oder Tätigkeitsbereichs bezeichnet“ [1]. Das heißt, ein Begriff kann sich auf ein spezielles Vokabular beziehen, das selten vorkommt oder außerhalb seines Geltungsbereichs eine andere Bedeutung hat.

## **Methoden und Resultate**

Als Objekt der Analyse haben wir einen wissenschaftlichen Artikel aus der Internet-Zeitschrift „Medical Tribune“ ausgewählt, der sich mit dem Risiko der Metastasierung von nicht-kleinzelligem Lungenkrebs beschäftigt [4]. Dieser Text enthält eine Reihe von Fachbegriffen, von denen viele nur von Personen mit medizinischem Hintergrund verstanden werden.

Es sei erwähnt, dass das Ziel des wissenschaftlichen medizinischen Diskurses die qualifizierte medizinische Versorgung des Patienten ist [5, S. 109], was bedeutet, dass eine der Hauptaufgaben des Übersetzers darin besteht, präzise zu formulieren und Doppeldeutigkeiten zu vermeiden, um die Gesundheit und das Leben des Patienten nicht zu gefährden.

Nach der Analyse des Artikels und der Hervorhebung der wichtigsten Fachbegriffe haben wir diese nach ihrer thematischen Zugehörigkeit klassifiziert: Anatomie, Krankheit, Behandlung und allgemeine Begriffe, die nicht nur im medizinischen Bereich verwendet werden (siehe die Tabelle):

Tabelle

## Klassifikation von medizinischen Fachbegriffen nach den thematischen Bereichen

Thematische Untergruppe	Terminologische Einheit (DE)	Äquivalente von terminologischen Einheiten (RU)	Übersetzungsmethoden
Anatomie	Kompartiment	отдел	Äquivalenzbeziehungen
	Hilus	хилус	Transliteration
	Hilusstruktur	структура хилуса	Lehnübersetzung
	Hemithorax	гемиторакс	Transkription
	Lymphknoten	лимфоузел	Äquivalenzbeziehungen
Krankheit	nicht-kleinzelliges Bronchialkarzinom	немелкоклеточная бронхиальная карцинома	Äquivalenzbeziehungen
	mediastinale Lymphknoten-metastase	медиастинальный метастазлимфатического узла	Lehnübersetzung
	okkulte mediastinale Metastasierung	скрытое медиастинальное метастазирование	Lehnübersetzung
	Läsion	поражение	Äquivalenzbeziehungen
	N2-Metastasierung	метастазирование пары сторожевых лимфатических узлов	semantische Entwicklung
	Tumor	опухоль	Äquivalenzbeziehungen
	Filialisierung	метастаз	Äquivalenzbeziehungen
Behandlung	invasives mediastinales Staging	инвазивное медиастинальное стадирование	Äquivalenzbeziehungen + Explikation
Allgemeine Begriffe	Mittellinie	срединная линия	Äquivalenzbeziehungen
	konzentrische Linien	концентрические линии	Transliteration
	Prädiktor	прогнозирующий фактор	Explikation

Es ist erwähnenswert, dass viele terminologische Einheiten aus mehreren terminologischen Einheiten bestehen. Diese werden als terminologische Kombinationen bezeichnet [3, S. 32]. Bei der Übersetzung dieses Phänomens ist es notwendig, mehr als eine Übersetzungsmethode anzuwenden. Wie aus der obigen Tabelle hervorgeht, machen solche Termine die Hälfte der Gesamtzahl der Termine in einem Artikel aus.

Erwähnenswert ist auch die Abkürzung N2 in der terminologischen Kombination N2-Metastase. Dieser Fachbegriff enthält die Abkürzung aus dem

Internationalen System zur Klassifikation der Krebsausbreitung im Körper. TNM ist eine Abkürzung der Anfangsbuchstaben der Fachbegriffe, die das Stadium eines Neoplasmas bezeichnen, wobei

**T** für Tumor steht,

**N** für Nodus (Lymphknoten) steht,

**M** für Metastasierung steht [6].

Aufgrund der in der Tabelle angeführten Angaben kann man die Übersetzungsverfahren bestimmen, die häufig vorkommen. Darunter betragen Äquivalenzbeziehungen 50%, Lehnübersetzung 19%, Explikation и Transliteration 12,5%, Transkription und semantische Entwicklung 6%. Am häufigsten werden davon Äquivalenzbeziehungen и Lehnübersetzung verwendet, am mindesten kommen Transkription und semantische Entwicklung vor.

Die Äquivalenzbeziehungen sind in diesem Fall vorzuziehen, da der Übersetzer nur eine äquivalente Bedeutung zur Verfügung hat, die er bei der Übersetzung von der Ausgangssprache in die Empfängersprache verwendet [2, S. 156].

### **Zusammenfassung**

Auf der Grundlage der durchgeführten Analyse können wir sagen, dass die medizinische Übersetzung und insbesondere die Übersetzung medizinischer Fachbegriffe ein gewisses Maß an Vorbereitung und Aufmerksamkeit bei der Wahl einer Übersetzungsstrategie erfordert. Außerdem ist es wichtig, Grundkenntnisse in dem medizinischen Bereich zu haben, um die Fachbegriffe so genau wie möglich laut dem Zusammenhang zu übersetzen.

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УДК 81

**BESONDERHEITEN DER ÜBERSETZUNG VON DEUTSCHEN  
UND ENGLISCHEN LEXIKALISCHEN NEUBILDUNGEN  
(AM BEISPIEL VON MASSMEDIALEN TEXTEN VON ALFRED RITTER  
GmbH & Co. KG IM SOZIALEN NETZWERK META)**

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Abstract: Der Artikel beschäftigt sich mit den Besonderheiten der Übersetzung von deutschen und englischen lexikalischen Neubildungen am Beispiel von massmedialen Texten des Unternehmens Alfred Ritter GmbH & Co. KG im sozialen Netzwerk Meta. Der Artikel untersucht verschiedene Methoden der Übersetzung eines Gelegenheitswortschatzes und stellt mögliche Übersetzungsvarianten vor.

Schlüsselwörter: Neubildungen; Übersetzungsstrategie; Übersetzungswandel; Massenmedien

**ОСОБЕННОСТИ ПЕРЕВОДА НЕМЕЦКИХ И АНГЛИЙСКИХ  
ЛЕКСИЧЕСКИХ НОВООБРАЗОВАНИЙ  
(НА МАТЕРИАЛЕ МАССМЕДИЙНЫХ ТЕКСТОВ КОМПАНИИ  
ALFRED RITTER GmbH & Co. KG В СОЦСЕТИ МЕТА)**

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Аннотация: Статья посвящена исследованию особенностей перевода немецких и английских лексических новообразований на материале массмедийных текстов немецкой компании Alfred Ritter GmbH & Co. KG в социальной сети Meta. В статье рассматриваются различные приёмы перевода окказиональной лексики, анализируются и предлагаются варианты перевода.

Ключевые слова: окказионализмы; стратегия перевода; переводческие трансформации; массмедиа

## **Einführung**

Die Unternehmen streben danach, die Kundengewinnung zu steigern. Um dieses Ziel zu erreichen, fördern sie die Kundenkommunikation, die über die digitalen Massenmedien erfolgt. Dank dieser Art der Kommunikation erreichen die Unternehmen Kundenloyalität und motivieren ihre Kunden und Käufer zum Kauf eines Produkts/ einer Dienstleistung. Die erfolgreiche massenmediale Unternehmenskommunikation hilft den Unternehmen, das Image so positiv wie möglich zu gestalten, die öffentliche Meinung zu steuern und Informationen über ihre Produkte und Dienstleistungen zu verbreiten. Ein wichtiger Aspekt in der massenmedialen Unternehmenskommunikation ist die Wahl der Sprachmittel, die nicht nur den Werbetext abwechslungsreich gestalten können, sondern auch eine emotionale Reaktion auslösen und Kunden zum Kaufen bewegen kann. Deswegen ist die Verwendung von lexikalischen Neubildungen von großer Bedeutung, da sie in diesen Werbetexten häufiger vorkommen, was auch in einigen Fällen auf die Besonderheiten der Ressource zurückgeht und von diesen Besonderheiten abhängig ist. Es sei zu erwähnen, dass die Unternehmen, die neue Kunden auch im Ausland gewinnen wollen, streben danach, die Werbetexte in mehreren Sprachen zu schreiben. Heutzutage ist somit die Forschung der Besonderheiten der Übersetzung von lexikalischen Neubildungen besonders relevant.

## **Theorie**

Lexikalische Neubildungen sind in verschiedenen massenmedialen Texten oft zu finden, und nur durch den Kontext kann der Übersetzer die Bedeutung und den Sinn einer bestimmten lexikalischen Einheit sowie die Übersetzungsstrategie bestimmen. Darüber hinaus steht die Übersetzung eines Gelegenheitsausdrucks in unmittelbarem Zusammenhang mit dem Problem, die stilistischen Besonderheiten des Originaltextes zu bewahren. In der Regel wird ein Gelegenheitsausdruck bewusst verwendet, um ein ungewöhnliches Bild zu schaffen, das für den Rezipienten einprägsam und unvergesslich sein soll [4]. Werbetexte sind für eine konkrete Zielgruppe zu bestimmen. Daher kommen in den Werbetexten solche sprachlichen Einheiten ziemlich oft vor, die die Aufmerksamkeit des potenziellen Käufers auf sich ziehen und ihn zum Kauf des Produkts motivieren, unabhängig davon, in welcher Sprache diese Werbetexte geschrieben wurden.

Um lexikalische Gelegenheitsformen richtig zu übersetzen, muss der Übersetzer bestimmte Übersetzungsstrategien und -techniken wählen. Es gibt eine große Anzahl von Möglichkeiten: Lehnübersetzung, Verallgemeinerung, Ausgleich, Auslassung usw.

Es sei zu erwähnen, dass die Übersetzung von lexikalischen Neubildungen Kreativität und unkonventionelles Denken erfordert. Bei der Übersetzung ist die optimale Wahl von Übersetzungsstrategien zu bestimmen, man soll sich dabei auf die Richtigkeit der Übersetzung, die Vermittlung der kommunikativen Funktion

des Quelltextes und seine ästhetische Wirkung auf den Informationsempfänger einstellen. Die Übersetzung der deutschen und englischen lexikalischen Neubildungen hängt in hohem Maße vom Grad der Nähe der Wortbildungssysteme von Ausgangs- und Zielsprache ab [1].

### **Methoden und Resultate**

Deutsch und Englisch gehören zur gleichen Sprachgruppe der germanischen Sprachen. Die Untersuchung hat gezeigt, dass der häufigste Wortbildungstyp in beiden Sprachen die Komposition ist. Die strukturelle Nähe des Deutschen und des Englischen als Folge der Angehörigkeit zur gleichen Sprachgruppe erlaubt es, die Wortbildungsmerkmale einer Gelegenheitseinheit in der Regel in der Übersetzung beizubehalten [1].

Im Folgenden werden Beispiele für lexikalische Neubildungen in massenmedialen Texten angeführt, die im Rahmen der vorliegenden Forschung analysiert wurden:

1) *Hey Schokofans! [2] / Привет, любители шоколада!*

Das Wort *Schokofans* kann mit zwei Varianten übersetzt werden: Verallgemeinerung (Leckermäulchen, сладкоежки) und Lehnübersetzung. Wenn der Übersetzer eine dieser Methoden wählt, muss er beachten, dass neue Wörter als ein Zeichen für den individuellen Stil der Unternehmenskommunikation gelten, der größtenteils den Erfolg eines Medientextes bestimmt. Alfred Ritter GmbH & Co. KG macht seinen eigenen Stil aus der Schokolade und deren Symbolik. Fast jeder Werbetext enthält mindesten ein Substantiv, öfter mehrere Substantive mit dem Morphem *-schoko*. Wenn der Übersetzer nicht die beste Übersetzungsmöglichkeit für einen bestimmten Kontext findet, kann es sein, dass der kodierte Gedanke von den Kunden nicht gut oder gar nicht verstanden wird. Damit die Kommunikation erfolgreich ist, muss die Nachricht richtig kodiert werden, damit der Quellcode (Social-Media-Text) mit dem Empfänger (Kunden) übereinstimmen kann. Die richtige Übersetzung, die den individuellen Unternehmensstil des Textes der Originalsprache aufbewahrt, ist sehr wichtig.

2) *Today's chococlock forecast: honey with a chance of rain! [3] / Сладкий прогноз на сегодня: медово, возможен дождь.*

Das Wort *chococlock* wird aus den beiden Substantiven *choco* (wird kurz für Schokolade gebraucht) und *clock* gebildet. *Clock* ist ein Adjektiv und charakterisiert das Substantiv (*forecast*). In diesem Satz wurde der Ausgleich verwendet, um eine korrekte Übersetzung zu erreichen. Mit Hilfe vom Ausgleich wurde die Neubildung in den zweiten Teil des Satzes verlagert, was eine adäquate Übersetzung ermöglichte.

3) *Das ganze Rezept zu unserem super **schokoladigen** Porridge findet ihr auf unserem Blog. [2] / Полный рецепт шоколадной овсянки можно прочитать на нашем сайте.*

Mit dem Suffix gebildetes Wort *schokoladig* kann mit Hilfe von Lehnübersetzung übersetzt werden. In diesem Kontext ist *schokoladig* ein Adjektiv und dient dazu, den individuellen Unternehmensstil zu unterstreichen.

4) *Wishing everyone a tremendous Christmas from everyone at Ritter Sport! / Ritter Sport поздравляет всех с Рождеством!* [3]

Das Unternehmen wünscht seinen Kunden und Blog-Lesern ein frohes Weihnachtsfest. Um die Gefühle zu verstärken und Emotionen hervorzurufen und auch zu zeigen, wie sehr das Unternehmen seine Kunden schätzt, wird die Neubildung *tremendous* verwendet. Bei der Übersetzung dieses Wortes ins Russische gibt es verschiedene Möglichkeiten. Die Auslassung ist gar nicht die einzige Übersetzungsmöglichkeit.

### **Zusammenfassung**

Zusammenfassend lässt sich sagen, dass die Übersetzung von lexikalischen Neubildungen in Texten der Unternehmensmedien für den Übersetzer keine leichte Aufgabe ist, weil sie stark kontext- und situationsbezogen sind. Es wurden Gemeinsamkeiten in der Wortbildung von englischen und deutschen Neubildungen gefunden und ihre Übersetzungstechniken ermittelt. Anhand der im Rahmen der Forschung analysierten Beispiele wurde festgestellt, welche Rolle der Kontext bei der Übersetzung spielt, welche Übersetzungsmethode am besten geeignet ist, da der Kontext für eine angemessene Übersetzung von lexikalischen Neubildungen sehr wichtig ist.

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**PECULIARITIES OF LANGUAGE GAME TRANSMISSION  
FROM ENGLISH TO RUSSIAN  
(on the video game “Undertale”)**

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**Abstract:** The article describes the peculiarities and techniques of language game translation. It analyses terminology and explores translation by means of comparative analysis. The author lists the functions of wordplay and reviews the difficulties of its translation.

**Keywords:** language game; wordplay; functions of language game; translation techniques

**ОСОБЕННОСТИ ПЕРЕДАЧИ ЯЗЫКОВОЙ ИГРЫ  
С АНГЛИЙСКОГО НА РУССКИЙ ЯЗЫК  
(на материале видеоигры «Undertale»)**

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**Аннотация:** В статье описываются особенности и приемы перевода языковой игры. Анализируется терминология, исследуется перевод с помощью сопоставительного анализа. Автор перечисляет функции игры слов и рассматривает трудности при ее переводе.

**Ключевые слова:** языковая игра; игра слов; функции языковой игры; переводческие приемы

**Introduction**

Humour is an instrument used to reveal an author's narrative intent, and it is embodied through numerous linguistic techniques. A language game is one of these techniques. The difficulty in translating a language game lies in confronting the translator with a number of challenges, such as preserving the meaning of a language game, conveying the author's intention and using the possibilities of the target language to maintain the intended effect, which require a comprehensive approach.

The relevance of the research is determined by the importance of the humour component in modern works, as well as by the difficulties faced by the translator who is translating a language game. The object of the research is a language game. The article examines the strategies and difficulties of translating wordplay, analyzes the source text and the target text in a comparison.



### **Theoretical framework**

Ludwig Wittgenstein first introduced the concept of “language games” as a system of rules necessary for communication. In Wittgenstein’s interpretation, games in languages are constant, speech activity consists of them [1].

Currently, the term has no uniform interpretation or definition. D. Delabastita, for example, compares the concepts of pun and a language game as synonymous [4], while D. Chiaro and M. Giorgadze classify puns only in the subclass of a language game.

In this research we shall rely on the definition proposed by V.Z. Sannikov, who defines language games as deliberate language inaccuracies, where a listener or a reader must understand the intentionality of the inaccuracy in order to recognize the idea behind it [3].

In the linguistic sense, the term “language game” is sometimes duplicated by the term “wordplay”.

The main functions of a language game are considered to be language-making and comic, but they are not the only ones. V.Z. Sannikov and E.A. Zemskaya, in their papers, additionally describe the semantic function, masking, representational, etc.

At present, there is no specific classification of translation methods for a language game. The methods appropriate to a particular case will be chosen depending on the function of a language game, its form and definition. We distinguish several basic techniques used in translating language game: calque, compensation, adaptation and equivalence, and omission of a language game [2].

### **Methods and results**

To illustrate the functions of a language game and its translation techniques, we refer to the video game «Undertale» and its translation by the ZoG Forum Team. «Undertale» is a role-playing game in which the player controls a child trapped in a monster dungeon. The game focuses on communication and interaction with the game characters. Developer Toby Fox, being a fan of 'memes' culture, purposely uses names and structures dialogues using wordplay.

*(1)Undyne (ST) – Андайн (TT)*

Undyne is the name of a game character with the appearance of an anthropomorphic fish. This example illustrates the semantic function of a language game. The name is related to the water nymphs in Greek mythology, Undines, which references players to the character's appearance, her species identity. The name Undyne is derived from «undying», immortal, which is confirmed in the game when the player is unable to kill the heroine with zero health. In this case, the translators used a transcription, which makes wordplay for the perceiver lose its meaning.

*(2)– Sans!! You are not helping!! You lazybones!! (ST)*

– Санс!! Ты не помогаешь!! Ты лентяй!! (ТТ)

In the given example the lines come from the dialogue between the two brothers, Sans and Papyrus. In the game the characters look like skeletons, the developer uses their appearance for puns involving skeletons and bones. In this case, the pun has both a comic and a pictorial function. *Lazybones* does not only characterize Sans as a lazy person, but the reader can also disarticulate the word as *lazy bones*, where *bones* highlights that the character is a skeleton once again. The translator kept the literal translation, thereby losing the language game but retaining the meaning of the translated text. We shall look at wordplay related to the same theme in the example below.

(3)– *I've gotten a ton of work today. A skele-ton. (ST)*

– *Я выполнил тонну работы сегодня. Скеле-тонну. (ТТ)*

The language game has a comic function, as emphasised in the video game's storyline. The word *ton* in the text dialogue box is highlighted in yellow and the appearance of the line is accompanied by a character turning towards the player (breaking the “fourth wall”) and a sound effect. The source text emphasises that the word *ton* is there as part of the word *skeleton*. To retain the meaning and comic effect of the language game, the translators took a part from the root of the word *skeleton* in Russian and attached the word *ton* to it.

(4)– *If you're a smell...Identify yoursselfs! (ST)*

– *Если ты запах... – ...запахнись! (ТТ)*

The language game in this case conveys, imitates the peculiarity of the behaviour of dogs, which are constantly sniffing. The translators used the equivalence combining the two words *smell* and *show*, thereby saving wordplay but not preserving its pictorial function.

(5)– *Why did the skeleton want a friend? Because she was feeling BONELY... (ST)*

– *Почему скелету нужен друг? Потому что он чувствует одиноКОСТЬ. (ТТ)*

In this example the translation technique of equivalence is used. *Bonely* is a fusion of the words *bone* и *lonely*. The fusion of the words is retained in the translation. The adverb in the source text is replaced by a noun that has the same meaning in the context. The translators have adapted wordplay using the linguistic means of the Russian language.

### Conclusion

The translator, when implementing wordplay in a video game, has to take into account the visuals, sounds and colour markings used in the text of the characters' lines. In order to correctly capture the meaning of a language game, it is necessary to rely on the appearance of the characters and the component of all the storylines presented in the video game. These factors do not allow a language game to be

omitted, for its realisation the translator takes into account its functions and develops an individual translation strategy. The functionality of a language game and the list of translation techniques applicable to it demonstrate the potential for further research on the subject.

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### **К ВОПРОСУ ОБ ОЦЕНКЕ КАЧЕСТВА МАШИННОГО ПЕРЕВОДА ТЕКСТОВ МЕДИЙНОГО ДИСКУРСА С ПОМОЩЬЮ ОНЛАЙН- СЕРВИСА «ЯНДЕКС ПЕРЕВОДЧИК»**

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Аннотация: В данной статье проводится анализ перевода текста медийного дискурса с китайского языка на русский, выполненного онлайн-программой Яндекс-Переводчик. На основе сравнительного анализа текстов машинного и ручного перевода выделяются несоответствия исходного текста и текста перевода и определяются типичные ошибки машинного перевода.

Ключевые слова: оценка качества перевода; машинный перевод; текст медийного дискурса; китайский язык

### **ON THE ISSUE OF ASSESSING THE QUALITY OF MACHINE TRANSLATION OF MEDIA DISCOURSE TEXTS USING THE YANDEX TRANSLATOR ONLINE SERVICE**

**Abstract:** this article analyzes the translation of the text of media discourse from Chinese into Russian, performed by the online program Yandex-Translator. Based on a comparative analysis of machine and manual translation texts, inconsistencies between the source text and the translation text are identified and typical machine translation errors are determined.

**Keywords:** translation quality evaluation; machine translation; text of the media discourse; Chinese

### **Введение**

С активным развитием современных информационно-коммуникационных технологий и Интернета значительно изменилась работа практикующих переводчиков, сделав ее более удобной и эффективной. Однако качество машинного перевода по-прежнему недотягивает до перевода, выполненного профессиональным переводчиком. Цель исследования – определение качества машинного перевода текстов публицистического стиля с китайского языка на русский. В ходе исследования используются методы контрастивного анализа исходного текста и текстов машинного и ручного перевода.

### **Обзор литературы**

Для того, чтобы оценить качество перевода, существует множество критериев оценки, благодаря которым можно максимально реалистично оценить качество перевода. В конце XIX в. известный китайский мыслитель, переводчик и педагог Янь Фу (1854–1921) выдвигает три принципа перевода: 信 / верность (достоверность), 达 / понятность (выразительность) и 雅 / изящность (чувство языка). Данные принципы становятся основополагающим требованием к переводу в Поднебесной [1, с. 6]. По мнению В.В. Сдобникова, выделяются следующие критерии оценки перевода: 1) эквивалентность оригиналу; 2) уровень языковой оформленности текста; 3) достижение цели, которая была поставлена перед выполнением перевода [2, с. 46]. Наиболее важным показателем при переводе текста считается достижение прагматических целей.

### **Методология и результаты**

Чтобы проанализировать отличие перевода публицистического текста, выполненного человеком от машинного, мы представим фрагменты машинного перевода статьи публицистического жанра «中华人民共和国和白俄罗斯共和国关于新时代进一步发展两国全天候全面战略伙伴关系的联合声明» [3], выполненного с помощью сервиса Яндекс-Переводчик, а так же приведем примеры собственного перевода. Мы будем анализировать

полученные переводы со следующих позиций: 1) лексика и сочетаемость слов; 2) грамматика; 3) синтаксис; 4) стилистическое соответствие.

Таблица 1

Фрагмент 1

Оригинал	2023 年 3 月 1 日上午, 国务院总理李克强在人民大会堂会见来华进行国事访问的白俄罗斯总统卢卡申科。
Перевод, выполненный человеком (1)	В первой половине дня 1 марта 2023 года премьер Госсовета КНР Ли Кэцян сегодня в Доме народных собраний провел встречу с находящимся с визитом в Китае президентом Беларуси Александром Лукашенко.
Яндекс-Переводчик (2)	Утром 1 марта 2023 года премьер Государственного совета Ли Кэцян встретился в Большом Народном зале с президентом Беларуси Александром Лукашенко, который находился в Китае с государственным визитом.

Проанализируем основные лексические несоответствия в тексте машинного перевода (2).

3. **Ошибочное употребление слова.** Буквальный перевод 上午 / в первой половине дня, вариант (2) – утром, что по-китайски соответствует слову 早晨. 人民大会堂 / Дом народных собраний, вариант (2) – Большой Народный зал.

4. **Смысловая неточность.** В оригинальном тексте 国务院总理 указывает на лидера китайского правительства, вариант (2) – премьер Государственного совета, считаем целесообразным уточнить, что Ли Кэцян является премьером Госсовета КНР.

Таблица 2

Фрагмент 2

Оригинал	王毅、何立峰等参加上述活动。
1	На мероприятии присутствовали Ван И и Хэ Лифэн и др.
2	Ван И, Хэ Лифэн и др. участвовали в вышеуказанных мероприятиях.

Основные несоответствия в машинном переводе связаны с грамматическим уровнем.

**Порядок слов.** Русский и китайский языки, относящиеся к разным типам грамматического выражения значений, имеют определенные закономерности в использовании порядка слов.

*Порядок слов в китайском языке:* подлежащее + обстоятельство времени + обстоятельство места + сказуемое.

*Порядок слов в русском языке:* обстоятельство времени + обстоятельство места + сказуемое + подлежащее.

В машинном переводе сохраняется порядок слов, принятый в китайском языке, при этом подлежащее ставится первым, а сказуемое – вторым. Таким образом, Яндекс Переводчик не изменил порядок слов, чтобы соответствовать русскому формату.

Таблица 3

Фрагмент 3

Оригинал	卢卡申科再次热烈祝贺中共二十大胜利召开，表示习近平主席深受中国人民拥戴，在世界享有崇高威信，我深表钦佩。
1	А. Лукашенко еще раз тепло поздравил с успешным проведением XX Съезда КПК. Он восхищен тем, что Председатель Си Цзиньпин пользуется величайшим доверием китайского народа и высоким авторитетом во всем мире.
2	Лукашенко еще раз тепло поздравил Коммунистическую партию Китая с 20-й Великой победой, заявив, что председатель Си Цзиньпин пользуется глубокой поддержкой китайского народа и высоким авторитетом в мире.

В данном фрагменте обнаружены следующие типичные несоответствия машинного перевода с китайского языка на русский исходного текста тексту перевода:

1. **Лексические несоответствия:** 1) ошибочное употребление общественно-политической терминологии. *中共二十大胜利召开 / успешное проведение XX Съезда КПК*, вариант 2 – «с 20-й Великой победой»: 2) *употребление имен собственных. 卢卡申科* / (букв.) *Лукашенко*, однако в российском медийном дискурсе не принято использовать только фамилии при указании различных политических, общественных и др. деятелей.

2. **Пропуски.** В машинной версии мы не находим перевод словосочетания *深表钦佩 / выражать глубокое восхищение*.

На основе контрастивного анализа исходного текста и текстов переводов (1 и 2) обнаружено, что одной из основных и типичных ошибок, возникающих при использовании машинного перевода с помощью онлайн-сервиса Яндекс-Переводчик являются ошибки в определении семантики и лексической сочетаемости переводимой единицы.

### Выводы

Проведенный анализ позволяет сделать следующие выводы: 1) в настоящее время результаты машинного перевода почти всегда требуют этапа постредактирования, постредактирование является важной составляющей переводческого процесса; 2) машинный перевод текстов медийного дискурса с китайского языка на русский имеет минимальное количество грамматических ошибок, смысл текста сохранен и в целом понятен читателю;

3) ключевой проблемой при переводе с китайского языка на русский является отсутствие грамматических трансформаций в соответствии с нормами переводящего языка и перевод общественно-политической лексики, отражающей особенности теории и практики социализма с китайской спецификой в новую эпоху.

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### **АНАЛИЗ ОШИБОК МАШИННОГО ПЕРЕВОДА И СТРАТЕГИИ ПОСТРЕДАКТИРОВАНИЯ (РУССКИЙ И КИТАЙСКИЙ ЯЗЫКИ)**

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Аннотация: В статье анализируются виды ошибок при машинном переводе, которые приводят к неизбежности постредактирования, особое внимание уделяется лексическому, синтаксическому и текстовому уровню, делается вывод о том, что постредактирование требует использования различных приемов трансформации.

Ключевые слова: неправильный перевод; машинный перевод; постредактирование; приемы перевода; китайский язык

### **ANALYSIS OF MACHINE TRANSLATION MISTRANSLATION AND POST-TRANSLATION EDITING STRATEGIES (RUSSIAN TO CHINESE)**

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Abstract: The article analyzes the types of mistranslations in machine translation, which leads to the inevitability of post-translation editing. At the same time, the analysis was carried out from the lexical, grammatical and discourse levels, and it was concluded that post-translation editing requires the use of translation methods and techniques such as conversion and extension.

Keywords: mistranslation; post-translation editing; translation method skills; Chinese

## **Введение**

Растущий спрос на человеческий (ручной) перевод приводит к появлению машинного перевода, который значительно повышает его эффективность. Однако до настоящего времени использование машинного перевода сталкивается с непреодолимой проблемой: обработка естественного языка все еще находится в зачаточном состоянии, не хватает глубокого понимания смысла высказываний, а также эмоциональной составляющей исходного текста. Практика показывает, что лучшей моделью для работы переводчика является машинный перевод + постредактирование, а правильное использование стратегии постредактирования может повысить точность перевода и передать «гуманитарное ядро».

## **Обзор литературы**

Перевод – это мыслительная и межъязыковая деятельность, при которой человек или машина передает средствами одного языка культурную информацию, которая уже выражена средствами другого языка, и насколько возможно добивается подобия двух текстов [1, с.2]. Хуан Чжунлянь предлагает теорию «полного перевода». В настоящее время стратегия полного перевода является относительно системной и широко используемой переводческой методологией в области перевода в Китае. Полный перевод делится на семь основных стратегий «параллель, введение, опущение, трансформация, замена, разделение и сочетание», которые, в свою очередь, составляют семь соответствующих методов полного перевода.

Поскольку системы русского и китайского языков различны, причем в русском языке основное внимание уделяется форме, а в китайском – смыслу, поэтому при двустороннем переводе регулярно используется ряд переводческих приемов, включая семантические трансформации, замену частей речи, введение/опущение слов и т.д.

## **Методология и результаты**

В данной статье приведены по два примера с каждого из трех уровней — лексики, синтаксиса и текста — для анализа ошибок машинного перевода, демонстрации переводов после постредактирования и указания на переводческие приемы перевода, использованные в переводе после постредактирования (все примеры взяты из художественной литературы).

1. Лексический уровень соответствий исходного текста и текста перевода



1. 1. Со временем появляются новые русские [2, с. 155].

*Машинный перевод (Yandex):* 随着时间的推移, 新的俄罗斯人出现了。

*Машинный перевод (Deepl):* 随着时间的推移, 新的俄罗斯人出现了。

*Перевод после правки:* 随着时间的推移, 逐渐产生了俄罗斯新贵。

Слово «новый» по отношению к русским неправильно представлено в машинном переводе, поскольку машинный перевод обычно использует дословный перевод. При постредактировании используется прием замены частей речи, преобразуя прилагательное в существительное.

1.2. ...для одинокого человека в дороге это револьвер инструмент опасный — он характер жизни выдаст [2, с. 169].

*Машинный перевод (Yandex):* .....对于一个孤独的人在路上, 这把左轮手枪是一个危险的工具——它会放弃生命的性格。

*Машинный перевод (Deepl):* ...对于一个在路上的孤独的人来说, 这把左轮手枪是一个危险的工具——它会泄露生命的特征。

*Перевод после правки:* .....一个单身的人在路上走的时候, 手枪是个危险的东西, 可以暴露人的身份。

Дословный перевод в данном случае нецелесообразен, поэтому мы не можем понимать значение выражения «характер жизни выдаст». При постредактировании используются приемы расширения и трансформации, благодаря чему смысл оригинала на языке перевода выражается четко и правильно.

2. Синтаксический уровень соответствий исходного текста и текста перевода

2.1. Пушкин переведен на многие языки мира [2, с. 158].

*Машинный перевод (Yandex):* 普希金已被翻译成世界上许多语言。

*Машинный перевод (Deepl):* 普希金已被翻译成多种语言。

*Перевод после правки:* 普希金的作品已经译成了世界上许多种文字。

В машинном переводе отсутствует предметное понимание смысла высказывания, поэтому возникает неправильный перевод. В нашем переводе использован переводческий прием конкретизации, тем самым изменяется субъект высказывания.

2.2. А ездить верхом Андрей и любил, и умел. Он вообще не любит чего-нибудь не уметь.

*Машинный перевод (Yandex):* 安德烈喜欢并知道如何骑。他不喜欢什么都不能做。

*Машинный перевод (Deepl):* 而安德鲁喜欢骑马, 也知道如何骑。他不喜欢完全不能做任何事情。

*Перевод после правки:* 安德烈喜欢骑马, 也擅长骑术。他喜欢事事在行。

Метод дословного перевода, используемый машинным переводом, не позволяет получить перевод, соответствующий китайским выражениям в форме двойного отрицания. В постредактировании для перевода двойного отрицания в утвердительную форму используется прием антонимического перевода.

3. Уровень соответствий на уровне текста

3.1. *Я люблю дорогу за то новое, что узнаешь, пока едешь [2, с. 2].*

*Машинный перевод (Yandex): 我喜欢这条路, 因为你在开车时学到的新东西。*

*Машинный перевод (Deepl): 我喜欢公路, 因为你在路上学到的新东西。*

*Перевод после правки: 我喜欢旅行, 因为在旅途中能长见识。*

Машинные переводы непонятны, потому что они вырваны из контекста и лишены эмоциональной составляющей художественного текста. Сопоставив контекст при постредактировании, легко понять, что исходное значение слова «дорога» – это «путешествие».

3.2. *И дольше века длится день, и не кончается объятье.*

*Машинный перевод (Yandex): 这一天持续了一个多世纪, 拥抱并没有结束。*

*Машинный перевод (Deepl): 而这一天持续的时间超过了一个世纪, 而拥抱并没有结束。*

*Перевод после правки: 一天比世纪更久, 拥抱比永远更长。*

Машинный перевод не передает эмоции и не может перевести «гуманитарное ядро» литературного произведения. В данном стихотворении после постредактирования явно выражается поэтическая риторика, что позволяет читателю почувствовать бесконечное стремление поэта к любви и жизни.

Проанализировав эти примеры, мы можем сделать вывод, что точность машинного перевода необходимо повышать с учетом объективных и технических условий, а постредактирование может использовать приемы перевода, чтобы лучше передать смысл оригинального текста на основе машинного перевода.

### **Выводы**

В данной работе обобщены проблемы неправильного перевода, которые часто возникают при машинном переводе в лексике, синтаксисе и тексте. А также указаны переводческие приемы, которые часто используются после перевода в ответ на неправильный перевод. На данном этапе развития человеческий перевод трудно полностью заменить машинным переводом. Машинный перевод может помочь переводчику получить предварительную информацию, а постредактирование может улучшить общее качество перевода. Модель для работы машинного перевода + постредактирования

повышает эффективность и качество перевода и экономит человеческие затраты, при этом оба варианта дополняют друг друга.

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## **РАСПРОСТРАНЕНИЕ ГОЛОСА КИТАЯ — СОХРАНЕНИЕ ТРАДИЦИЙ И РАЗВИТИЕ ИННОВАЦИЙ ПРИ ПЕРЕВОДЕ КИТАЙСКОЙ ОСНОВНОЙ ТЕРМИНОЛОГИИ**

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Аннотация: В докладе на XX Всекитайском съезде КПК выдвигается задача "Усиление мощи и влияния китайской цивилизации". Перевод ключевых терминов, присущих китайской культуре, играет незаменимую и решающую роль в продвижении китайской культуры в мир, и усилении влияния китайской цивилизации.

Ключевые слова: 20-й Всекитайский съезд КПК; основные термины; инновации в переводе; китайская цивилизация

## **SPREADING THE CHINESE VOICE — PRESERVING TRADITION AND PROMOTING INNOVATION IN THE TRANSLATION OF CHINESE BASIC TERMINOLOGY**

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Abstract: The report to the 20th CPC National Congress puts forward the task of "Strengthening the Power and Influence of Chinese Civilization". The translation of key terms inherent to Chinese culture, plays an indispensable and decisive role in promoting Chinese culture to the world, also enhancing the influence of Chinese civilization.

Keywords: 20th CPC National Congress; key terms; innovations in translation; Chinese civilisation

## **Введение**

20-й Всекитайский съезд Коммунистической партии Китая — это знаковый съезд, созванный в решающий момент, когда вся партия и все этнические группы вступают на новый путь построения современной социалистической страны и продвигаются к осуществлению намеченной к столетию КНР цели. В докладе 20-го съезда партии отмечается, что необходимо усилить мощь и влияние китайской цивилизации для распространения, придерживаться китайской культурной позиции, рассказывать китайскую историю и распространять китайский голос, представлять достоверный, прекрасный и уважаемый образ Китая и продвигать лучшую китайскую культуру в мир.

Китайские основные термины — это суть китайской культуры, это понятия и основные слова, созданные или сконструированные китайской нацией, которые сгущают и концентрируют китайские идеи об управлении, экономическом развитии, социальном прогрессе человека, а также китайские философские идеи, гуманистический дух, образ мышления и ценности, и закрепляются в виде слов или фраз. Китайские основные термины являются концентрированными выражениями китайского мышления в области управления и флюгером для развития изменений в китайской политике, играя как коммуникативную, так и политическую роль во внешних обменах и сотрудничестве.

## **Обзор литературы**

Основные термины Китая отражают инновационное развитие китайского мышления в области управления. Китайская основная терминология охватывает не только традиционные китайские культурные термины, но и современные китайские политические, экономические и культурные термины, и является концентрированным выражением китайского мышления в области управления. Китайская основная терминология отражает творческое преобразование превосходной традиционной культуры Китая.

При переводе терминологии недостаточно учитывать только метод перевода или саму терминологию. Необходимо также учитывать более глубокие культурные причины перевода терминологии, а также требования организаций по стандартизации к терминологической работе и т.д. Что касается ключа к переводу основной терминологии, важно сначала развить

глубокое культурное понимание культуры исходного языка, затем прояснить культурные ценности в исходном языке, прежде чем использовать соответствующие средства перевода для воспроизведения этих ценностей на иностранном языке. Только таким образом переводческие исследования не будут поверхностными, поверхностными и интуитивными. Многоязычная платформа "Ключевые слова Китая" публикует авторитетные толкования и разъяснения основной лексики по ряду тем, многоязычно и мультимедийно интерпретируя и разъясняя международному сообществу основной дискурс философии развития современного Китая, пути развития, внутренней и внешней политики, идеологии и культуры.

### **Методология и результаты**

Сохранение традиционных основных китайских терминов особенно заметно в отчётах о работе партии и правительства. Переводы документов партии и правительства играют важную идеологическую роль, и эффективные переводы должны правильно отражать коннотацию терминологии и помогать целевой языковой аудитории понять дипломатическую философию и позицию Китая. В течение длительного времени перевод политических документов на этнические языки в Китае формировал относительно фиксированную текстовую систему и стиль изложения. Как переводчики, мы должны строго наследовать линию переводов политической литературы на этнические языки и сохранять преемственность перевода в целом и стабильность стиля изложения.

В докладах последующих съездов партии будет обобщен опыт прошлой работы и намечен план будущего развития, и, естественно, будет прослеживаться историческая преемственность в мыслях и содержании, в частности, в продолжении и развитии важных идей и взглядов, основных утверждений и инициатив, а также в некоторых основных концепциях и важных выражениях, например: высоко неся великое знамя социализма с китайской спецификой, идея о социализме с китайской спецификой новой эпохи, всестороннее строительство модернизированного социалистического государства, великое возрождение китайской нации. Это подтверждает, что тематика партийно-политических документов соответствует общей политике и стратегическому мышлению партии.

Кроме того, метафора «ствол винтовки» для армии также является традиционным выражением в политической литературе нашей партии, восходящим к знаменитому утверждению Мао Цзэдуна о том, что «Политическая власть исходит из ствола винтовки», и «Некоторые наши товарищи в армии видят победу только как результат дула ружья, что неполноценно» в Избранных сочинениях Дэн Сяопина, том 1, и В первом томе «Си Цзиньпин о государственном управлении»: «Мы должны настаивать

на проверке и политическом использовании кадров, чтобы ствол ружья всегда был в руках надежных людей, преданных КПК». При ознакомлении с русским вариантом соответствующей литературы видно, что термин «ствол винтовки» в прошлом переводился напрямую. Таким образом, фраза «ствол винтовки», означающая «всесторонне укреплять здание партии в Народной армии и следить за тем, чтобы ствол ружья всегда находился под командованием КПК») сохраняет образный характер метафоры, при этом сохраняется преемственность и последовательность перевода термина.

В этом случае соответствующие переводы должны быть максимально согласованными, избегая серьезных различий, что также является принципом, которого следует придерживаться при переводе партийно-политических документов, который называется «сохранение традиционных».

Поскольку современное общество быстро меняется, основная терминология также приобретает новые оттенки. Поэтому при переводе новых выражений и терминов важно убедиться, что «инновация» основана на доказательствах и что «инновация» строго придерживается традиционных. Все «инновации» должны осуществляться на основе «сохранение традиционных», а также удачного сочетания инноваций и наследия.

Идея «Китайской модернизации», которая впервые была представлена Си Цзиньпином 1 июля 2021 года на конференции, посвящённой столетию со дня основания Коммунистической партии Китая, сегодня очень актуальна, поскольку она представляет новый путь модернизации с уникальными китайской спецификой. Сначала термин использовался как «модернизация с китайской спецификой», но позже, на 20-м Всекитайском съезде, было уточнено, что это социалистическая модернизация под руководством КПК, которая объединяет общие черты модернизации всех стран и уникальные особенности, основанные на китайских национальных условиях. Китайская модернизация имеет огромный масштаб населения и направлена на достижение общего благосостояния народа. Она ставит акцент на согласование материальной и духовной цивилизации, стремится к гармоничному сосуществованию человека и природы и пропагандирует мирное развитие. Другими словами, китайская модернизация существенно отличается от западной модернизации и представляет новый путь для развивающихся стран, сочетающий в себе элементы традиционной китайской культуры и современных технологий. Данный перевод следует принципу наследия и инноваций.

Еще одним новшеством является перевод названий специальных административных районов Сянган и Аомынь. С момента образования Нового Китая, по историческим причинам, перевод названий этих двух регионов основывался на кантонском произношении Hongkong — Гонконг и

португальском Макау — Макао. В настоящее время, по мере укрепления мощи Китая и усиления его голоса в мире, все больше и больше переводов документов центрального правительства основываются непосредственно на мандаринском произношении Сянган и Аомынь. Это глубокое объяснение современной ценности основной терминологии Китая, которая помогает повысить эффективность международного общения, усилить его роль в руководстве международным общественным мнением, увеличить убедительную силу китайского дискурса, твёрдо защитить суверенитет и территориальную целостность Китая и положить конец иностранному вмешательству во внутренние дела.

### **Выводы**

Перевод как наиболее типичный вид межкультурной коммуникации можно назвать передовым охранником «выхода в свет» основных терминов. Точный перевод коннотаций и расширений основных китайских терминов может способствовать созданию китайской системы иностранного дискурса и углублению обмена и взаимной оценки цивилизаций. При условии соблюдения китайской культурной позиции, умелое донесение до международного сообщества глобального значения основных китайских терминов может подчеркнуть инклюзивность китайской цивилизации, адаптивность китайской мудрости и воспроизводимость китайских решений, а также подчеркнуть вклад развития Китая в мир.

Вопрос международной коммуникации является одним из наиболее важных теоретических и практических вопросов, стоящих перед нашей страной в последние годы. Настаивание на традиционных и инновационном переводе основных китайских терминов способствует тому, чтобы рассказать хорошую китайскую историю, распространить хороший китайский голос, представить достоверный, любимый и уважаемый образ Китая и внести новый и большой вклад в продвижение китайской культуры в мире.

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**LANGUAGE EDUCATION  
IN MIXED REALITY**

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**VIDEO MATERIALS AND THE POSSIBILITIES OF THEIR USE  
IN TEACHING ENGLISH GRAMMAR:  
EXPERIMENTAL LESSONS AND RESULTS**

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**Abstract:** The article is aimed at studying the issue of the effectiveness of the use of educational video materials in the process of teaching English grammar during private lessons with schoolchildren of the 7th grade. This study aims to theoretically determine and empirically evaluate the effectiveness of the formation of grammar skills of schoolchildren in the process of using video materials.

**Keywords:** English language teaching; educational video materials; technical teaching aids; grammar skills

**ВИДЕОМАТЕРИАЛЫ И ВОЗМОЖНОСТИ ИХ ИСПОЛЬЗОВАНИЯ  
В ПРЕПОДАВАНИИ АНГЛИЙСКОЙ ГРАММАТИКИ:  
ЭКСПЕРИМЕНТАЛЬНЫЕ ЗАНЯТИЯ И РЕЗУЛЬТАТЫ**

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**Аннотация:** Настоящая статья нацелена на изучение вопроса эффективности использования учебных видеоматериалов в процессе преподавания грамматики английского языка на частных занятиях со школьниками 7 класса. Цель данного исследования – теоретически определить и эмпирически оценить эффективность формирования грамматических навыков школьников в процессе применения видеоматериалов.

**Ключевые слова:** преподавание английского языка; учебные видеоматериалы; технические средства обучения; грамматические навыки

**Introduction**

Nowadays, in the field of English language teaching, audiovisual education is becoming more and more prominent. The average person remembers 12% of what they hear and 25% of what they see, and with audiovisual perception, up to 65% of information is assimilated. As a result, compared to conventional approaches, the absorption of the content is significantly increased when all the senses are engaged. The most involved method of instruction is one that uses educational video materials [3].

In the context of e-learning, educational video materials are a vital, cutting-edge method of presenting educational content (with full-time, blended, or distance

education). The term “educational video materials” refers to a group of instructional films that are organized according to the lecture and practical courses. This allows for the interactive organization of many types of educational activities.

The personalization of learning and the growth of student motivation for speaking engagement are both facilitated by the use of educational video materials in the classroom. This is done by demonstrating to the students that he or she is capable of understanding the language being studied. The use of video materials facilitates the development of students' mental abilities, especially their memory and attention.

### **Theoretical framework**

The following characteristics of educational video materials are crucial for the pedagogical process [2]:

- Visibility. Video materials stand out due to their capacity to visually represent the information, or "revive" events and processes that cannot be presented in other ways;
- Dynamism. The exhibited frames' movement draws more attention, sparks curiosity, and diversifies the information-transmission process;
- Power over space and time. Students may "travel" to different countries, nations, cultures, and eras thanks to video materials.

In comparison to employing only print materials, video materials produce a more interesting sensory experience. Students get to see and hear the subject being taught, allowing them to process it similarly to how they process daily encounters.

YouTube is a valuable educational tool that has replaced the traditional education method with the modern technical approach to English language teaching. Generally, students have a positive perception of using YouTube in the classroom. It stimulates a differentiated approach for learning new language material. YouTube has a novelistic way to convey classroom learning content through real-life situations and examples of usage. YouTube is an essential educational tool for bringing diversity of content into the classroom [1].

### **Methods and results**

In order to trace and analyze the effectiveness of the use of educational video materials in the process of teaching English grammar, this study employs the method of experimental lessons. The sample consists of 2 schoolchildren of the 7th grade with A2 level. The setting represents private (individual) lessons with each of the student. The topic of modal verbs was chosen and studied since it corresponds with the school curriculum. The total number of lessons is 8 (4 lessons for Student 1 and 4 lessons for Student 2).

The method of experimental lessons implies the use of educational video materials in grammar lessons with Student 1, while this practice is omitted with

Student 2. This experiment is aimed at tracking the effectiveness of mastering the topic with and without the use of video materials.

Student 1: Such educational videos as “МОДАЛЬНЫЕ ГЛАГОЛЫ: правила и примеры употребления”, “МОДАЛЬНЫЕ ГЛАГОЛЫ в английском языке” and “Модальные глаголы в английском: простая схема | Английский для начинающих” provided by Skyeng were used during grammar lessons. Generally, Skyeng’s educational videos present a good overview of this topic, giving useful and relevant examples of usage in various contexts. Together with Student 1, we analyzed and discussed these educational videos to consolidate the knowledge. It was noticed that Student 1 enjoyed this activity very much.

Student 2: Only presentation, explanation, and discussion of the topic were used, omitting the use of educational video materials. Various printouts and worksheets were also implemented to consolidate the knowledge.

Final lessons and results: At the end, the students were given a final test on the topic of modal verbs, which showed that Student 1 scored 95 points out of 100, while Student 2 scored 75 points out of 100. Reflection on the experiment is presented in the following table.

Table

The effectiveness of mastering the topic

Student 1	Student 2
more engaged and interested in the topic of studying	less engaged and interested in the topic of studying
motivated by authentic content	tends to ask additional questions
provided with context to help understanding	requires more clarification and explanation
introduced to the foreign culture and new ideas	lacks real-life examples of usage in various contexts
tends to spark discussion at the end of the lesson	tends to feel overwhelmed and unmotivated at the end of the lesson

## Conclusion

The conducted experiment shows that educational video materials are an effective means of presenting information that helps and contributes to students’ better understanding. Skyeng’s educational videos provide fragments from talk shows and clips from interviews to show its viewers the real usage of the language studied, which helps the students assimilate real-life examples and context of use. Lessons that were conducted with the use of educational video materials demonstrated better results than those lessons during which this practice was omitted.

Generally, video materials are developed for educational purposes with the goal of improving and enhancing the in-class training sessions. Due to their

educational, interactive, and enjoyable features, video materials are considered impressive and useful tools in the learning process.

YouTube has a great impact on the education and learning experiences of students. It helps add a new, innovative, and interesting dimension to the traditional education system. YouTube has facilitated learning and teaching for both students and teachers.

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### **COMPARATIVE ANALYSIS OF THE CONTENT ASPECT OF EDUCATIONAL LITERATURE ON ENGLISH BY ENGLISH- SPEAKING AUTHORS**

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Abstract: the article deals with the structure and content of the textbook of the English language written by foreign authors. The author analyzes two textbooks in order to identify changes that allow their new versions to correspond to the functions of a modern textbook.

Keywords: textbook; linguistic corpus; foreign languages; vocabulary

### **СРАВНИТЕЛЬНЫЙ АНАЛИЗ СОДЕРЖАТЕЛЬНОГО АСПЕКТА УЧЕБНОЙ ЛИТЕРАТУРЫ ПО АНГЛИЙСКОМУ ЯЗЫКУ АНГЛОЯЗЫЧНЫХ АВТОРОВ**

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Аннотация: Статья посвящена рассмотрению структуры и содержания учебников по английскому языку зарубежных авторов. Автор анализирует два учебных пособия с целью выявления изменений, позволяющих их новым версиям соответствовать функциям современного учебника.

Ключевые слова: учебник; лингвистический корпус; иностранные языки; лексикон

## **Introduction**

The problem of teaching the actual speech of a foreign language is one of the key ones in modern education. Any changes in human life, whether they concern economic, political, scientific or other spheres, affect our speech, our active vocabulary. Undoubtedly, a person studying foreign languages wants to know up-to-date information about the language, which is why textbooks are constantly being edited and republished in order to offer relevant vocabulary. However, some areas are more susceptible to change than others, that is why more new expressions appear. Sometimes they even displace previously existing ones. Obviously, changes in the life of mankind influence not only the vocabulary, but the the range of topics to be discussed in a class as well. This article studies which topics are most common in textbooks and how their representation in books has changed over the past decade.

## **Theoretical framework**

Various linguistic corpora are used to create a textbook, united by one topic, on the example of which it would be possible to teach a new vocabulary and also to demonstrate the actual grammar.

The linguistic corpus is a voluminous, criteria-based and electronically stored collection of natural cases of language usage. Linguists make up various linguistic corpora necessary for language learning and their studying. Therefore, they can be divided into two categories based on the purpose of their creation: pedagogical and exploratory ones. Certainly, we are more interested in the first type, since it includes textbooks, oral language scripts found in the educational environment etc. Thus, the textbook corpus is a special case of a linguistic (pedagogical exploratory) corpus. The process of creating a textbook corpus is linked to the issue of highlighting the text that should be included in its composition. This choice depends on the language level on which this textbook is aimed, what tasks it seeks to accomplish, how the language material will be divided into subject areas, and much more [3, p. 1–5].

## **Methods and results**

To carry out this kind of analysis, we chose two identical textbooks of the same level – Upper-Intermediate, which have been published by Oxford University for a long time and have managed to change not only the material provided for training,

but also their names and structure. The first book we chose, called «New English File Intermediate Plus Student's Book» [1], was released in 2008 and consists of seven units. In turn, the second book – «English File 4th edition Upper-Intermediate Student's e-book» [2] – was published in 2020, and it already consists of 10 units. Hence, these textbooks were released 12 years apart.

The first interesting difference is that the textbook, which was published in 2020, is presented in two formats: paper and electronic. Electronic version does not represent just the scans of the textbook, which can be found on the official website of the university, but in reality it is a little bit changed version of the paper textbook. This format is called Student's e-book and it allows anyone with a computer, which is not uncommon in modern realities, to learn foreign languages, provides access to additional online tasks, allows you to look for errors and observe your progress in learning.

Among the two textbooks we have identified the following matching topics: music, fashion, media, science, crime and punishment. The first two spheres do not show such significant differences in the vocabulary, but their trends change at an incredibly high rate, so here we can notice mainly differences in the interests of different generations. Therefore, the authors mention in their textbooks the names of singers and actors, depending on which of them are popular at the moment. The same goes for fashion trends. Moreover, there is a certain group of words and expressions in science, which is unchangeable and serves as the basis from generation to generation, but constant discoveries and inventions make it possible to actively replenish and change the lexis. As for the media, in the first textbook we can only see the information about interviews and newspapers [1, p.130], while the new version of it is mainly focused on online news and concerns such problems as fake news and tips for winning in the online argument [2, p.69]. While in the latter sphere, the emergence of a new vocabulary is due to the development of the Internet and the capabilities of our computers. This causes the appearance of a large number of different kinds of fraud. Furthermore, this number even continues to grow, so the vocabulary enlarges too [2, p.76-78, 160].

The 2008 textbook contains the following interesting topics that could not be found in the latest one: history and politics, men and woman, British English and American English.

While in the textbook of 2022 there are the following topics: air travel, environment, advertising and business.

For a more detailed comparison of changes in the vocabulary presented for study by these books, we have selected two areas of public life that are most inclined to change and have been actively developing in recent years: health and medicine, attitude towards age and self-acceptance.



The textbook of 2008 provides a quiz «Are you a hypochondric?» [1, p.20]. To be more precise, in the formulation of the task it is called «questionnaire». Nowadays this word is not so commonly used and has more formal colouring and is unlikely to be suitable for a simple entertainment quiz. In the 2020 book, we can find the text entitled «Confessions of a cyberhondric» [2, p.19]. Cyberchondria is a mental disorder that consists in the desire to make an independent diagnosis based on the symptoms of diseases described on Internet sites and is a kind of hypochondria. Interestingly, this term appeared in the early 2000s and began to be actively discussed after Microsoft research conducted in 2008 [4]. However, it began to provide a special danger only now. We compared the vocabulary presented in the questionnaire and the text to see how people's behaviour has changed with regard to self-diagnosis and presented them in the form of a comparative table (see table).

Table

Comparison of texts' vocabulary changes

«Are you a hypochondric?»	«Confessions of a cyberhondric»
Hypochondriac, look up in the encyclopaedia, hospital soap operas on TV	Cyberchondriac, online medical information, type into Google, internet diagnosis

Regarding the topic of the role of age in society, we want to compare two texts: the first from the «New English File» is called «Eternal youth: new developments in anti-aging research» [1, p.22], while the second is «The joy of the age-gap friendship» [2, p.20]. At first glance, these two texts seem to be unrelated towards each other and may truly concern completely different topics, but they can be considered from the side of ageism. There is a shift from egocentrism to social interaction.

This term appeared in the second half of the 20th century, thanks to the head of the US National Institute of Aging. In 1969, R.N. Butler used this word to refer to what is called «age discrimination» [6]. One of the varieties of ageism is gerontophobia – causeless fear of the elderly or hatred, hostility towards them. Fear of ageing, subsequent retirement and death are considered the main causes of ageism [5].

Age stratification and discrimination have arisen due to the importance of such social values as productivity and efficiency, which decrease significantly with age. In the modern world, ageism is being fought – older people have more opportunities to continue working and enjoying their favourite hobbies. Moreover, they became better versed in technology, and advanced medicine and sports help them stay active and healthy longer. Obviously, they still show a lower level of efficiency when it comes to working with technology, but modern youth is more eager to help

the elderly generation, because it has become easier for them to find a common language, what is written in text of the textbook of 2020. Nowadays, people try to benefit from any age and enjoy life more.

### **Conclusion**

Therefore, trends in education such as computerization and individualization have become prevalent in modern education. In addition, the popularity of self-education has grown, because with the development of the Internet, people have easy access to a huge amount of data in various fields. This, in turn, influenced the format of foreign language textbooks and provided more opportunities for obtaining knowledge. When comparing textbooks of different years of publication, it is possible to trace which topics are fundamental and almost unchanged, which are still popular and are actively replenished with new vocabulary, which caused the emergence of a new sub-topic in this area and which have ceased to be relevant or correct for use.

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## **DIFFICULTIES OF STUDYING CHINESE HIEROGLYPHS BY RUSSIAN-SPEAKING STUDENTS**

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Abstract: The article is devoted to the analysis of the main difficulties faced by students studying Chinese hieroglyphs. Thus, taking into account the difficulties in various aspects of studying Chinese hieroglyphs will allow students to develop an understanding of the hieroglyph and its components.

Key words: Chinese; Chinese hieroglyphs; difficulties; synonymy; homonymy; homographs; idioms

## **ТРУДНОСТИ ИЗУЧЕНИЯ КИТАЙСКИХ ИЕРОГЛИФОВ РУССКОГОВОРЯЩИМИ СТУДЕНТАМИ**

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Аннотация: Статья посвящена анализу основных трудностей, с которыми сталкиваются изучающие китайские иероглифы. Так, учет трудностей в разных аспектах изучения китайских иероглифов позволит развить у изучающих понимание иероглифа и его компонентов.

Ключевые слова: китайский язык; китайские иероглифы; трудности; синонимия; омонимия; омографы; идиомы

### **Introduction**

Currently, the Chinese language is the subject of extensive and in-depth study in educational institutions of the Russian Federation. It is from these positions that systematic teaching of Chinese hieroglyphs becomes very relevant. However, the question of the teaching methodology of Chinese is relatively new and little studied.

To develop the professional skills and abilities of Russian-speaking students studying Chinese hieroglyphs, it is necessary to study the difficulties they face.

The task is to provide the conditions for the practical acquisition of the language for students and to select such teaching methods that would enable each student to demonstrate their cognitive activity in the process of learning Chinese.

The purpose of this article is to review the major difficulties in the process of learning Chinese hieroglyphs by students for further accounting of these difficulties in the educational process.

### **Theoretical framework**

The Chinese hieroglyphic system differs from the usual ones for Russian-speaking students in several aspects: the signs used to record lexical units do not indicate their sound; each syllable in Chinese is transmitted by a separate hieroglyph, to write a word requires as many hieroglyphs as there are syllables in it; Chinese hieroglyphs are complex in structure and have their order of writing features. These features of Chinese hieroglyphs can reduce the motivation of students at the initial phase of training.

Next, look at the difficulties faced by Chinese language learners in the framework of mastering Chinese hieroglyphics. There are more than 50 thousand hieroglyphs in modern Chinese, excluding traditional variants. Chinese hieroglyphic system is a framework that incorporates ideographic and phonetic ways of writing lexical units. The system of teaching Chinese hieroglyphics needs to be organized in such a way that the student establishes its phonetic and lexical pattern when learning a hieroglyph.

Researchers Xi Xia and Li Nan argue that the effective memorization of the meaning and shape of hieroglyphs directly depends on the parallel mastery of the skills of writing and reading hieroglyphs at the initial phase of learning Chinese. On the other hand, researchers Zhang Zhigong and Zhang Tianzhuo believe that to master the skills of reading and writing hieroglyphs, it is necessary to master a large number of basic hieroglyphs [4].

I.V. Kochergin and O.A. Maslovets highlight a number of difficulties in the system of mastering Chinese hieroglyphs, which are introduced by three groups (Table). Each group incorporates particular skills that facilitate overcoming these difficulties [1] [3].

Table

Difficulties students face

<b>Formation of graphic skills</b>	Pictogram writing skills
	Mechanical (drawing) difficulties
	Skills in writing complex hieroglyphs
	Skills in determining the graphic placement of hieroglyphs in an optical square
<b>Difficulties involving the ability to recognize and reproduce hieroglyphic signs</b>	Skills of recognizing and highlighting hieroglyphic characters in writing
	Skills in identifying the graphic components in the composition of a hieroglyphic sign
	The difficulty of the habitual "sign-sound" connection
<b>Difficulties involving the ability to select hieroglyphic materials for written language</b>	Skills in use of the hieroglyphic signs in keeping with their lexical meanings
	Skills in distinguishing and identifying homonymic hieroglyphs for use in written speech

### Methods and results

Further, let us consider each of the difficulties in more detail.

*Difficulties of mechanical writing* – at the initial phase of mastering the Chinese language, one of the difficulties for students are mastering the features of the hieroglyph. Hence, the main difficulty is an unlimited number of combinations of basic graphemes in the hieroglyph. At the same moment, the student must strictly

adhere to the order of writing the hieroglyph: from left to right, from top to bottom, etc. [2]. However, students may maintain a tendency to non-compliance with the norms of calligraphy, for example, non-compliance with the sequence of writing features, which turns into mistakes when writing (broken strokes with a hook have sharp corners, while students write them with smooth ones, etc.). In addition, most often students make mistakes in those hieroglyphs that have similar determinants. For example, 眼睛 *yǎnjīng* “eye” and 眼镜 *yǎnjìng* “glasses”, etc [5].

*Difficulties of a pronounceable nature* (difficulties associated with the recognition and reproduction of hieroglyphic signs) arise in students when working with lexical items of the Chinese language. The Chinese language pertains to the tonal system (four tones and zero tone), and an inaccurately pronounced tone leads to an incorrect understanding as well as a change in the signification of the word.

*Difficulties in word usage* (difficulties associated with the selection of hieroglyphic material for the design of written speech) are directly related to such phenomena of the Chinese language as *synonymy, homonymy, homographs, and idioms*.

*Synonyms* are a significant difficulty in the Chinese language for students since Chinese words can have different semantic shades, but they are translated into Russian in the same way. For example, the words 认识 *rènshi* and 知道 *zhīdao* have the same meaning of “know” in Russian, but in Chinese, they have different meanings. Thus, the word 认识 *rènshi* means “to know someone by sight or by external signs”, while the word 知道 *zhīdao* means “to have information about something” or “to have an idea about something” [5]. That is, although the translation complies with the norms of the Russian language, in Chinese the use of these words in a certain context will be erroneous.

The large number of *homonyms* in Chinese conforms to features in the combination of initials and finals, which are elements of the Pinyin transcription. The large number of hieroglyphs in Chinese, as well as the occurrence of repetition of syllables (homonyms), are widespread phenomena. Homonymy is common both among monosyllables (words consisting of one hieroglyph) and among two-syllables (words consisting of two hieroglyphs). So, under consideration are the difficulties that Chinese language learners face in the process of homonym usage. The first type of homonyms has an identity in graphical and sound terms, for example, the hieroglyphs 食 *shí* “food” and 石 *shí* “stone” have the same reading, but different meanings [5]. Homophones have the same sound in both initials and finals. Difficulties with this lexical category of words occur because human hearing is mistaken in recognizing homonyms in a sentence.

*Homographs* are those words that are graphically equivalent but have a dissimilar sound depending on which category they relate to, for example, the hieroglyphs 乐 *lè* “happiness” and 乐 *yuè* “music” [5]. So, in the process of

reading, Chinese language learners often neglect such an important aspect in the phonetic structure of the Chinese language as the presence of double readings of homographs.

The next difficulty faced by Chinese language learners is *idioms*. Difficulties are posed by a large number of phraseological items in the Chinese language, which are characterized by explicit specificity (etymological, linguistic, cultural), which distinguishes them from the general series of units in the vocabulary of the student. An example is the phraseology 凤毛麟角 *fèngmáo línjiǎo*, which in direct translation means “*phoenix feather and unicorn horn*” [5]. Since it is difficult for Russian-speaking students to understand the symbolism of the phoenix and the unicorn as mythical creatures. The dragon and the phoenix are unique mythical animals of Chinese culture that are important, therefore the meaning of which is as follows: “*an extraordinary man*”, and “*an unattainable dream*”. Because of this, it is difficult for Chinese language learners to memorize and perceive idioms based on an unknown image or having no equivalents in their native language.

### **Conclusion**

Summing up, it is worth noting that the issue of teaching hieroglyphs is actively studied by Chinese researchers, but the approaches they have developed to teach are ineffective in teaching Chinese as a foreign language. One of the goals of studying Chinese hieroglyphs is to form an understanding of the hieroglyphs themselves and their components, as well as their systemic and structural patterns. It is necessary already at the initial phase of teaching hieroglyphs for students' idea of hieroglyphics as a rational system (despite the differences from phonographic writing).

Referring to the methodological manual of O.A. Maslovets, the development of students' hieroglyphic flair is a primary task in the initial phase of learning Chinese. This flair should be based on three aspects of hieroglyphs (sounding, writing, reading), which contribute to more effective memorization of hieroglyphs.

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## **USING A COGNITIVE LINGUISTIC APPROACH FOR TEACHING TRANSLATION: DEVELOPING MATERIALS BASED ON THE LANGUAGE GAME CASES**

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**Abstract:** This article describes the functioning of a cognitive linguistic approach in the process of content-making for teaching purposes. The paper investigates the formation of the principles of a cognitive linguistic approach. The research presents a set of the materials for the learning of a language game translation elaborated in accordance with the approach.

**Keywords:** cognitive linguistics; cognitive linguistic approach; language game

## **ИСПОЛЬЗОВАНИЕ ЛИНГВО-КОГНИТИВНОГО ПОДХОДА В ОБУЧЕНИИ ПЕРЕВОДУ: РАЗРАБОТКА МАТЕРИАЛОВ НА ОСНОВЕ ЯЗЫКОВОЙ ИГРЫ**

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**Аннотация:** В статье описывается применение лингво-когнитивного подхода в процессе создания контента для целей обучения. В статье исследуется формирование принципов указанного подхода. В исследовании представлены материалы для обучения переводу языковой игры, созданные в соответствии с указанным подходом.

**Ключевые слова:** когнитивная лингвистика; лингво-когнитивный подход; языковая игра

### **Introduction**

Being a very complex and demanding cognitive activity, translation requires a lot of training and practice. It has always been an issue to solve, how exactly teachers can explain to students what translation is good and applicable to the context. The recent findings caused an investigation of the translation from the mental and thinking modes, as well as the language itself, that research is done within the scope of cognitive linguistics (CL).

The article aims to create a set of materials to foster the formation of the translation competence of students majoring in Linguistics following the guidelines

of CL in the form of an interactive online whiteboard. The latter was chosen as a tool to actuate the development of information processing and self-investigation skills.

Combining the findings of CL with the existing strategies and mechanisms of teaching is one of the latest directions of theoretical studies, although it lacks empirical data, this research paper is aimed at implementing these mechanisms to teaching translation of a language game to students. In this article, a language game is understood as a “a system of techniques used by the author at various levels of the language, directed to the reader who knows how to decipher them” [2, p. 169].

The relevance of the paper is defined by the insufficient information on the possibility of applying a cognitive linguistic approach in teaching, specifying on translation training. The results are supposed to indicate the benefits of using this focus in pedagogical contexts.

The learning materials are made within the cognitive linguistic approach on the base of language game examples, thus, identifying the main inclinations of this type of teaching and how it can prosper the development of translation competence of the third-year students.

The hypothesis of the study is that the cognitive linguistic approach, meaning the two-sided construction of the knowledge on this or that language matter (both by learners and a teacher), will allow students to reconstruct the multi-faceted language game cases in another language with higher accuracy. Therefore, the method of interactive teaching [8] will be embedded, alongside with some other added principles of the cognitive linguistic teaching method.

### **Theoretical framework**

The modern attitude towards forming the educational process is highly dependent on the idea of the wholesome development of the personal intellectual and psychological peculiarities of students. From this perspective, one of the main contributions to the foreign language teaching belongs to the CL.

Cognitive sciences are orientated on the analysis of how we obtain, process, store, extract, and operate the knowledge. This focus of attention creates the mental paths for acquiring the information with the greatest benefits as the desired practical outcome [1].

Generally, the idea of CL means that a language is an internal component of cognition, it is not separated but highly related to all different cognitive skills, it implies that the language is used for creating meanings in the human brain [5].

In the current times, the previously described theories resulted in the emergence of a new discipline Applied Cognitive Linguistics, which is basically an attempt to put all the theories of CL into the existing foreign language classrooms.

This new approach to pedagogical tasks brings the new possible competences and skills that might be developed to students, for example, there can be figurative,



metaphorical, or metonymic competence, meaning that students can be taught to create new units in a foreign language [4].

The experiments based on the principles of CL tried showing that giving the instructions with the respect to the reconstruction the cognitive routes active for creating a linguistic unit highly increases the understanding and ability of producing it by learners. These trials demonstrate that if students unveil (are unveiled with) the original thinking source of some, even imaginative, phrase or text they can comprehend this process fully and operate with it as if it was their own [9].

The approaches under study might be summarized to a set of guidelines, which are:

- to systematically and motivationally explain linguistic phenomena;
- to demonstrate the principles of conceptualisation for each linguistic case;
- to involve creative and meaning-forming activities in learning;
- to follow the guidelines for interactive teaching;
- to investigate semantics in the form of duplications of cognitive routes [6].

### **Methods and Results**

This study shows the effectiveness of the cognitive linguistic approach implementation in the instructional paradigm of the translation seminars. As the main goal of educational processes for students, majoring in Linguistics, is to raise their overall translational competence, the programme's content must include various textual elements. In this respect, the article will contain the language game cases as the base because the language game is one of the main text-forming components for various types of narratives [7]. The use of this approach prescribes the formation of consciousness-raising tasks [3], which means that the translation learning involves the interactive investigation of the phenomenon. The language game cases for this study were taken from the stories of a well-known Russian writer, Victor Pelevin, and a popular American writer, Neil Gaiman, whose works have the explicit and creative language.

The experimental framework of exercises and materials was developed for answering the research questions, which has the activities on understanding the scope of the language game; exercises on recognizing and evaluating the exemplifying cases; and final task on reconstruction of the language game in another language.

The main methodological technique is the development of pedagogical experimental materials on the base of the interactive whiteboard Miro; the tasks are developed for a fully engaging seminar for the collaborative work of a teacher and students. The link to the template is

[https://miro.com/welcomeonboard/UUwyYmxqWIR2S0k2eWRWRU1iYzdVT0tzNkZKcTZKRdWODIEV1JhTTEzTzd3Y3ZHwxRfcUhUUTUyZmNPT1JONHwzNDU4NzY0NTQ5NTMzODQ4NjgyfDI=?share\\_link\\_id=853222812321](https://miro.com/welcomeonboard/UUwyYmxqWIR2S0k2eWRWRU1iYzdVT0tzNkZKcTZKRdWODIEV1JhTTEzTzd3Y3ZHwxRfcUhUUTUyZmNPT1JONHwzNDU4NzY0NTQ5NTMzODQ4NjgyfDI=?share_link_id=853222812321).

The first part of the materials contains the relevance of the topic and the lesson plan, as well as students start by activating their exploratory skills in a brainstorm (see Fig. 1).

The screenshot shows a digital interface for a lesson plan. On the left, there's a 'Welcome to "Translating Language Games"' section with a reading task titled 'What is a Language Game for a Translator?' and an 'Introduction to "Translating Language Games"' section with a sub-task 'Why this topic is important?'. The central 'Brainstorm' section is titled 'SHARE YOUR IDEAS' and includes a 'Brainstorm' prompt, a list of three numbered steps, a collection of colorful sticky notes, and a blue 'LANGUAGE GAME' button. On the right, the 'Lesson Plan' section is titled 'What is on the menu today?' and lists three items: 'What is a Language Game?', 'Creating a Language Game of your own', and 'Evaluating Language Game Cases'. A small '11' icon is visible in the top right corner of the lesson plan area.

Fig.1. Tasks Template (1)

The second part is mainly theoretical, as students familiarize themselves with the concept in the form of a reading for specific information task, they are not directly given the information about the phenomenon, rather they study the features and characteristics of the cases to form their own understanding. The level of comprehension is later shown at the creative task of making up their own language game cases (see Fig. 2).

The screenshot shows a digital interface for a lesson plan. On the left, the 'Reading the Theory' section is titled 'Explore the Scientific Considerations' and contains a text-based task about identifying and investigating 'linguistic games'. Below the text are three numbered questions. On the right, the 'Creating a Language Game case' section is titled 'Speed Up Your Imagination' and features three images: a fluffy grey cat, a woman in a blue dress, and a woman in a green dress in a field. Below the images is a prompt: 'What if you were and had to make up a title for a book with illustrations presented above? Pick one picture and create a title implying a language game in it. Try to think out of box but follows the possible characteristics of a language game case. In your answer write down a short list of details about your own language game case. Pick a story note for your answer.' A small decorative illustration of a branch with red flowers is in the bottom right corner.

Fig. 2. Tasks Template (2)

The last part involves the actual translational practice as students start to work with the transfer of the language game examples. They start with the correction work, where they give some reviews on the translated variants (intentionally selected with different levels of the translation accuracy) and later provide the variants for translation of their own (See Fig. 3).

The image displays a template for language tasks, divided into two main sections: 'Evaluating Translations of Language Game Cases' and 'Translation Tasks'.

**Evaluating Translations of Language Game Cases**

**Be Picky About Translations You See**

You will see three examples of translating a language game from English into Russian and three examples of translating a language game from Russian into English. Your task is to give them a rating according to the completeness of the transfer. To vote in this task you need to take a red circle and put it to the right place.

**Most Upright** - «Изящно» - «Русские» (День рождения из фантастического произведения «Энциклопедия жизни» Виктора Пелевина)

- 1
- 2
- 3

**SHOCK YOUR SOLES** - Стыд и его подоплека (Фраза из реального официального и произведений «Энциклопедия жизни» Виктора Пелевина)

- 1
- 2
- 3

**VICTOR'S WIFE WILL BRING LIFE WHERE LIFE HAS LONG BEEN LOST...** - «КОНЦЕПЦИОНАЛЬНАЯ СКАЖИ» Виктора вернул меня, тому, что давно не... (Фраза из реального официального и произведений «Энциклопедия жизни» Виктора Пелевина)

- 1
- 2
- 3

**Средний Сун** - the Day of Condition (неизвестное название для дня имени героя - цитата в рассказе «Валерий и Сказочный» Виктора Пелевина)

- 1
- 2
- 3

**«Жизнь и приключения Сэра Норманн Хилл» - «The Life and Adventurous Ship Number №1»** (неизвестное фантастическое произведение В. Пелевина)

- 1
- 2
- 3

**«Кто-то не переводит фразу СМД произведения...»** - и... (неизвестно, фраза из фантастического рассказа «Фантастический Фигур» Пелевина)

- 1
- 2
- 3

**Translation Tasks**

**Be a Translator Yourself**

You will see three cases of a language game for translating them from Russian into English. Try to preserve all the subtle meanings of each case. Be bold and creative! Show your ideas to the class without being... Send your final variants of translations to me via e-mail (baltash@gmail.com)

**Notes**

«Эй, герлы, гринев не пикаете?», - Эх, герлы, - сказала она, - навелиж как в Моску. Да ты хоть знаешь, как мы гринев называем?.. Доллары. И мы не герлы никакие, а девушки. (Из рассказа «Миттельшильд» Виктора Пелевина)

Fig. 3. Tasks Template (3)

The obtained variants of the final translation task are used as the indicating result of the implemented type of task-giving; their successfulness lies in reaching the language game communicative goal. As well as the post-activity feedback by students shall be collected to improve the procedure and formulate the methodological prompts for teachers.

Thus, the developed set of materials might be treated as the template of the learning activities within the framework of the cognitive linguistic approach.

### Conclusion

The results show that the presented set of materials will help students acquire the basic guidelines for their work, which in turn will level up the qualification and add to the level of the language proficiency they are intended to have.

The linguistic results of the learning activities are in the rise of creative ability in a foreign language: every translation proposed by students and their own made-

up language games' assessment might involve four main criteria: these are the recreation of the technique of creating a language game and meaningful foundations, its function, and type (+subtype). This ratio will not only provide the evidence of the effectiveness of such task-formation but also give teachers the material for qualitative evaluation of the students results. The collected materials can help students understand how to unwind the intricate nature of the author's intention and reconstruct it in another language. The obtained set of materials is suitable for the purposes of the professional education of future translators.

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## **DEVELOPING LINGUISTICS STUDENTS' COGNITIVE COMPETENCE IN TEACHING ENGLISH WORD-FORMATION**

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**Abstract:** The article proposes a model for designing study materials on English word-formation aimed at developing cognitive competence of linguistics students and future teachers of English.

**Keywords:** word-formation teaching; cognitive approach; cognitive competence

## **ФОРМИРОВАНИЕ КОГНИТИВНОЙ КОМПЕТЕНЦИИ У СТУДЕНТОВ-ЛИНГВИСТОВ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ СЛОВООБРАЗОВАНИЮ**

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**Аннотация:** В статье предложена модель организации учебной деятельности по работе с английским словообразованием, направленная на формирование когнитивной компетенции у студентов-будущих лингвистов и методистов.

**Ключевые слова:** обучение словообразованию; когнитивный подход; когнитивная компетенция

### **Introduction**

For a long time, the behaviourist paradigm, with observation and reinforcement as its basic principles, dominated the methodology of foreign language teaching. **The relevance** of the study stems from the establishment of the cognitive approach as one of the leading modern methodological approaches to professional linguistic education, focusing attention on the cognitive laws and mental work characteristics of a person.

Nowadays, word-formation and semantic derivation are the two main means of enriching both the vocabulary and description of the picture of the world in any European language. Thus, when a linguistic lacuna occurs, one uses the already existing resources of the language, either morphologically or semantically.

Forming the basis for a new general linguistic view of a language, the cognitive approach helps convey subtlety of native speakers' inner world and their surroundings, since "...language does not invent anything, but expresses the deeper meanings of being" [1]. **The study aims to** substantiate the necessity of developing linguistics students' cognitive competence (CC) in teaching English word-formation. **Research objectives** are to consider the concept of CC, design a model for its development, as well as conduct an experiment and analyse its results to see how successfully it has been built.

### **Theoretical framework**

The competence-based model of modern education includes three components: the value-motivational, emotional-volitional, and cognitive. Y.V. Frolov and D.A. Matokhin define competency as "an integrated characteristic of the individual" that combines the knowledge and skills components of education. [2, p. 39]. Skill is the capacity to act with full awareness, as it is based on cognitive skills, i.e., the ability to acquire knowledge independently. The essence of these skills is revealed in the works of I.A. Zimnya (cognitive competence), E.F. Zeer (epistemological competence), and T.V. Ivanova and A.V. Khutorsky ("educational and cognitive competence"). In this work, these competences are united into one concept – **cognitive competence (CC)**. The CC in teaching word-building modelling manifests itself in the formation of a conscious correlation between cognitive and linguistic structures expressed by certain parts of a derivative word by the linguistic student.

To build the CC of linguistics students in teaching English word formation, a separately developed methodology should be followed. Let us formulate the main principles for the organisation of learning activities:

1. **Speech activity principle:** Every activity leads to the activation of the student's mental activity, thereby shifting the organisation of learning from a reproductive model to a problem-based one.

2. **Mental activity activation principle [3] and consciousness:** The educational process is seen as an opportunity to manage students' cognitive activity, which has an organised structure. The application of this principle is to use cognitive methods (ways of cognitive learning) aimed at finding and processing information, involving different cognitive processes. These cognitive processes are detailed in the work of Bloom's followers, L. Anderson and D. Krathwohl [4].

3. **Consistency principle:** Based on Galperin's theory of stage-by-stage mental actions formation and the idea that a higher level of thinking operations cannot be formed without sufficiently developed previous levels, we designed the strategy for CC formation (see Fig. 1) for second-year NSTU students, majoring in Linguistics studying the topic "word-formation" in the discipline "English Lexicology"

## Methods and results

Let us consider a model for the organisation of learning activities for developing CC:

1. **Contestation stage:** the students were asked to take a survey [5] to determine their initial knowledge on the topic of “word formation” prior to all other

Cognitive Domain Level	Learning outcome
1. Remember	<ul style="list-style-type: none"> <li>- Know the concepts of word formation, affixation (suffixation, prefixation), conversion, blending, word formation, shortening;</li> <li>- Know the definition and features of semantic and grammatical/morphological derivation;</li> <li>- Have an understanding of the derivation model's properties.</li> </ul>
2. Understand	<ul style="list-style-type: none"> <li>- Use signs to indicate a derivational structure and work on it;</li> <li>- Recognise the characteristics of different types of word-formation;</li> <li>- Explain derivational patterns.</li> </ul>
3. Apply	<ul style="list-style-type: none"> <li>- Be able to apply their knowledge of word formation to illustrate the structural-semantic structure of words;</li> <li>- Be able to group words according to derivational features;</li> <li>- Identify the used word formation method;</li> <li>- Classify suffixes and prefixes by part of speech.</li> </ul>
4. Analyse	<ul style="list-style-type: none"> <li>- Use knowledge of word-formation types to differentiate between similar types;</li> <li>- Classify semantic and grammatical/ morphological derivation, main and minor types of word formation;</li> <li>- Analyse the meaning of a word according to its word-building elements;</li> <li>- Analyse semantic relationships in conversion.</li> </ul>
5. Evaluate	<ul style="list-style-type: none"> <li>- Be able to critically analyse and summarise key features in order to make hypotheses about the formation of a word;</li> <li>- Logically and convincingly express their point of view in the target language in a monologue and group discussion.</li> </ul>
6. Create	<ul style="list-style-type: none"> <li>- Use word-formation skills to create nonce words in order to develop linguo-creative thinking.</li> </ul>

Fig. 1. Cognitive competence building: the topic “Word-formation”

learning tasks, including the theoretical material presentation.

The survey consists of 7 questions checking students' understanding of word formation types (WFT), their ability to distinguish between similar WFTs and their ability to find WFTs in a text. Participants are also asked to rate their confidence in word formation on a five-point scale, where 1 is completely unsure and 5 is completely sure. The students were also asked to take a test to identify the leading sensory channel to understand the most effective way of structuring and presenting the material. The success results of the entry test are shown below (see Fig. 2).

Assignment topic	Total Correct Answers (%)
1. Knowledge of the nature of word formation	87
2. Knowledge of types of word formation in English	79
3. Distinguishing between similar types of word formation	68
4. Recognition and identification of word formation types	17
<ul style="list-style-type: none"> <li>• Leading sensory channel: visual – 81; auditory – 10; kinesthetic – 9.</li> <li>• Level of confidence in their knowledge: medium confidence – 46.</li> </ul>	

Fig. 2. Entry test results

The response rate for the second and third topics is relatively low. Most often, incorrect answers were given because of a misunderstanding of the difference between similar WFTs, such as 1) blending and compounding; 2) shortening, acronymy and initialisation. This indicates that there should be a special focus on contrasting these WFTs in the class.

**2. Forming stage:** after entry testing is complete, the theoretical material is presented, discussed, and explained, and a **stage-by-stage mental actions formation** theory-based set of exercises and tasks is carried out. The set includes 7 topics, covering 9 main WFTs in English: 1) Affixation (suffixation, prefixation); 2) Blending; 3) Compounding; 4) Conversion; 5) Shortening; 6) Acronymy, Initialisation; 7) Semantic derivation. Let us briefly outline the main points of the theoretical material.

First of all, a full definition of word formation is given, I. W. Arnold's classification by language levels [6, p. 107], extended by J. Algeo's classification of new words [7, p. 8] is introduced, and the main ways of word formation in English are highlighted.

The **visual-cognitive approach** is used to perceive the material [8], as it proved to be the leading one for most second-year students majoring in “Linguistics – 45.03.02”. Moreover, the main work was done in a group of future English and Russian sign language interpreters, for whom visual support is of paramount importance. A visual representation of the WFTs helps to show the individual fragments and emphasise the key points. Parallel to the theoretical part, the initiative in the discussion is passed to the students: after studying the table, they have to suggest which WFTs are morphological, grammatical-morphological, and lexico-semantic and propose their methods of cognitive visualisation of the material.

In order not to burden the students with too much information, the theoretical background is given gradually for each WFTs. After introducing the theoretical material, the students are asked to complete several activities for each topic. In the course of the work, students progressed logically to the next level by performing cognitive processes based on **the cognitive domain** of L. Anderson's taxonomy (see Table 1), including six levels: remember, understand, apply, analyse, evaluate,



create. Let us look at some activities on the first topic of affixation, the suffixation part of the lesson.

### Suffixation

1. **Remembering:** reproduction of the material learned earlier, listing the facts and properties of suffixation:

- What type of word-formation involves a derivational morpheme following the root and forming a new derivative in a different word class?
- What is an inflectional suffix? Recognise it in the following words: *teachers, jealousy, confidence*.
- Which groups these derivational morphemes fall into according to the part of speech?

2. **Understand:** understanding the properties of suffixation, the ability to explain, organise, highlight and transform information;

- Classify the morphemes according to the part of speech they form. Underline the derivational morphemes. Illustrate different types of morphemes with your examples (see Fig. 3).

- |                       |  |       |
|-----------------------|--|-------|
| 1. ___-forming suffix | scientist, symbolism, awareness, achievement         | _____ |
| 2. ___-forming suffix | idealistic, reasonable, intellectual, worthless      | _____ |
| 3. ___-forming suffix | rightly, easily, beautifully, peacefully             | _____ |
| 4. ___-forming suffix | falsify, empathize, realise, communicate, contribute | _____ |

Fig. 3. Label the suffixes

3. **Apply:** application of knowledge and facts to new contexts without clear instructions in this exercise, the words have to be grouped together, but no names for the groups are given. Having analysed the differences and similarities of the words, one has to independently deduce how they can be grouped together.

- Look up in the Mariam-Webster dictionary the meanings of the *noun-suffix-age*. Is this suffix mono- or polysemantic?

- Organize the words below with the suffix *-age* into their corresponding groups: *adjustage, barrelage, coverage, forestage, greenage, herbage, knightage, luggage, manufacturage, overage, parsonage, peerage, stockage, toolage, vantage*. Have you identified any additional senses?

4. **Analyse:** selecting and establishing the relationships between the parts of a word formed through suffixation. Analyzing the meaning of a word by its constituent word-building elements;

- Break the words down into their parts (morphemes) according to the derivational structure: what does each part mean? Match the words to their explanations.
- Examine the meaning of the word and draw a conclusion about the word described (see Fig. 4):

**I. Match the words to their explanations**

- |                 |   |
|-----------------|---|
| 1. Coldproof    | A. Protected against low temperatures.            |
| 2. Alcohol-free | B. Can be done without causing pain.              |
| 3. Bulletproof  | C. Doesn't have alcohol in it.                    |
| 4. Airproof     | D. Can protect against gunshots.                  |
| 5. Pain-free    | E. Sealed tightly, so that no air can get inside. |

**II. Guess the word...**

- |   |       |
|---|-------|
| 1. The product doesn't have any gluten                      | _____ |
| 2. You can use something without hands                      | _____ |
| 3. You can't hear any noises when you are in a room         | _____ |
| 4. Resistant to damage caused by babies or cannot harm them | _____ |
| 5. A product doesn't have any sugar in it                   | _____ |
| 6. Protected against fire                                   | _____ |

Fig. 4. Break the words down into the morphemes

5. **Evaluate:** present and justify their opinion by reasoning about the most valid part of speech and then choosing a suffix.

- Determine the suffix needed to form a word that fits in the gap. Evaluate the part of speech and justify your choice (see Fig. 6):

1. KNOW    2. VOCATION    3. VARY    4. GLOBE  
5. CREATE

Economy of the 21st century is said to be skill and (1).... based. The ideal candidate will have a demonstrable degree of academic success or (2).... achievement that allows them to back their CV with evidence of necessary personal traits. Employees will need to demonstrate a (3).... of personal qualities as (4).... increases and technological advances make traditional working practices redundant. Companies are looking not only for the ones who are flexible, but also for evidence of (5)....

Fig.6. Fill in the gaps

3. **Control stage:** this stage involves creative intellectual activity. For example, when forming cognitive competence in teaching word formation, the activity at this level could be linguo-creative word formation. Students not only have to demonstrate their creativity in word formation, but also show motivation, create denotative meaning and express components of connotational meaning. Thus, the highest level of the cognitive domain taxonomy was chosen as the control stage.

6. **Create:** creative combination of material, building new words from existing models.

- Define the meaning of the element involved in the formation of the neologism *covidism*. Check your guesses using online resources. Create a new word with the same element, explain its meaning.

Students are also asked to complete a survey to get feedback on the trial and assess their progress. Analysis of the results of the entry test and the results of the

creative stage allows us to conclude that the students have mastered the knowledge of word-formation models and have formed cognitive competence by completing all the stages of the proposed model. After introducing the theoretical part and doing the practice, the activities that had previously caused the most difficulty were successfully completed by 83% of the students.

### **Conclusion**

The proposed cognitive-based learning activities, which cover all levels of the revised taxonomy, allow the linguistics student to independently discover meanings of unknown words with familiar word-building elements. Besides, they provide the formation of cognitive competence and develop linguistic creativity, language guess and lexical memory.

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## **EINSATZ DER PROJEKTARBEIT IM ONLINE-UNTERRICHT**

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**Abstrakt:** Dieser Artikel wird der effektiven Nutzung der Projektarbeit außerhalb des Unterrichts, der selbständigen Arbeit der Studenten, der Präsentation von im Online-Lernprozess erzielten Ergebnissen gewidmet. In dem Artikel handelt es sich um die Gestaltung eines Online-Unterrichts für die Erhaltung des internationalen Zertifikats der Universität Jena. Der Schwerpunkt des Unterrichts war es, die Beteiligung der Studierenden am Lernprozess zu erhöhen.

**Schlüsselwörter:** Lerneraktivitäten; Projektarbeit; Online-Unterricht; Praxiserkundungsprojekt (PEP); Präsentationsarten

## **ПРОЕКТНАЯ РАБОТА НА ОНЛАЙН-ЗАНЯТИЯХ ПО НЕМЕЦКОМУ ЯЗЫКУ**

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**Аннотация:** Данная статья посвящена эффективному использованию проектной работы для внеаудиторной деятельности и самостоятельной работы студентов и презентации результатов, достигнутых в процессе онлайн-обучения. В статье подробно рассказывается о разработке онлайн-курса для получения международного сертификата Йенского университета Германии, с особым акцентом на задачах, призванных повысить вовлеченность студентов в учебный процесс.

**Ключевые слова:** студенческая деятельность; проектная работа; онлайн-обучение; практический исследовательский проект (PEP); виды презентации

### **Einführung**

Die internationalen Beziehungen zwischen Usbekistan und Deutschland verlangt von den Deutschlernenden sehr gute fremdsprachliche Kompetenz. „Studienabsolventen mit guten Fremdsprachenkenntnissen haben die besten Berufschancen in unterschiedlichen Branchen mit internationalen Kontakten. Die wirtschaftspolitische Situation in Usbekistan erfordert es, dass vor allem junge Menschen moderne Fremdsprachen lernen“ [2, S. 1]. Unsere Jugendlichen lernen gerne einige Fremdsprachen, um in Zukunft in ihrem Berufsleben gute Chancen zu bekommen. Deutsch zählt man heutzutage neben dem Englischen zu den meistgelernten Fremdsprachen in unserem Land.

Das ständig wachsende Interesse an der deutschen Sprache unter den Jugendlichen ist mit der Tätigkeit der Lehrkraft verbunden. Wenn die Lehrkraft

ihren Unterricht interessant, handlungsorientiert gestaltet, steigt die Motivation bei den Lernenden. „Motivation stellt ein effektives Lernermerkmal dar, bewirkt eine zielgerichtete Aktivität auf das Ziel hin und beeinflusst die Ausdauer und Antriebsstärke“ [1, S. 190].

### **Theorie**

Ein lernerorientierter Unterricht ist eines der wichtigsten Merkmale des heutigen Deutschunterrichts. Im Vergleich zu dem lehrerorientierten Unterricht ist die aktive Teilnahme der Lernenden am solchen Unterricht von großer Bedeutung. Davon ausgehend muss man bei der Gestaltung des Unterrichts dem Prinzip „Lerneraktivierung“ große Aufmerksamkeit schenken. „Lerneraktivierungsprinzip im Unterricht ist es, wonach sich die Lernenden so aktiv wie möglich am Unterrichtsgeschehen und am Lernprozess beteiligen sollten“ [3, S. 144].

Die Erhöhung der Lerneraktivierung fordert von den Lehrkräften interessante vielfältige DaF-Methoden im Unterricht einzusetzen, bei denen die Lernenden handlungsorientiert, aktiv, selbstständig und effektiv arbeiten können. Als Beispiel solch einer Methode kann die Projektarbeit dienen. Projektarbeit gehört zu den komplexen Lernaufgaben. „Ausgehend von der Definition einer solchen komplexen Lernaufgabe wird aufgezeigt, dass Formen des projektorientierten Lehrens und Lernens im DaF-Unterricht ideale Möglichkeiten bieten, den Anspruch komplexen Lernens einzulösen, indem sie sowohl das individuelle als auch das kooperative Lernen in authentischen Zusammenhängen fördern und den Schülern Gelegenheit geben, Verantwortung für den eigenen Lernprozess zu übernehmen“ [4, S. 126].

### **Methoden und Resultate**

Die obengenannten Faktoren und Prinzipien sind bei der Gestaltung des Unterrichts immer von Vorteil. Wenn man den Unterricht effektiv organisieren will, ist es empfehlenswert, sich DLL-Einheiten auseinanderzusetzen. Die Friedrich-Schiller-Universität Jena bietet den Lehrkräften Online-Kurse an, in denen sie mit der Fort- und Weiterbildungsreihe „Deutsch Lehren Lernen“ ihre Kompetenz im Unterrichten weiterentwickeln. Wir haben auch einige von diesen Online-Kursen erfolgreich abgeschlossen, Praxiserkundungsprojekte gemacht und möchten in dieser Forschung darüber berichten.

Als wir DLL-Einheit 4 bearbeiteten, weckte der Aspekt „Projekte“ unter dem Kapitel 4 „Komplexe Lernaufgaben: Projekte“ unser Interesse. Im Online-Unterricht kann man nicht immer am geplanten Stoff ausführlich arbeiten, weil es so viele Störfaktoren gibt (schlechte Internetverbindung, Stromausfall usw.) Unsere Lernenden arbeiten außerhalb des Unterrichts oft selbstständig. Projektarbeit ist für Studenten sehr geeignete Aufgabe, weil sie von den Lernenden so viel Lernerautonomie verlangt. Wenn die Lernenden mehr selbstständig arbeiten, erhöht sich die Lerneraktivierung im Online-Unterricht. Außerdem haben wir in der Gruppe, wo Deutsch als Nebenfach gelernt wird, bis heute keine Projektarbeit

durchgeführt. Aus diesem Grund haben wir uns für die Frage interessiert, wie die Projektarbeit außerhalb des Unterrichts die Lerneraktivierung im Online-Unterricht beeinflusst.

Unser Praxiserkundungsprojekt haben wir an der Universität mit den Englisch-Studenten des ersten Studienjahrs, die Deutsch als Nebenfach haben, durchgeführt. Sie sind auf dem Niveau A1.2. und hatten bis heute 53 Unterrichtseinheiten. Die Gruppe besteht aus 17 Studenten, die unterschiedlichen Niveaustufen haben. Am Projekt haben 16 Studenten teilgenommen.

Beschreiben wir, wie wir das Praxiserkundungsprojekt durchgeführt haben. Während des Online-Unterrichts sind nicht alle Studenten am Unterricht aktiv teil. Aber, wenn wir ihnen kreative Aufgabe geben, machen sie gern mit. Deshalb haben wir gedacht, dass die Projektarbeit den Studenten Spaß macht, und wir wollten gern wissen, ob die Leistungsschwächeren auch mitmachen und wie sie außerhalb des Unterrichts und beim Präsentieren aktiv sind.

Beim Praxiserkundungsprojekt haben wir uns an folgende Kriterien orientiert.

- Übungen machen, die zur Zielaufgabe führen.
- Das Thema der Projektarbeit besprechen.
- Informationen den Lernenden über die Projektarbeit geben.
- Mögliche Präsentationsformen den Lernenden vorschlagen.
- Möglichkeit zur freien Auswahl der Aufgabenverteilung, Sozialformen,

Präsentationsformen geben.

Projektarbeit ist eine komplexe Lernaufgabe. Damit diese Aufgabe erfolgreich bewältigt wird, müssen zielführende Aufgaben gemacht werden. Wir haben den Lernenden im Online-Unterricht folgende Übungen angeboten (Alle Übungen sind dem Lehrwerk Menschen A1.2. S. 49-51 entnommen):

**Üb 1.** Anhang des Fotos die Wörter „Fußgänger“, „Straßenverkehr“ einführen; das Hörbild hören und in kleinen Gruppen besprechen. (Plenararbeit, Gruppenarbeit)

**Üb 2.** Besprechung in der Gruppe: Was machen Sie bei einer roten Ampel? (Gruppenarbeit)

● Arbeit mit Bildlexikon. Die Lernenden betrachten das Bildlexikon und versuchen sich zu merken. Wir zeigen ihnen die Bilder und sie müssen erraten, welches Wort zu welchem Foto passt. (Einzelarbeit. Bücher sind geschlossen.)

**Üb 3.**

A) Nur die Überschrift und den ersten Satz lesen, die Meinungen ankreuzen. (Einzelarbeit)

B) Den Ganzen Text lesen und Vermutungen überprüfen. (Einzelarbeit)

C) Den Text noch einmal lesen und den Sätzen die passenden Schilder zuordnen. (Einzelarbeit)

- Durch PP Verbotsschilder präsentieren, die Studenten die Sätze bilden lassen und mögliche Varianten demonstrieren. (Plenumarbeit)

**Üb 4.** Die Sätze lesen und die Lücken ergänzen. (Einzelarbeit, Plenumarbeit)

- Die vorher gelernten Verben mit Vokalwechsel nennen und ähnliche Konjugation des Verbes „tragen“ üben. Die Bedeutung des Verbs anhand der angeführten Beispiele erschließen. (Einzelarbeit)

- In Kleingruppen ein Plakat mit Regeln zur Frage *Was darf man/darf man nicht zu Hause* erstellen. Ergebnisse im Plenum vortragen. (Gruppenarbeit, Plenumarbeit)

- Mit Kopiervorlagen in kleinen Gruppen arbeiten. Die Studenten erhalten in Kleingruppen eine der vier Karten aus der Kopiervorlage und bilden passende Sätze mit *müssen, dürfen, können*. Dann Ergebnisse im Plenum vortragen. (Gruppenarbeit, Plenumarbeit)

**Üb 5.** Das Beispiel lesen und in Kleingruppen über die Regel aus dem Text 3 diskutieren. Redemittel im Kommunikationskasten bei der Diskussion verwenden. Ergebnisse im Plenum vortragen. (Gruppenarbeit, Plenumarbeit)

**Üb 6.** Mit Hilfe des Bildes in Kleingruppen über Erlaubtes und Verbotenes sprechen. Die Ausdrücke auf die Kinder achten/ Hunde an die Leine nehmen klären.

**Üb 7.** Übung auf der Aktionsseite machen, zu zweit arbeiten, folgende Frage dabei beantworten: Welche Regeln akzeptieren Sie?

**Hausaufgabe.** Ein Projekt zum Thema „Die Regeln in Glückstadt“ machen.

Diese Übungen werden in 2 Unterrichtseinheiten gemacht.

Unser Ziel war, festzustellen, wie die Projektarbeit außerhalb des Unterrichts die Lerneraktivierung im Online-Unterricht beeinflusst und ob die Lernenden die im Unterricht erworbenen Kenntnisse in der Projektarbeit einsetzen können.

Die Daten haben wir folgenderweise gesammelt. Wir haben zwei Kollegen Videoaufnahme des Unterrichts geschickt und sie gebeten, durch einen Beobachtungsbogen ihre Meinungen zur Projektarbeit auszudrücken. Per Telegramm schickten wir den Lernenden einen Fragebogen, mit deren Hilfe wir eine Evaluation machen könnten. Außerdem haben wir Feldnotizen angefertigt und einige Fotos vom Projektunterricht gemacht.

Nun kommen wir zur Auswertung des Ergebnisses der im Praxiserkundungsprojekt gesammelten Daten. Der Beobachtungsbogen der Kollegen ergab, dass die Lernenden aktiv beim Präsentieren waren und das Gelernte im Unterricht in der Projektarbeit verwenden könnten. Die Auswertung des Fragebogens der Studenten ergab Folgendes:

1. Ich war zufrieden mit meinen Gruppenmitgliedern, weil sie bei der Bearbeitung und Präsentation der Projektarbeit aktiv waren. / Ja – 100%.

2. Selbstständige Aufgabenverteilung bei der Projektarbeit hat mir gefallen. / Ja – 100%.
3. Ich habe mit meinen Gruppenmitgliedern die Bearbeitung und Planung der Projektarbeit besprochen. / Ja – 100%.
4. Die Wahl der Präsentationsformen war frei. Ich finde das gut. / Ja – 100%.
5. Die Projektauswertung hat mir gefallen. / Ja – 100%.
6. Ich würde noch weitere Projektarbeiten machen. / Ja –88%. / Teilweise – 6%. Nein – 6%.

### **Zusammenfassung**

Was die Auswertung des Praxiserkundungsprojekts anbetrifft, so können wir folgende Schlussfolgerungen ziehen. Wir sind mit den Ergebnissen des Projekts zufrieden. Die Durchführung von PEP hat gezeigt, dass die Projektarbeit eine gute Arbeitsform für die Lerneraktivierung ist. Die Studenten haben selbstständig gearbeitet, deshalb konnten sie bewusst die Strukturen beim Sprechen verwenden. Sie waren nicht nur beim Präsentieren sprachlich aktiv. Sie haben sogar die Reihenfolge der Präsentation selbst bestimmt und uns per Telegramm mitgeteilt. Außerdem wurden alle Präsentationen vorher einem Studenten geschickt, der für die Freisaltung des Bildschirms verantwortlich war. Alles war sehr gut organisiert. Es hat den Studenten auch gut gefallen, solche selbstständige kreative Aufgabe ohne Bewertung des Lehrers zu machen. Als wir nach der Projektarbeit mit den Studenten sprachen, ob ihnen das Projekt gefiel, sagten sie, dass sie mit großem Interesse und motiviert an der Projektarbeit teilgenommen hatten. Nur ein Student war unzufrieden mit der Projektarbeit, weil sie viel Zeit in Anspruch genommen hatte. Was uns nicht gefiel, war es, dass einige Studenten den Text abgelesen hatten. Wenn wir in der Zukunft den Lernenden Projektarbeit anbieten, erklären wir, dass sie Informationen stichwortartig schreiben sollen.

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## **LEXICOGRAPHIC TYPE TEXTBOOK AS A MEANS OF TEACHING ENGLISH LEXICOLOGY TO LINGUISTIC STUDENTS**

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**Abstract:** the article deals with the development of the concept of lexicographic type textbook for a course in English lexicology and the consideration of its structure and content in the linguistic and methodological aspect.

**Key words:** lexicographic type textbook; the concept; theoretical, lexicographical & practical parts; lexicographical terminology

## **УЧЕБНОЕ ПОСОБИЕ ЛЕКСИКОГРАФИЧЕСКОГО ТИПА КАК СРЕДСТВО ОБУЧЕНИЯ СТУДЕНТОВ-ЛИНГВИСТОВ АНГЛИЙСКОЙ ЛЕКСИКОЛОГИИ**

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**Аннотация:** статья посвящена концепции учебного пособия лексикографического типа по английской лексикологии, рассмотрению структуры и содержания учебного пособия лексикографического типа в лингвометодическом аспекте.

**Ключевые слова:** учебное пособие лексикографического типа; концепция; теоретическая, лексикографическая и практическая части; лексикографическая терминология

### **Introduction**

When studying a foreign language, a learner makes use of a whole set of textbooks, among which an educational dictionary, or “a lexicographic work of any genre and volume, specifically designed to assist in the study of language as a means of conveying one's own and perceiving others' information states” [1, p. 45] has one of the main meanings.

**The relevance** of this study is due to the need for theoretical and practical development of lexicographic-type textbooks as a special means of professional learning.

The **aim** of this work is to construct the concept of the textbook. In order to achieve the goal, it is necessary to solve such **tasks** as to study the concept of “lexicographic type textbook”, to define its main characteristics in the structural and content, linguistic and methodological aspects and to develop the concept of a lexicographic type textbook.

The **addressee** of the lexicographic-type textbook on the course of English lexicology are students of linguistics.

### **Theoretical framework**

The main purpose of modelling a lexicographic type textbook in English lexicology is to teach the students of linguistics how to use the terminology of English lexicology.

Lexicography, as an applied discipline, traditionally reflects different tendencies of theoretical linguistics, which is expressed in the peculiarities of language material presentation, organization of microstructure and orientation towards a particular dictionary user. Accordingly, user's needs serve as the main tool in modelling a lexicographic-type textbook (further as, LTT) i.e. in modelling LTT we focus on the addressee. In our case the addressee are students of linguistics.

Thus, when modelling the LTT in English lexicology, the following user's needs to be taken into account (based on methodological provisions) according to which the content and structure of the LTT, and the macro- and micro-structure of the ideographic dictionary of the LTT itself can be identified:

- to present the overall content and structure of the LTT;
- the provision of information and the design of the LTT should stimulate the motivation to learning;
- to have a theoretical part of the LTT and provide information on the terminological units in it;
- to present a system of exercises and tasks allowing to use the terms of English lexicology in practice;
- to reflect in the tasks of the practical part the necessity to refer to the lexicographical part of the LTT;
- to select vocabulary for the dictionary (lexicographic part of the LTT) in accordance with the requirements of the curriculum.

Let us distinguish the following user's needs, which specify the microstructure of the ideographic dictionary of LTT:

- to arrange the dictionary entries in the educational dictionary ideographically (by sections of English lexicology);
- to present a synoptic scheme;
- to include in the dictionary entry: 1) definition, 2) transcription, 3) grammatical glosses, 4) examples, 5) cross-references, 8) graphic examples (tables, schemes, etc.);
- the presence of methodological guidelines with recommendations on the use of the dictionary as a learning tool.

Thus, the orientation of LTT to the user's needs presented above and the responsiveness to them allow us to clearly structure the work of constructing the LTT.

## Methods and results

The structure of LTT is the primary issue in the process of modelling a lexicographical work. Regarding the LTT, it consists of three main parts: theoretical, lexicographic (dictionary) and practical.

The aim of the theoretical part is to familiarise students with the main problems of lexicology, semasiology, that comprise the course in English lexicology. The main objectives of the course are to familiarise students with the general laws of structure and functioning of the English lexicon. In this LTT, theoretical material is presented expediently, in accordance with practical necessity.

The second part of our LTT is its lexicographic part. The learner's dictionary, which is the core of LTT. In this concept of a dictionary, the headwords are the terms of English lexicology.

As the logical-conceptual relations are the appropriate aspects of description for terminology, we applied an ideographic approach to making/compiling the dictionary, i.e. to systematize the terms according to the onomasiological principle and present them thematically, namely by sections of lexicology study as an academic discipline. The main objective of an ideographic dictionary on English lexicology is the lexicographic reflection of the terms belonging to this field of knowledge.

The macrostructure of the dictionary based on the synoptic scheme, which divides the entire set of terms into large contextual zones. The synoptic scheme includes the following sections of English lexicology: semasiology, word-structure, word-groups, phraseological units, word-formation, derivation, lexicography and etymology.

Based on the survey and according to the methodological needs of the students of linguistics, we developed the following structure for the dictionary entry. The left part of the entry is the headword (arranged in alphabetical order), the right part is its lexicographical description. The entry includes five areas: after the headword itself, its spelling is followed by: 1) its phonetic characteristics\ transcription and stress, 2) grammatical characteristics; 3) definition(s); 4) the use of the headword in context; 5) cross-references and 6) graphic examples (tables, schemes), where it possible.

Let consider a sample of entry for the term *Amelioration of meaning*, which belongs to the Semasiology section:

**Amelioration of meaning** /əmiˈleɪəriən/ v 'miːnɪŋ/: implies the improvement of the connotational component of meaning. Amelioration occurs due to different extralinguistic reasons such as cultural circumstances and changes in society over time. *Knight* (earlier) – “boy”. / *Knight* (now) – “knight”. → see **deterioration of meaning**.

Results of semantic change can be observed in the alteration of the connotational aspect of meaning:

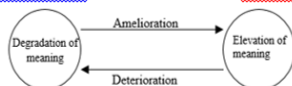


Fig. 1 The entry of “Amelioration of meaning”

Finally, the third part of our LTT consists of its practical part. This section of the textbook is designed to consolidate the knowledge gained during the theoretical and lexicographical parts of the textbook. The practical part is divided into **Part I** (Fig. 2) and **Part II** (Fig. 3): Part I includes exercises for searching and gathering information from the dictionary. For example: “*How are the entries built in this dictionary?; Consider the entry “Componential analysis” and identify what does “→” mean?*” and Part II includes exercises and tasks for the phenomena/rules stated in the theoretical part. The tasks and exercises in Part II are presented in the same way as in the lexicographical part of our LTT - by sections of English lexicology. For example:

1. How are the entries built in this dictionary?
2. What information is contained /given in the entry?
- a) Study the information about the term; b) How context differs from distribution?

**Context** / kɒntekst/ [n]: the minimum stretch of speech necessary to determine which of the possible meanings of a polysemantic word is used. *Run off, run with, run away, run into. / Call out, call off, call back, call up.* → see **functional approach**.

Extra-linguistic context (a real speech situation in which the word is used): “*I’ve got it*”: 1 – possess; 2 – understand.

Lexical context: Heavy: 1 – “of great weight”- heavy load; 2 – “striking, falling with force” – heavy rain; 3 – “the larger kind of smth.”- heavy industry, heavy artillery.

Grammatical context: *To make*: 1 – “to force, to induce”- make smth. to do smth; 2 – “to become, to turn out to be” – make a good wife.

3. Choose one word out of the following list: *context, word-meaning, evaluation, intensity* and analyse its entry and its semantic structure as presented in the dictionary.

Fig. 2 Part I of the practical part of LTT

The Part II part includes exercises for the phenomena/rules that are stated in the theoretical part of the LTT. They help students to consolidate their theoretical knowledge and apply it in practice. As an example, let take an exercise from Semasiology section:

### *Semasiology*

Determine the denotative and connotative meanings in the following pairs of words:

*Fat vs plump, obstinate vs mulish, infant vs kid, beg vs implore, fragrance vs reek, love vs adore, talent vs genius, famous vs notorious, gobble vs eat.*

Fig. 3 Part II of the practical part of LTT

As for the experimental part, we conducted an experiment to determine the effectiveness of this type of LTT. An experiment was carried out based on the seminar topics that the students had prepared. An experiment involved working with the lexicographic part and the practical part of the LTT. It was decided to take only one section of English lexicology – Semasiology, as the students had studied

such topics as Homonymy and Intralinguistic relations of words. An experiment was carried out by primary (first-time) teaching of English lexicology to students of linguistics.

The aims of working with the LTT are:

- to teach English lexicology to students of linguistics;
- to consolidate the knowledge gained from the theoretical and lexicographical parts;
- to develop skills in working with the LTT and with the dictionary.

An experiment was conducted with a group of IYA-14. As the students have prepared two topics, we have taken the entries from the Semasiology section, which includes the following topics – Homonymy and Intralinguistic relations of words. Firstly, the students studied the entries in this section of the dictionary. For example:

**Homonyms** /'hɒmənimz/ [n]: are those words of the same language that are similar phonetically or graphically in all or several grammatical forms, but have significant differences in lexical or grammatical connotations. *I bought a pen for one cent. / She sent me a message.* → see **full homonyms – partial homonyms**.

From the practical part, the students also did tasks and exercises on Semasiology, as well as tasks for searching and gathering information from the dictionary. The exercises from Part I were the following (is shown in Fig. 4):

1) Consider the entry and identify what does “→” mean?

**Homonyms proper** /'hɒmənimz 'prɒpə/: are words identical in their sound-form and spelling but different in meaning. *Light (adj.) – not heavy. / Light (n) – highlighting.* → see **homophones & homographs**.

2) Choose one word out of the following list: *homophones, context, homonymy* and analyse its dictionary entry and its semantic structure as presented in the dictionary.

Fig. 4 The entry of “Homonyms proper”

The purpose of working with Part I is to develop students' dictionary skills, as well as to teach them English lexicology terms.

From Part II the students did an exercise such as (is shown in Fig.5):

Identify the source of homonymy for the words:

a) divergent meaning development; b) convergent sound development; c) borrowing; d) conversion; e) shortening

1) flower [n] – flour [n];

2) bank [n] (a shore) – bank [n] (a financial institution);

3) add [v] – ad [n] (an advertisement).

Fig. 5 Part II of the practical part of LTT

The exercises from this part help students to consolidate their theoretical knowledge and that students are able to use these knowledge to do tasks.

There were 25 students in the group, 20 of whom (95% of students) had no difficulty in doing all the tasks given above. The remaining 5% (5 students) - had difficulties with Part I. Students had difficulties in searching for information in the dictionary, in particular students' lack of knowledge of what does "grammatical glosses" mean, thus the following task was not done by them:

"Underline grammatical glosses in the following entry:

**Semasiology** /sɪmeɪsɪ'ɒlədʒɪ/ [n]: is a branch of Lexicology that relates to the study of meaning. → see **lexical meaning, grammatical meaning & part-of-speech meaning;**"

After working with the LTT, I asked the students to write their opinion on our LTT, and answer the question "Was it useful?" There were 96% positive responses (21 students) and for this percentage of students, working with such type of textbook caused interest and engagement in the learning process. The rest 4% (4 students) did not leave any response as they were not involved in the process at all.

Thus, we can conclude that the construction of a lexicographic type textbook in English lexicology is effective for teaching English lexicology to students.

### **Conclusion**

Thus, taking into account the features of the lexicographic theory and the logic of constructing a lexicographic type textbook allowed us to implement the concept of our lexicographic type textbook in English lexicology.

A complex lexicographic interpretation of English lexicology terms extends their semantization and provides an opportunity for their practical use by students. The lexicographic-type textbook on English lexicology reflects the modern vision of lexical language facts and aims to reflect them in accordance with the student's needs of linguistic specialities and modern linguistic science in general.

Having analysed the results of an experiment carried out with 2nd year students of linguistics studying English lexicology, we identified the following advantages of our LTT: 1) The entries have extended information about the term (the headword) (transcription, grammatical glosses, examples, cross-references, tables and schemes). 2) Students find the information they need faster and more accurately. 3) Cross-references help students identify with which other terms the headword is related to. 4) Practical tasks take less time; Students consolidate all the material much better. 5) Students use English lexicology terms correctly. 6) With such a textbook, students develop the skills in working with the LTT in general and with the dictionary in particular.

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## **DIGITALISATION IN THE MANAGEMENT OF LEARNERS' DISRUPTIVE BEHAVIOR**

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Abstract: This article is devoted to digitalization of assistance to teachers who face disruptive behaviour of students in class. The article considers an example of a situation with disruptive behaviour and proposes a solution to the problem using the digital environment.

Keywords: digitalization; disruptive behavior

## **ЦИФРОВИЗАЦИЯ В УПРАВЛЕНИИ ДЕСТРУКТИВНЫМ ПОВЕДЕНИЕМ УЧАЩИХСЯ**

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Аннотация: Статья посвящена цифровизации помощи учителям, которые столкнулись с деструктивным поведением учащихся на уроках. В статье рассматривается пример ситуации с деструктивным поведением, предлагается решение проблемы с использованием цифровой среды.

Ключевые слова: цифровизация; деструктивное поведение

### **Introduction**

An important stage in every learner's life is primary school. It is the time when children's social sphere completely changes, they begin to study, the process of socialisation starts and the new rights and responsibilities emerge. Also during this period children begin to form patterns of behaviour in different situations. These patterns can be divided into positive and negative. On the positive side, children are happy to complete all tasks, actively participate in discussions, and are always

ready for new discoveries. On the negative side children show themselves in different situations where disruptive behaviour is displayed.

### **Theoretical framework**

Zlokazov considers disruptive behavior as “a form of personality activity associated with the destruction of functioning structures” [6, p. 61]. Romanova considers that disruptive behaviour is a form of violent or aggressive behaviour aimed at destroying accepted norms, causing harm, values, both to the person themselves and to people close to them [4, p. 283].

Referring to aggression, the most general definition of aggression is damaging behaviour. This can be either direct (assault) or indirect (spreading defamatory rumours). The concepts of “disruptiveness”, “assault”, “assertiveness”, “cruelty” and “violence” are used as synonyms to the concept of aggression. The term “aggressiveness” refers to a situational or personal tendency to engage in disruptive behaviour [3, p. 8].

Levitov described the state of aggression as a stenotic experience of anger with a loss of self-control. [2, p. 116]. In terms of form, aggression is divided into physical (beating, wounding, rape) and verbal (insult, slander, refusal to communicate); direct and indirect.

Korolenko lists addictive, antisocial, suicidal, conformist, narcissistic, fanatical and autistic behaviour as the main types of disruptive behaviour. The manifestation of such behaviour leads to the disintegration of both the intrapsychic (self-concept and self-perception, cognitive and motivational-semantic sphere) and extrapsychic (interpersonal and professional relationships) spheres [1, p. 37].

In these situations, teachers need to use pedagogical strategies to solve problems. Sometimes situations may arise in the classroom where a teacher needs advice and cannot ask someone else for it. In the age of digitalization, a teacher can find information of interest on the Internet, but it is not always quick and available.

Digitalisation is a process of modernisation that makes it possible to use the latest technology to perform operations better and faster, and enables the use of technology for activities that were not possible in the past, introducing digital technology into all areas of society [5, p. 104].

This research involves making a bot in the Telegram messenger that will provide quick responses to user queries. The queries will consist of keywords and will be offered to the user as a list. After selecting a keyword, the user will receive strategies for dealing with disruptive behaviour.

Two methods are available to create a bot in Telegram. The first method is easy to use and this is an advantage. To create a bot, we need to go to <https://sambot.ru/> website and line up the commands in a meaningful way, and in case of difficulties, there are also guides on how to create different themed bots on the website. This



method also has disadvantages - a limited number of free attempts to use. The interface of this method is shown in Fig. 1.

The second method requires advanced Python programming skills and a PyCharm programming environment on the computer. This programming environment builds a non-linear algorithm of actions. The advantages of using this method include the unlimited number of requests to the bot and free use, but there are also disadvantages, such as the difficulty of writing the program for beginners, and the necessity of constant operation of the computer, as the computer acts as a server. The interface of this programme is shown in Fig.2.

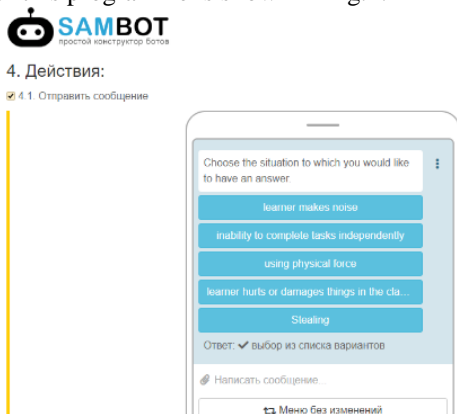


Fig. 1. Website interface <https://sambot.ru/>

```
import virtualenv
from aiogram import Bot, Dispatcher, executor, types
from aiogram.types import ReplyKeyboardRemove, ReplyKeyboardMarkup, KeyboardButton
from aiogram.types import InlineKeyboardMarkup, InlineKeyboardButton
API_TOKEN = '5938167736:AAFxA86Vt0e_1jL3Ttk4L7Zr6C0n7J3vDk'
bot = Bot(token=API_TOKEN)
dp = Dispatcher(bot)
```

Fig. 2. PyCharm programming environment interface

### Methods and results

The following methods were used in this article: analysis of theoretical sources, generalization of pedagogical experience.

Consider the example of a situation with disruptive learner behaviour, a pedagogical solution and digitalisation that will help a teacher to quickly find a solution to this problem.

## **Situation**

*Lev makes noise in class, when two adults are talking he does not obey. Then the adults pay attention to the child's negative behaviour, get annoyed, reprimand him strictly, but Lev continues his actions.*

## **Possible solution to the situation**

In this situation, adults had already attempted to curb the disruptive behaviour, but this was unsuccessful. In this situation, the child's attention is being attracted. He does not pay attention to the presence of a second adult in the class, to the conversation between the two adults.

The adult neglects help in these kinds of situations, but it is not helpful and has no long-term prospect of improving the child's behaviour. Talk to the child in a friendly tone of voice and explain that it doesn't matter if there is another adult in the class or not, you should only show your best side.

After such a situation the teacher should pay attention to the child when he or she is behaving well. This will show the child what it means to be on their best behaviour. You can also talk to the child by asking: «Would you like me to pay attention to you?». This question will not make the child keep silent about his wishes, and he will tell the teacher what he is feeling. Such children also need only positive attention, which will divert them from doing wrong things. You can also make an agreement with the child – if he wants to ask something when the teacher cannot answer immediately, he writes down his question in a notebook and then asks the teacher and we discuss it together.

The digitalisation of the solution to this problem is as follows: firstly, keywords will be extracted from the situation and added to the bot, then, the keywords will be offered to the user in button format, by clicking on which the user will receive the solution offered to solve the disruptive behaviour problem.

## **Conclusion**

To summarise, the following conclusion can be drawn. Teachers face disruptive behaviour of learners in the classroom. These situations require teacher's intervention. Teachers sometimes have difficulties in finding solutions to situations and that is why digitization can help. Using the advice bot on the Telegram would make it easier for teachers to find solutions to disruptive behaviour.

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## **ENTWICKLUNG DER SPRACHLICHEN KREATIVITÄT VON SCHULKINDERN IM FREMDSPRACHLICHEN SCHREIBUNTERRICHT**

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Abstrakt: Die Forschung befasst sich mit der Rolle der sprachlichen Kreativität von Schulkindern im fremdsprachlichen Schreibunterricht. Das Hauptziel der Studie ist es, die effektivsten Methoden zur Entwicklung sprachlicher Kreativität zu finden. Als Material der Analyse dient eine Reihe von Übungen zur Entwicklung sprachlicher Kreativität.

Schlüsselwörter: Schriftsprache; Schüler; kreatives Schreiben

## **РАЗВИТИЕ ЛИНГВИСТИЧЕСКОЙ КРЕАТИВНОСТИ ШКОЛЬНИКОВ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОЯЗЫЧНОМУ ПИСЬМУ**

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Аннотация: В статье рассматривается роль лингвистической креативности школьников в процессе обучения иноязычному письму. Основная цель исследования заключается в поиске наиболее эффективных методов развития лингвистической креативности. В качестве материала анализа выступает комплекс упражнений, направленный на развитие лингвистической креативности.

Ключевые слова: письменная речь; школьники; креативное письмо

## **Einführung**

Sprachliche Kreativität sollte als Fähigkeit der sprachlichen Persönlichkeit gesehen werden, ihr eigenes kreatives Potenzial zu nutzen, um eine nicht standardmäßige Lösung eines Problems zu finden oder eine Idee beim Schreiben kreativer Werke zu bekommen. Kreatives Schreiben ist eine grafische Form der monologischen Rede, ausgestattet mit einem einzigartigen Stil des Autors. Die Relevanz der Forschung liegt darin, dass die Entwicklung sprachlicher Kreativität eine der Voraussetzungen für den modernen Fremdsprachenunterricht ist.

*Das Ziel* der Studie ist es, solche Übungen herauszufinden, die darauf abzielen, sprachliche Kreativität in den schriftlichen kreativen Werken von Schülern zu entwickeln.

*Als Material der Forschung* wurde eine Reihe von Übungen zur Entwicklung sprachlicher Kreativität ausgewählt.

Bestimmen wir *die Aufgaben der Forschung*:

1) Die Schlüsselbegriffe „sprachliche Kreativität“ und „kreatives Schreiben“ zu definieren.

2) Das Niveau der sprachlichen Kreativität durch Analyse der schriftlichen Werke von Schülern zu bestimmen.

3) Die effektivsten Übungen für die Entwicklung der sprachlichen Kreativität im fremdsprachlichen Schreibunterricht herauszufinden.

## **Theorie**

Beginnen wir mit den Definitionen von Schlüsselbegriffen.

T.V. Tjuleneva betrachtet sprachliche Kreativität als einen Komplex von Fähigkeiten, mit Hilfe der Muttersprache und/oder der Fremdsprache objektiv und subjektiv neue originelle Produkte zu schaffen, dabei mündliche und schriftliche Aussagen machen zu können [4, S. 23].

Eine sprachliche Persönlichkeit mit hoch entwickelter sprachlicher Kreativität zeichnet sich durch die Fähigkeit aus, Ideen schnell zu produzieren und sie in Sprachform umzusetzen, unkonventionelles und flexibles Denken zu haben, assoziative Verbindungen zwischen lexikalischen Einheiten herzustellen, und auch die Gestaltung des ursprünglichen Sprachprodukts erfolgreich bis zum Ende zu bringen [3, S. 93].

Die sprachliche Kreativität von Schülern sollte als Fähigkeit betrachtet werden, eigene Ideen in einer originellen Form durch verschiedene Verfahren auszudrücken [1, S. 159].

Analysieren wir Besonderheiten schriftlicher kreativer Werke in einer Fremdsprache.

Die schriftliche Rede ist in erster Linie durch monologische Kommunikation gekennzeichnet. Die schriftliche Rede kann in Form von einer schriftlichen Mitteilung, einem schriftlichen Bericht, schriftlichen Äußerungen von

Standpunkten einer Person dargestellt werden. Im Prozess der mündlichen Rede verwenden die Schüler expressive Intonation, Gesten, Mimik, was in schriftlicher Sprache unmöglich ist.

In dieser Hinsicht gehören zu den Besonderheiten der schriftlichen Rede folgende: sorgfältige Auswahl der syntaktischen Einheiten, angemessene Auswahl der Sprachmittel, eine logische Struktur der Aussage.

Damit die fremdsprachliche Schriftsprache durch eine kreative Ausdrucksweise gekennzeichnet wird, ist es notwendig, dass die Schüler „nicht das gegebene Muster reproduzieren, sondern seine eigene Ausdruckskraft verwenden“ [2, S. 196].

Um sprachliche Kreativität zu entwickeln, muss man solche methodischen Verfahren wie Paukerei, Imitation und Nachahmung vermeiden. Die oben genannten Verfahren zielen darauf ab, Sprache nach dem Modell zu produzieren und fördern keine Kreativität beim Erfüllen einer Aufgabe.

### **Methoden und Resultate**

Als Forschungsmethoden haben wir folgende bestimmt: beschreibende Methode, vergleichende Analyse und pädagogisches Experiment.

An diesem Experiment nahmen 8 Schüler der 7. Klasse des 14. Gymnasiums in Nowosibirsk teil, die Deutsch lernten. Wir haben angeboten, einen kleinen Aufsatz zum Thema „Der beste Tag meines Lebens“ zu schreiben.

Für die Bewertung schriftlicher Werke haben wir die von Yu.A. Makarowa entwickelte Methode der Bewertung schriftlicher kreativer Werke in einer Fremdsprache verwendet [2].

Die Forscherin bestimmte folgende Bewertungskriterien:

- Aussagekraft (Vorhandensein einer Idee im Text und ausreichende Darstellung von Fakten für ihre Offenlegung);
  - Kohärenz und Vollständigkeit (keine Verletzung innerer Verbindungen im Text, korrekte Aufteilung in Absätze, Vollständigkeit des Textes);
  - Ausdruckskraft (Vorhandensein von Epitheta, Metaphern, Vergleichen, Hyperbel usw.);
  - Originalität (Originalität der Idee von Aussagen, Fehlen von Klischees);
  - Expressivität;
  - subjektive Modalität;
  - sprachliche Korrektheit (lexikalisch-grammatikalische und orthografische)
- [2, S. 197].

Für jedes Kriterium konnten die Schüler von 0 bis 2 Punkte erhalten. Die maximale Anzahl der Punkte betrug 14.

So haben wir festgestellt, dass 50% der Teilnehmer die maximale Punktzahl (14 Punkte) bekamen; 25% der Teilnehmer bekamen 43% der maximalen Punktzahl (6 Punkte) und als Ergebnis für 25% der Teilnehmer konnte man 28% der maximalen Punktzahl (4 Punkte) bestimmen.

Daraus folgt, dass die sprachliche Kreativität der Schüler auf der mittleren Ebene entwickelt wird. Die Analyse der Werke zeigte, dass das Hauptproblem darin besteht, dass die Schüler unbewusst die typische Weise, wie man eine schriftliche Arbeit schafft, auf kreatives Schreiben übertragen, was die Entwicklung von Kreativität behindert.

Um festzustellen, ob das Unterrichtsprogramm in der Schule (was Deutsch als Fremdsprache anbetrifft) auf die Entwicklung der sprachlichen Kreativität ausgerichtet ist, haben wir das Lehrwerk „Horizonte“ von M.M. Averin, F. Jean, L. Roerman analysiert. Wir fanden einige schriftliche Übungen zur Entwicklung sprachlicher Kreativität. Diese Übungen förderten die Fähigkeit, Aufgaben in freier Form ohne Anforderungen zu machen. Dabei sei es zu erwähnen, dass in diesem Lehrwerk Übungen für die Entwicklung sprachlicher Kreativität sehr selten vorkamen.

Um die sprachliche Kreativität zu fördern, haben wir eine Reihe von Übungen entwickelt, die nach dem Prinzip „vom Einfachen zum Komplexen“ vorgeführt werden.

Die erste Übung ist eine originelle Assoziation zu einem Begriff oder zu einem Wort. Der Sinn der Übung besteht darin, ungewöhnliche assoziative Verbindungen zum Ausgangswort zu finden. Zum Beispiel, könnte als eine originelle Assoziation zum Wort „Sonne“ „Mutter“ oder „Vogel“ betrachtet werden.

Als zweite schlugen wir eine Übung vor, wo man einen Satz oder eine kurze Geschichte bis zum Ende schreiben sollte. Den Schülern wurde nur der erste Teil des Satzes gezeigt, den sie dann so ergänzten, wie sie es mochten. So, zum Beispiel, setzten die Schüler auf solche Weise den Satz „Ich habe gestern Abend den Zug verpasst, weil...“ fort:

„...weil ich meinen Pass im Wald verloren habe“;

„weil das Kamel, auf dem ich saß, zu langsam zum Bahnhof lief“;

„weil ich auf einem anderen Planeten aufgewacht bin“.

Diese Varianten bezogen sich auf die Vokabeln aus dem thematischen Bereich „Dokumente“ (Pass), „Tiere“ (Kamel), „Alltag“ (aufgewacht).

Die dritte Übung zielte darauf ab, originelle Ideen zu finden. Die Schüler sollten eine Geschichte über einen Tag aus dem Leben eines Hutes, eines Bleistiftes oder eines Luftballons schreiben. Die Schüler bestimmten den Inhalt der Geschichte selbst. Die Lehrkraft konnte die Aufgabe verändern und zum Beispiel die Schüler diese Geschichte kettenweise fortsetzen lassen: Jeder (außer dem ersten) Teilnehmer schreibt einen Absatz nach dem vorherigen.

### **Zusammenfassung**

Die Entwicklung der sprachlichen Kreativität ist also ein wichtiger Teil des Bildungsprozesses. Beim kreativen Schreiben erlernen die Schüler, wie man assoziative Verbindungen zwischen lexikalischen Einheiten findet und kreative

Gedanken schriftlich ausdrückt. Diese Fertigkeiten machen schriftliche Werke der Schüler expressiver und ausdrucksstärker.

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### **INFLUENCE OF INTERNET-BASED TESTS ON DEVELOPING FRENCH LANGUAGE LEXICAL SKILLS**

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**Abstract:** This article deals with the method of developing lexical skills in teaching the French language with the help of Internet-based tests, the effectiveness of its influence on the learners' educational process, and the optimisation of educational activity.

**Keywords:** ICT; lexical skills; professional-oriented tests

### **ВЛИЯНИЕ ОНЛАЙН-ТЕСТОВ НА СОВЕРШЕНСТВОВАНИЕ ЛЕКСИЧЕСКИХ НАВЫКОВ ФРАНЦУЗСКОГО ЯЗЫКА**

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**Аннотация:** В статье рассматривается метод совершенствования лексических навыков в изучении французского языка с помощью онлайн-тестов, эффективность его влияния на обучение студентов и оптимизацию учебной деятельности.

Ключевые слова: информационно-коммуникативные технологии; лексические навыки; профессионально ориентированные тесты

## **Introduction**

Lexical skill is an automatic reproduction of a word in a suitable speech situation and its inclusion in the flow of speech or writing. Lexical skills are necessary for writing, speaking, reading, and listening. Accordingly, for the formation and improvement of lexical skills, various methods must focus on the development of the above skills individually, as well as in a combined version. However, developing lexical skills could be an obstacle in language learning because, this process requires a combination of different methods. Nowadays, one of the modern variants is the usage of ICT in the educational process. This study observes the development and influence of the test method in education.

The relevance of this study is due to the growing number of language learners and the requirements to make the learning process variable for students and easier for teachers.

The object of this study is the process of developing lexical skills in the French language.

The subject of this research is Internet-based tests in the process of developing lexical skills in the French language.

The study aims to consider the influence of Internet-based tests on developing students` speaking competence.

The research objectives:

1. To describe the history of Internet-based test development for language teaching;
2. To reveal the peculiarities of teaching French lexical skills;
3. To identify the positive influence of Internet-based tests in learning French.

## **Theoretical framework**

The tests as a way of examining knowledge and abilities have been practised since ancient times. However, tests resembled trials or challenges where participants were needed to execute the tasks in a stress state. It was goaded by tricky questions or dangerous conditions. The test implementation similar to our time appeared in the period from the 1880s to the 1920s. [2, p. 340]. Exactly, in that time the American psychologist James McKeen Cattell defined the term “test” at the end of XIX century. Since the majority of psychological tests were designed to identify the child ability to study in school (for detecting the mental/physical problems), IQ (Stanford-Binet Intelligent Scale), professional orientation, and verification of students` knowledge. The second period started in the 1920s and was lasted until the 1960s. The tests were divided into psychological and pedagogical (didactic) ones. The methodologists specified the main advantages of using tests in



education: individualisation of the educational process, facilitation of work revising, and improvement of students` self-discipline [2, p. 341]. The third period was related to the 1960s-70s. The main attention was paid to the creation of tests within the framework of the biosociological concept of personality development and the application of machine knowledge control over test tasks. The fourth final period has lasted since the 1980s to our time. It is characterised by the wide use of computer technology to test conduction.

The first foreign language tests were created by the American professor Benjamin D. Wood in 1925. It included the lexical, grammatical, and reading tasks for French and Spanish [2, p. 342]. The first foreign language tests were different from those that are used nowadays. They more resembled psychological tests rather than linguodidactic ones. Moreover, these tests didn`t observe the achievements of linguistics and foreign language teaching. In our time, the test method is one of the most effective methods of student`s assessment. Robert Lado, the American methodologist, played an important role in test developing. He offered to include in tests the language elements that caused problems to students. His main thought was that the awareness of difficulties would help in learning languages. He claims that the tests designed in a correct way have two important features, such as:

1. Students` knowledge gained for a long-term period could be examined for a short period.
2. Facilitated and quick revising [3, p. 80].

### **Methods and results**

According to the poll conducted among the students of the second year of Linguistics, the following results were collected. The students prefer to study in offline format, but with the using of ICT. Moreover, the majority of them (75%) favours to interactive kinds of tasks that match with their desire to use ICT during the lesson. The students` level of self-confidence in speaking French at class is equally important. The figures show that only 16% of students are fully confident in their knowledge and unafraid to speak. Almost half of the students (43%) spoken after preparing. The other participants (34%) preferred to keep silent to avoiding mistakes. To prepare them to speak the tasks do not require oral communication could be used (e.g. the audiolingual tasks with variants of answers after the listening and the test-based exercises for making their lexical skills spontaneous). For this aim, the Internet-based tests are appropriate in use for elementary-level learners as repeating practice. As a control method, they can be applied at any language level according to learners` knowledge.

The several advantages of using Internet-based tests in the learning process are detected. They have the following benefits for teachers, such as:

- Automatic revising and marking;
- Including of video and audio materials;

- Task modification;
- Unlimited bank of question for randomised variants.

For learners, the advantages are the next ones:

- The instant results;
- Variable tasks;
- Electronic format of work;
- Flexibility to make a test anywhere;
- Motivation to obtain a high score.

In French teaching, the tasks should focus on controversial moments such as:

- Choosing a correct variant of sentence translation according to the context due to some French words have several meanings, but their spelling is identical.
- The distribution of words to columns of their language. For example, distribute the words “*clamer*”, “*benefit*”, “*clamour*”, “*clamare*”, “*bénéfice*” and “*beneficium*” to the columns “French”, “English” and “Latin” accordingly. This task shows students the historic linking between languages and helps to compare their distinctions.
- Audio or video tasks with True/False statements or questions to improve the recognising words in speech.

Besides, the tests for self-revising should be included. These tests allow students to repeat the studied material and have unlimited attempts that decrease the psychological stress during the implementation and increase the students` motivation [1, p. 118].

### **Conclusion**

This study has identified that ICT applied in educational process facilitates language learning and keeps learners` motivation due to change in task types. The Internet-based tests can be used for several goals such as the verification of the final and transitional knowledge, self-revising, and developing studied lexical units under study by using listening and reading tasks.

According to the learners` opinion, the usage of modern technology in the studying process provides more diversified activities. It creates a favourable environment for learning language. It combines productive learning and interesting tasks for students. Preferably, it should be used as a break between routine tasks. Therefore, the ICT is convenient both for teachers and learners because it allows to continue learning process without exhaustion and keep the motivation.

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УДК 378.14

## **TEACHING STUDENTS OF LINGUISTICS TRANSLATION OF GENDER-NEUTRAL AND GENDER-SPECIFIED LEXIS**

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**Abstract:** The article examines the problem of teaching students of linguistics translating gender-neutral and gender-specified vocabulary. As students are not acquainted with such phenomena theoretical materials and practical exercises were designed in order to develop skills

**Key words:** gender linguistics; gender-neutralization; gender-specification; language sexism; translation

## **ОБУЧЕНИЕ СТУДЕНТОВ-ЛИНГВИСТОВ ПЕРЕВОДУ ГЕНДЕРНО- НЕЙТРАЛЬНОЙ И ГЕНДЕРНО-СПЕЦИФИЦИРОВАННОЙ ЛЕКСИКИ**

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**Аннотация:** В статье описывается проблема обучения студентов-лингвистов переводу гендерно-нейтральной и гендерно-специфицированной лексики. В связи с тем, что студенты не знакомы с этими новыми языковыми явлениями, были разработаны теоретические материалы и практические упражнения с целью развития навыка перевода.

**Ключевые слова:** гендерная лингвистика; гендерная-нейтрализация; гендерная спецификация; языковой сексизм; перевод

## **Introduction**

The tendency of tolerance and non-discriminatory language has influenced modern language greatly. Particular words, phrases, and utterances considered as conventional in the 20<sup>th</sup> century are not to be seen in the language anymore in order to avoid sexism.

Gender linguistics describes such phenomenon as language sexism, and two strategies to overcome it: gender neutralization and gender-specification [3].

The article aims to study how to provide students with background knowledge of described phenomena and develop skills in working with them using exercises.

The relevance of the study is the following: mostly students are not acquainted with gender-neutralization or specification; however, while translating articles or texts of different topics, they will face them. Translating gender-neutral words into the Russian language, which is gender-specified is a problem as students do not know how to keep connotations and whether to keep them at all. Theoretical materials and exercises will develop their abilities to recognize, understand and translate specific lexis.

As English is tending to become gender-neutral and all the features showing male or female gender in texts gradually disappear, the essence of studying how to deal with it is indubitable. The necessity to translate English texts into Russian, which is not gender-neutral and less changeable provides substantial evidence that students are to know whether to keep various connotations or to eliminate them. So, all in all, as the languages are changing constantly students' need to follow them, to know them and to be able to work with those tendencies is of high importance.

## **Theoretical framework**

Gender neutralization is focused on eliminating all the features of language that can be marked as female or male – language is gradually becoming gender neutral. On the other hand, there is gender specification which aims at presenting women in language – women are to be marked and they will be seen.

However, as global tolerance has become an important aspect of people's lives and the need to present not only women or men, but people in general is urgent, gender neutralization has become the phenomenon widely used [2].

Teaching translation may be seen as one of the ways of acquiring communicative skills. Teaching language itself through translating is one of the possible solutions in education [1]. Mandatory training is necessary for high-quality translation and prevention of potential negative consequences associated with poor quality of translation [4]. Transferring the communicative effect is important as some utterances are intentionally sexist, gender-specified or gender-neutral [5].

This leads to a lack of uniformity in the qualifications of translators and, as a

result, to defects in their work. The presence of a clear language seems to be an indispensable condition for effective teaching and for awareness of the special nature of this activity [4].

Therefore, the problem of teaching gender linguistics, gender-neutral language and translating gender-neutral vocabulary has arisen. Mostly, scientists are focused on translating gender-neutral vocabulary but not teaching. As gender-neutral and gender-specified vocabulary is encountered in newspapers and magazines translating is rather informative, thus the main function of translating to transfer accurate meaning [5].

### **Methods and results**

According to the stated problem an experiment on two groups of students has been conducted. The experiment on the control group has revealed that students struggle with gender-neutral and gender-specified vocabulary translation. The purpose of the experiment was to identify the difficulties faced by students. Three blocks of translation tasks were developed: the translation of gender-specific vocabulary which focuses on men, gender-specific vocabulary which focuses on women and gender-neutral vocabulary. Both lexemes and their use in contexts were given. Generally, students' mistakes can be classified into four categories:

1. wrong interpretation of the lexemes
2. deprivation of connotative meaning
3. unnecessary gender marking
4. deprivation of the gender marking

The wrong interpretation of the lexemes includes the absence of knowledge of the lexemes' lexical meaning: *statesman* – *репортер*, *unsportsmanlike* – *человек, не имеющий спортивной подготовки (или спортивной внешности)*, *congresswoman* – *секретарша, помощница* etc.

The deprivation of connotative meaning acquired only in the second block: *trophy wife* which implies negative meaning was translated as *идеальная жена, избранница*. Such a mistake as deprivation of gender marking was also made in the second block: *workingwomen* – *рабочий*.

On the contrary, unnecessary gender marking was noted in the third block and, as a consequence, can be divided according to the reason of implementation: the absence of an equivalent in the Russian language – *co-parent* as *со-родитель* and established gender-marked equivalent – *athlete* as *спортсмен*, *businesspeople* as *бизнесмены*.

In order to develop practical skills a set of exercises has been developed and implemented with the experimental group. The set was divided into two parts: theoretical background and translating lexis. For the first part students were to be supplied with theoretical information. This block included key terms (such as language sexism, gender-neutralization and specification), ways of overcoming

sexism and tables to identify the type of gender neutralization and specification: lexical or grammatical.

Second part of exercise focused on practical skills. It was divided into three blocks just as for the first group, however, in a modified way. After getting acquainted with the phenomena students were not to translate only, but also recognize what exact phenomenon it was. Unlike for the first time, students were allowed to use dictionaries.

Lexemes were repeated: if the first block included lexeme *policeman*, then the second one – *policewoman*, and the third one – *police officer*. According to the result, the following conclusions to be made: generally, students did not face problems with the first block. All of 27 students could identify that the focus was on man and the variants of translations were repeated.

Table 1

Gender specification (focus on men)

English lexeme	Variants of translation (frequency)
Statesman	Политик\политический деятель (30%), государственный деятель\представитель (70%)
Policeman	Полицейский (100%)
Businessman	Бизнесмены (95%), предприниматели (5%)
Spokesman	Оратор (19%), пресс-секретарь (19%), представитель (62%)
Chief man	Вождь (15%), начальник (41%), главный\главный человек\главное лицо (44%)

Sentences were not problematic as well: *A policeman has shown his bravery* translated as: *Полицейский проявил храбрость*. Or: *полицейский совершил отважный поступок*. In this case lexical specification was implied and students successfully identified it. Compared with the control groups, the results have improved as students could use dictionaries

While translating the second block almost all of the students recognized feminization.

Table 2

Gender specification (focus on women)

English lexeme	Variants of translation (frequency)
Chief woman	Начальница (56%), руководительница (40%), женщина-вождь (4%)
Trophy wife	Трофейная жена (37%), статусная жена (40%)
Businesswoman	Бизнесвумен (75%), предпринимательница (8%), бизнес-леди (4%)
Policewoman	Сотрудница полиции (10%), женщина-полицейский (50%), полицейская (30%), полицейский (10%)

Workingwoman	Работница (37%), работающая женщина (19%), работник (4%), женщина рабочий (7%), работник (4%)
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Students tried keep focus on women, however, sometimes they were not able to do it – *policewoman* (*полицейский*). Some translations emphasized women: *I have never seen anyone involve herself so much, says Brooke* – «Никогда не видел, что кто-то вовлекался также, как она» – сказал Брук. Or: «Я никогда не видела более вовлеченную в дело женщину» – сказала Брук. Some variants were gender neutral: «Я никогда не видела, чтобы кто-то так сильно увлекался» – говорит Брук. Despite the fact that students identified feminization, it was challenging for the students to state the type. Some students could confuse grammatical and lexical feminization.

In the third block students also were able to identify neutralization. The following variants of translation were introduced:

Table 3

Gender-neutralization

English lexeme	Variants of translation (frequency)
Spokes person	Оратор (48%), пресс-секретарь (52%),
Athlete	Атлет (63%), спортсмен (37%)
Businesspeople	Предприниматели (55%), люди, занимающиеся бизнесом (19%), бизнесмены (22%), бизнес-люди (4%)
Police officer	Сотрудник полиции (63%), офицер полиции (26%), полицейский (11%)
Workingperson	Рабочий/работник (92), работник –ца (4%), рабочий человек(4%)

The following translations of sentences were introduces: *I feel uncomfortable being the spokesperson or face of athlete mental health* – Я чувствую себя некомфортно в роли представителя\лица, занимающимся вопросами психического здоровья спортсменов. Or: Я нервничаю, когда представляю ментальное здоровье спортсменов.

Another example is: *I am committed to raising the baby without a co-parent.* This gender-neutral sentence with lexical neutralization was translated as: Я обязываюсь воспитывать ребенка без второго родителя. Or: Я намерен(а) растить ребенка без помощи партнера (биологического родителя). Moreover, sentence with grammatical neutralization: *a single adult would need to make \$14.13 an hour to support themselves in Missoula* was translated as: Взрослый вынужден зарабатывать 14.13, чтобы обеспечить себя в Миссуле. And: *Одинокому взрослому человеку, чтобы прокормить себя в Миссуле, нужно зарабатывать 14,13 долларов в час.*

## Conclusion

According to the results of two experiments that have been conducted we may conclude that the experimental group was able to translate sentences more successfully than the first one. As the experimental group was provided with theoretical materials and they knew what kind of phenomena they work with, they could focus on the correct aspects of translation in an attempt to transfer the emphasis on specific gender or its absence. Moreover, as an additional task was presented and students needed to identify the type of neutralization and specification and understood clearer how to translate sentences in order to achieve equivalence. The control group was not provided with any comments, and as the result the focus on woman was displaced and gender-neutral sentences were marked.

Still some students struggled with keeping connotations or the right focus: some of the gender-neutral lexemes and sentences became marked. And if identifying whether lexemes and sentences are examples of gender neutralization, gender specification on man or woman was simple for the most of the students, the second part of the task in which they were to understand the type of the phenomenon was more difficult and some students could not identify it correctly. The prospect of the research is to develop more theoretical materials and exercises in order to prevent mistakes of identifying the type of neutralization or specification and teach students how to work with sexist utterances.

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## **ERGEBNISSE DER ANWENDUNG DES „RÜCKWÄRTSPLANUNGSPRINZIPIPS“ IN DER DEUTSCHUNTERRICHTSPLANUNG**

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Abstract: Es geht in diesem Artikel um die Anwendung des Prinzips „Rückwärtsplanung“ bei der Planung des Deutschunterrichts. Die Lernziele werden durch die schrittweise Umsetzung bestimmter Übungen und Aufgaben erreicht. In diesem Artikel wurden den Ablauf des Unterrichts und die Ergebnisse des Experiments beschrieben.

Schlüsselwörter: Unterrichtsplanung; Fremdsprache; die Übung; die Aufgabe; das Prinzip; Anwendung der Rückwärtsplanung

## **РЕЗУЛЬТАТЫ ИСПОЛЬЗОВАНИЯ ПРИНЦИПА «RÜCKWÄRTSPLANUNG» ПРИ ПЛАНИРОВАНИИ УРОКА НЕМЕЦКОГО ЯЗЫКА**

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Аннотация: Речь идет об использовании принципа «Rückwärtsplanung» при планировании урока немецкого языка. Цели урока достигаются поэтапным выполнением определенных упражнений и заданий. В данной статье описываются ход урока и результаты эксперимента.

Ключевые слова: планирование урока; иностранный язык; упражнение; задание; использование принципа «Rückwärtsplanung»

### **Einführung**

Jeder Fremdsprachenunterricht sollte auch darauf abzielen, auf die Kommunikation außerhalb des Klassenzimmers vorzubereiten. Der beste Weg, dies zu tun, besteht darin, die Praxis des Sprachgebrauchs in den Unterricht zu bringen und so oft wie möglich genau das zu tun, was Menschen außerhalb des Klassenzimmers mit der Sprache tun. Bei der Planung dieses Unterrichts geht es nicht um eine völlig neue Form des Sprachenlernens, sondern um das Prinzip der Rückwärtsplanung.

### **Theorie**

Den Begriff „Zielaufgabe“ benutzt man im Unterricht, um zwischen Zielaufgabe komplexe Lernaufgabe und Aufgabe zu differenzieren. M. Legutke schreibt zur Rückwärtsplanung: „... kommunikative Lehrwerke setzen schon lange

auf Lernaufgaben, selbst wenn die Lehrbuchmacher nicht auf den Begriff Bezug nehmen. Es geht (...) nicht darum, einen ganz anderen Unterricht zu konzipieren (...) sondern vielmehr darum, Vertrautes neu wahrzunehmen, möglicherweise neu zu optimieren und zu ergänzen“ [5, S. 6].

Darüber hinaus entsteht die Frage: Was passiert, wenn wir den Unterricht nach dem Prinzip der Rückwärtsplanung planen? Wir unterrichten Deutsch als Fremdsprache an der Universität. Die Lerner haben ein großes Interesse an der deutschen Sprache. Keine Rolle spielt, wie wir unterrichten, wie wir uns auf den Unterricht vorbereiteten, wir haben bemerkt, dass Lernende nicht immer die Zielaufgabe erreichen. Wir versuchen immer zusammen mit Lernenden, alle Aufgaben und Übungen, welche die Lehrwerke anbieten, zu machen, aber sowieso haben sie Probleme beim Erreichen der Zielaufgabe bzw. nicht immer konnten sie am Ende des Unterrichts das Ziel erreichen, das wir am Anfang des Unterrichts vor ihnen stellten.

### **Methoden und Resultate**

Als wir DLL-Einheit 4 (Deutsch lehren lernen) bearbeiteten, haben wir uns im Teilkapitel 1.1.1. mit dem Thema „Rückwärtsplanung“ bekannt gemacht. Zuerst haben wir gedacht, dass dieses Thema auch wie andere Prinzipien ein Teil des Unterrichts ist. Aber als wir dieses Kapitel gründlich bearbeiteten, erinnerten wir uns an Probleme im Unterricht. Im Unterricht boten wir den Lernenden fast immer die Aufgaben und Übungen aus den Lehrwerken an, egal ob sie mit Zielaufgabe zu tun hatten oder nicht. Und darum vielleicht hatten Lernende nicht immer die Zielaufgaben erreicht. Aus diesem Grund haben wir uns entschieden, den Unterricht nach dem Prinzip der Rückwärtsplanung zu planen. Bald hatten wir das Thema „Im Restaurant“ und gerade bei diesem Thema wollten wir das Prinzip der „Rückwärtsplanung“ ausprobieren.

Wir unterrichten Deutsch als Fremdsprache an der Universität und die Lernenden haben Niveaustufe A2.1 Die Gruppe besteht aus 18 Studenten, die unterschiedliche Niveaustufe haben. Am Projekttag waren 15 Studenten anwesend, die für dieses PEP (Praxiserkundungsprojekt) relevanten 90 Unterrichtsminuten verschiedene Übungen und Aufgaben gemacht haben. Wir haben den Lernenden für die Phase der Erarbeitung und Anwendung verschiedene Übungen und Aufgaben angeboten, die in den inhaltlichen Kontext der Zielaufgabe eingebettet sind. Dabei haben wir uns an folgenden Kriterien orientiert:

- Die Übungen sind in den inhaltlichen Kontext der Zielaufgabe eingebettet;
- Die Übungen bauen gut aufeinander auf;
- Die Übungen führen gezielt zur Zielaufgabe;
- Die Vorgehensweise ist kleinschrittig;
- Die Zielaufgabe versetzt die Lernenden in eine reale Situation;
- Die Zielaufgabe ist inhalts- und produktorientiert;

- Die Zielaufgabe wird von allen Lernenden erfolgreich ausgeführt;
- Die Lernenden sind gut auf die Zielaufgabe vorbereitet;
- Die Lernenden sind mit den Ergebnissen zufrieden.

Unser Ziel war festzustellen, ob die Lernenden nach einem solchen Unterricht die Zielaufgabe erreichen oder nicht. Die Zielaufgabe des Unterrichtes lautete: „Die Lernenden können in einem Restaurant bestellen“. Zwei Kollegen haben den Unterricht hospitiert. Sie haben mit Hilfe eines Beobachtungsbogens dokumentiert, wie die Kriterien für das Prinzip der Rückwärtsplanung umgesetzt wurden. Am Ende des Unterrichts haben sie ihre Meinungen zur Durchführung des Unterrichts geäußert und haben Beobachtungsbogen ausgefüllt. Der Unterricht wurde durch Fragebogen der Lernenden evaluiert. Außerdem haben wir Feldnotizen angefertigt, und wir haben den Unterrichtsablauf ab und zu fotografiert.

Als Ergebnis der Auswertung der im Praxiserkundungsprojekt gesammelten Daten gilt Folgendes: Die Besprechung mit den Kollegen, die den Unterricht hospitiert haben, hat ergeben, dass die meisten Lernenden am Ende des Unterrichts die Zielaufgabe erreicht haben. Nach unserer Beobachtung waren 2 Studenten nicht genug aktiv am Unterricht. Als diese Studenten den Fragebogen ausgefüllt haben, haben sie so ausgefüllt, dass sie jetzt Essen und Trinken in einem Restaurant in Deutschland teilweise bestellen können. Als wir sie danach fragten, antworteten sie, dass sie nicht genug Zeit hatten, die Redemittel zum Thema zu bearbeiten.

Die Auswertung des Fragebogens der Lernenden ergab Folgendes:

- 100% der Lernenden hat der Unterricht gefallen;
- 100% der Lernenden fanden das Thema interessant;
- 87% der Befragten haben den Wortschatz zum Thema „Im Restaurant“ gelernt und 13% der Lernenden haben ihn teilweise gelernt. Als wir es mit ihnen besprachen, sagten sie, dass sie nicht genügend Zeit hatten;
- 87% der Lernenden konnten die Redemittel zum Thema erlernen und 13% der Lernenden konnten sie teilweise erlernen. Wegen des Zeitmangels konnten sie sich die Redemittel nicht merken.

Folgende Ergebnisse hatten wir zu dem Punkt „Können Sie jetzt das Essen und Trinken im Restaurant in Deutschland bestellen?“: 87% der Lernenden sind mit ihren Ergebnissen zufrieden, 6,6% der Lernenden sind teilweise zufrieden und 6,6% der Lernenden sind mit ihren Ergebnissen nicht zufrieden. Sie meinen, sie konnten mehr machen, aber ihnen reichte die Zeit nicht.

Es hat uns Spaß gemacht, uns mit den Kollegen, die den Unterricht beobachtet haben, über den Unterricht auszutauschen und ihre positiven und konstruktiven Kommentare zu hören. Den Lernenden möchten wir in Zukunft öfter einen Fragebogen anbieten, um festzustellen, ob die Lernenden die Zielaufgabe erreicht haben.

Folgendes haben wir persönlich aus der Auswertung des Praxiserkundungsprojekts gelernt: Das von uns durchgeführte Praxiserkundungsprojekt und die Auswertung der Daten hat ergeben, dass es sich lohnt, einen Unterricht nach dem Prinzip der Rückwärtsplanung zu planen, weil die meisten Lernenden am Ende des Unterrichts einen Dialog im Restaurant durchführen konnten. Die Lernenden haben selbstständig gearbeitet, deshalb haben sie sich den Wortschatz und die Redemittel zum Thema gut gemerkt. Als produktive Aufgabe präsentierten die Lernenden am Ende des Unterrichts zu dritt einen Dialog im Restaurant, in dem einer von ihnen die Rolle des Kellners spielte und zwei die Rollen der Gäste übernahmen. Obwohl sie einige grammatische Fehler beim Sprechen hatten, konnten sie die Zielaufgabe erreichen, was wir am Anfang des Unterrichts vor ihnen stellten. Als wir uns auf den Unterricht vorbereiteten, versuchten wir, solche Aufgaben und Übungen zur Verfügung zu stellen, die zur Zielaufgabe führen und die in den inhaltlichen Kontext der Zielaufgabe eingebettet werden. Außerdem haben wir versucht, die Vorgehensweise kleinschrittig zu organisieren, damit Lernende am Ende des Unterrichts keine Probleme bei der Anwendung des Gelernten hatten. Trotz solchen Aufgaben haben 2 Lernende die Zielaufgabe nicht erreicht, denn sie haben sich unter Zeitdruck gefühlt, um die Redemittel und Wortschatz zum Thema zu beherrschen. Und darum haben wir uns entschieden, in Zukunft mit der Zeit richtig zu rechnen, damit alle Lernenden genügend Zeit für die Aufgaben haben.

### **Zusammenfassung**

Der Unterricht nach dem Prinzip der Rückwärtsplanung ist sehr zeitaufwändig, weil nicht alle Lehrwerke Aufgaben und Übungen anbieten, die die Vorgehensweise kleinschrittig machen, aber es lohnt sich den Unterricht nach diesem Prinzip zu planen, weil die Ergebnisse des Projekts sehr positiv sind. Bei der Beobachtung war uns sehr angenehm, dass die Lernenden sehr motiviert und mit eigenen Ergebnissen zufrieden waren.

Wie wir gesehen haben, geht es im Fremdsprachenunterricht darum, dass die Lernenden die Sprache aktiv anwenden und die Aufgaben möglichst echte, realistische Situationen berücksichtigen. Die im Unterricht angebotenen Situationen sollen etwas mit der Lebenswelt der Lernenden zu tun haben. Die sollen am Ende eines Unterrichts in der Lage sein, mündlich oder schriftlich mit Gesprächspartnern zu kommunizieren. Rückwärtsplanung dient dazu, dass die Lernenden nach und nach die zur Kommunikation notwendigen Kompetenzen aufbauen. Es lohnt sich, sich unterschiedliche Funktionen von Aufgaben und Übungen genauer anzusehen und nach Kriterien zu fragen, die bei deren Auswahl oder Erstellung helfen.

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## **DIFFERENTIATED APPROACH TO TEACHING ENGLISH TO IT-STUDENTS**

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Abstract: The paper discusses such benefits of the differentiated approach to teaching English as increased student engagement, improved language skills, and enhanced critical thinking abilities. It presents opinions of students in IT about the importance and necessity of the approach implementation. The respondents of the study were students of Faculty of Automation and Computer Engineering at Novosibirsk State Technical University.

Keywords: foreign language learning; differentiated instruction; lexical skills; students in IT

## **ДИФФЕРЕНЦИРОВАННЫЙ ПОДХОД К ОБУЧЕНИЮ АНГЛИЙСКОМУ ЯЗЫКУ ИТ-СТУДЕНТОВ**

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Аннотация: В статье рассматриваются такие преимущества применения дифференцированного подхода к обучению английскому языку, как повышение вовлеченности учащихся, совершенствование лексических навыков и развитие критического мышления. Статья предоставляет мнения студентов-программистов о важности и необходимости внедрения данного подхода в обучение. Респондентами являются студенты АВТФ Новосибирского государственного технического университета.

Ключевые слова: изучение иностранного языка; дифференцированный подход; лексические навыки; IT-студенты

## **Introduction**

In modern conditions, it is important to adjust teaching methods to the structure of society. Differentiated instruction tends to be one of the 21st century pedagogy features. Thus, it is necessary to implement this approach to meet the needs of today's students. Students differ greatly in terms of performance, cultural background, language competence, gender-based learning preferences, learning styles, motivation, interest, self-regulatory competencies, and other features. I.A. Kazachikhina (2022) considers “‘different’ as the keyword that can serve as a characteristic of the learners and the teaching-learning material used for these particular learners.” [2]. According to Pozas and Schneider (2019) to address students’ various learning needs, teachers must be able to adequately differentiate their instruction [3]. Students in classrooms, where teachers implemented differentiation, performed better compared with the students who did not receive it.

It is also proven that using such approach is especially productive in lexical skills development. Reis, McCoach, Little, et al. (2011), reported positive effects of DI on students’ achievement, specifically on their reading fluency and comprehension [4]. Overall, one of the best ways to teach lexical skills is implementing differentiated approach in the educational process.

## **Theoretical framework**

It is accepted to distinguish two main types of differentiation – external and internal one. They are described by A.A. Temerbekova [5].

Additionally, internal and functional differentiation in European universities is described by V. Goglio and M. Regini [1]. It raises the question if a strategy of internal differentiation be a viable in Continental Europe education. Instead of ‘external differentiation’.

Differentiated instruction is necessary in education to meet the diverse needs of modern students, including differences in performance, cultural background, language proficiency, learning styles, gender-based learning preferences, self-regulatory competencies, interests, and motivation. External differentiation involves purposefully selecting student groups based on their characteristics, whereas internal differentiation involves tailoring instruction to individual students and

groups based on their level and needs. Functional differentiation involves focusing on specific units of the educational process, such as teaching, research, or local development, where each unit can specialize and perform at its best.

We follow V. Goglio and M. Regini's model of the stages of differentiation [1] as shown in Fig.1.

Horizontal differentiation is the differentiation that occurs as the result of teacher knowledge of, and planning for, the varied learning styles (also known as multiple intelligences) of students in the classroom. Vertical differentiation is the process through which varied lessons are provided to students based on ability level, aptitude, or proficiency of a given topic or idea.

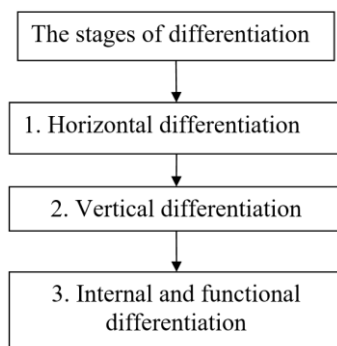


Fig. 1. The stages of differentiation

### **Methods and Results**

The main purpose of using differentiated approach in teaching of a foreign language is to provide students with effective training, because many professional competences are acquired during their studies at university. Currently, IT specialists are one of the most in-demand categories of employees in the Russian labor market and higher education institutions should provide the IT sphere with highly qualified personnel.

For the purposes of our research, we define differentiation in terms of its value for society as an impact on the development of intellectual, creative and professional abilities of both an individual and society as a whole. Also, in didactics, this concept is considered as a method of implementing an individualized approach to learning. Individualized learning implies an emphasis on the individual student, while differentiated learning is calculated on the general characteristics of the group participants. The scientific literature deals with the problem of skills and competencies that need to be developed for the lexical skills development.

From the analyzed references, we can conclude that the development of lexical skills of a foreign language is a complex process, which includes many components, types and stages. This needs to be taken into account when mastering lexical skills to ensure effective learning. After studying the theory, it is clear what types of lexical skills should be developed, what stages should be involved in planning instruction, what abilities to develop, and what principles to follow. We can propose the hypothesis that the implementation of the studied theory about lexical skills will increase the effectiveness of developing English language lexical skills of students in IT.

One of the ways to use differentiated approach to teaching a foreign language is lexical skill. It is impossible to master non-native speech without lexical skills because the vocabulary conveys the direct object of thought due to its nominative function. This is why implementing differentiated approach in teaching lexical skills is important.

For the purpose of our study, we made a questionnaire for IT students with items that correspond as to how (and with which frequency) teachers conduct and organize their lessons using differentiated approach. Before conducting the survey, several foreign language classes for IT students were observed. To collect data, online questionnaires were given out to IT students. The questionnaire aims to determine the presence of differentiation in learning and the need to implement this approach according to the students. To measure the students' opinion on the implementation of differentiated approach, we used a scale that consists of four items based on a 4-point scale (1 = completely disagree to 4 = completely agree). As a result, the students' opinions were taken and analyzed. In the answers, they expressed their desire to have more profession-oriented tasks to be able to better understand resources related to IT in a foreign language. Earlier during lesson observations, it was found that the material taught to students was aimed at a technical specialty, which is appropriate for them, but there were no tasks related to the current IT sphere.

### **Conclusion**

To meet the varying needs of present-day students, such as differences in performance, cultural background, language proficiency, learning styles, gender-based learning preferences, self-regulatory competencies, interests, and motivation, it is essential to incorporate differentiated instruction into education.

To fulfill the varying needs of present-day students, such as differences in performance, cultural background, language proficiency, learning styles, gender-based learning preferences, self-regulatory competencies, interests, and motivation, it is essential to incorporate differentiated instruction into education. To meet IT students' needs we intend to design differentiated tasks on the material related to the current IT sphere.



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## **DIGITAL TOOLS FOR DEVELOPMENT OF LEXICAL SKILLS IN ENGLISH IN HIGH SCHOOL**

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Abstract: The article examines *Quizizz* and *Tubequizard* as digital tools for improving lexical skills in listening comprehension and speaking of high school students. The results of an experiment using the digital tools with the 9th grade students of “Excellent” Language Centre are presented.

Keywords: English language classroom; digital tools; lexical skills; listening comprehension; speaking skills

# ЦИФРОВЫЕ ИНСТРУМЕНТЫ ДЛЯ ФОРМИРОВАНИЯ ЛЕКСИЧЕСКИХ НАВЫКОВ НА АНГЛИЙСКОМ ЯЗЫКЕ В СТАРШИХ КЛАССАХ

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Аннотация: В статье рассматриваются *Quizziz* и *Tubequizard* как цифровые инструменты для совершенствования лексических навыков с целью развития умений устной речи у учащихся старших классов. Приведены результаты эксперимента с использованием цифровых инструментов у учеников девятого класса в языковой школе «Excellent».

Ключевые слова: обучение английскому языку; цифровые инструменты; лексические навыки; аудирование; говорение

## Introduction

There are many types of digital tools such as websites and social networks, video and audio blogs, games and entertainment applications, etc., which have already become an integral part of foreign language learning, and their widespread use in education as well as in other public spheres is definitely growing.

The question and quiz service *Quizziz* and the digital tool *TubeQuizard* designed to develop listening comprehension skills have greatly improved conditions for language learning, making it no longer limited to the traditional learning environment in the classroom. Such platforms have enormous educational and didactic potential in the classroom and beyond, as they allow learners to easily access different learning materials, provide more interactive learning and participate in various online games. In addition, digital tools can help teachers personalise learning according to the unique needs of each student ensuring that all learners have access to high-quality language learning. We agree with I.A. Kazachikhina and Ch.V. Ondar that personalization helps to manage learning process in an electronic educational environment and allows receiving maximum output from individual skills and character traits of the student personality in the process of their learning, in addition, making it more independent [3].

The aim of this study is to examine how the use of websites such as *Quizziz* and *TubeQuizard* in the learning process contributes to the development and improvement of lexical skills, which further makes it possible to effectively develop listening and speaking skills, and, finally, reach an appropriate level of interpersonal and intercultural communication in spoken language.

## Theoretical framework

The term 'Information Communication Technology' first appeared in 1958 and now it is not alone but only one in the synonymic group, as currently ICT is a

rapidly developing field. One of the recent terms that we use in the study is ‘digital tools’, and it refers to the principles, patterns and methods of students’ acquisition of subject knowledge, skills, abilities and competences using computers [4].

Online learning has long been gaining popularity in many countries with IT-developed spheres. Before and during the crisis period, the practice has been in high demand among students, learners and teachers alike. Online courses provide a wide range of distance learning services and have thus been actively incorporated into curricula of many educational institutions [5].

Currently, when the education system is expected to prepare students for life in the information society, the use of digital tools is an integral part of the learning process. Many schools use various online services, multimedia presentations and programmes to teach grammar rules and extend vocabulary. But when it comes to oral language development, digital resources can also offer their potential.

Video lessons, audio recordings and games in English can also be used to develop spoken English. Video lessons and audio recordings are an opportunity to enrich your vocabulary, strengthen your pronunciation and learn the correct intonation patterns. Digital tools give students opportunities to practice speaking in real time and to communicate in English in a relaxed setting. Games in EFL combine learning with entertainment, which increases student engagement and motivation. In this way students can develop a wide range of skills and competencies such as communication, critical thinking and problem-solving skills.

As the main methodologies, tools, systems and contexts in digital learning, the findings point to the increasing number of those involved in education to develop critical thinking and prepare students for complex problem solving, collaborative work, effective communication and greater autonomy and autonomy in learning [1].

The classification of digital resources is divided into three groups: authentic materials, language teaching tools and Internet platforms. The first group acts as learning content. The second group already includes ready-made methodological tools, while Internet platforms provide opportunities for modifying the teaching content and learning material, and hence with their help it is possible to adapt the web-based authentic materials into a methodological product. This approach has a number of advantages as it gives place for a more differentiated creation of teaching and learning materials. As one of the modern EFL approaches ‘differentiation takes into account ‘individual characteristics, needs, interests and abilities of foreign language learners’. [2] With the help of self-developed online course, the teacher can make up for the shortcomings of teaching and learning packages used in the educational institution.

*Tubequizard* is a digital tool that contains audio and video materials to help students learn about the country of the target language, its culture and sightseeings and develop their linguistic horizons. As well as videos, the site contains multiple

choice exercises and communicative type tasks. Teachers can supplement the tasks or create their own. *Quizziz* is a digital tool for creating surveys, tests, and quizzes. In addition, it is possible to organize competitions and create an environment for short essays. The teacher can make exercises and the students can do them from their mobile devices.

### Methods and Results

To check the success of using digital tools in teaching spoken English, we carried out an experiment at the «Excellent» Language Centre. For Group 1 (N=7) of the 9th grade students we prepared material using *Quizziz* and *Tubequizard*, with Group 2 (N=8) of the 9th grade students we worked with 'Spotlight 9' textbook only. The two groups studied the same topic 'Culture'. With Group 1 we used video material and interactive exercises; with Group 2 we used a text and exercises from the textbook. The aim of the lesson was to improve lexical skills for the development of listening comprehension and speaking skills. The aim of the experiment was to monitor and analyze what type of teaching material helps students to learn the new lexis better. Table 1 shows a lesson procedure on the topic 'Cultures'.

Table 1

Lesson procedure

Lesson stages	Teacher's activities	Students' activities	Skill development
Setting learning objectives of the lesson	- Today we'll have a talk about culture. What do you think 'culture' means?	Students answer and give their opinions.	- building spoken expressions
Revision of the lexis studied	- Great! Now let's check what you actually know and remember about culture.	Students go through a quiz where they match words with images.	- searching for and selecting relevant information; - analysing information.
Checking the acquisition of new lexis knowledge; listening comprehension	- How often do you meet new people? Is another person's culture important to you? What draws your attention first? Let's have a look at londoners' points of view.	Students answer the questions, and watch the video.	- building spoken expressions; - extracting necessary information from the audio texts.
Checking listening comprehension; developing speaking	The teacher asks questions about the content of the video: - What were the most popular answers? - Why do you think we care	Students engage in conversation with the teacher, answering questions and expressing their own opinions.	- building spoken expressions orally; - participation in the group problem discussion.

skills	about appearance so much rather than culture? Is it true or not?		
Checking the outcome of learning activities	- Now I'll give you a test. Please, think over every question thoroughly.	Students do the vocabulary exercise.	- searching for and selecting relevant information; - analyzing information.

The results of completing tasks based on video material can be seen in Table 2.

Table 2

The results of doing tasks on the new lexis

	Tasks completed correctly, %	
	Group 1	Group 2
Task 1 Matching words with pictures	100%	60%
Task 2 Watching the video. Filling in the gaps	85%	65%
Task 3 Communicative task	90%	55%
Task 4 Matching words with definitions	100%	60%

According to Table 2, it is clear that Group 1 completed the tasks better than Group 2. Almost all pupils completed all the tasks correctly, which cannot be said about the second group, with only half of the pupils completing the tasks correctly.

**Conclusion**

The findings of this study provide evidence of the effectiveness of digital tools in developing ninth-grade students' lexical skills in English. We applied two digital tools to engage students in the learning process; they were interested in completing tasks and not distracted, and students improved their lexical skills and used them for listening and speaking. The study highlights the importance of providing learners with meaningful and relevant material to improve language acquisition. Researchers and practitioners should continue to explore the use of digital tools in language teaching to improve learning outcomes and student engagement. The data from this study can be expanded and supplemented by additional experiments.

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## **PHRASEODIDAKTISCHE ÜBUNGEN IN DEN SCHULEN AUF DEN GRUND- UND SEKUNDÄRSTUFEN**

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Abstract. Die Phraseologismen werden sehr oft im alltäglichen Leben benutzt. Sie kommen in unseren Gesprächen oft vor, obwohl wir an die Nutzung von diesen Formen gar nicht denken. Hinzu kommt auch die Tatsache, dass sie in den Schulen auf den Primar- und Sekundärstufen kaum unterrichtet werden, da sie auch im Unterrichtsplan nicht berücksichtigt werden. Das Ziel der Studie ist, auf diese Lücken im Lehrprogramm in Usbekistan hinzuweisen. Deswegen sollen verschiedene Übungen entworfen werden, um diesen Mangel zu beseitigen.

Schlüsselwörter: Phraseologie; Phraseologismus; Didaktik; Phraseodidaktik; Lernen

## **ФРАЗЕОДИДАКТИЧЕСКИЕ УПРАЖНЕНИЯ В ШКОЛАХ НАЧАЛЬНОГО И СРЕДНЕГО УРОВНЯ**

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### **Einführung**

Die Phraseologismen werden sehr oft am alltäglichen Leben benutzt, obwohl wir die Nutzung von diesen Formen gar nicht wahrnehmen. Das verwundert aber, denn im DaF-Unterricht werden sie selten bis gar nicht eingesetzt. Das Ziel der Forschung ist, auf diese Lücken im Lehrprogramm in Usbekistan hinzuweisen.

Deswegen versuchten wir verschiedene Übungen zu entwerfen, um diesen Mangel zu beseitigen. Das zeigen wir am Beispiel der gewählten deutschen Phraseologismen.

### **Theorie**

Vor allem für die Bedürfnisse der vorliegenden Studie ist wichtig, die Definition des Phraseologismus zu geben. Für diese Forschung gilt die folgende Erklärung nach H. Burger: „Erstens bestehen Phraseologismen aus mehr als einem Wort, zweitens sind die Wörter nicht für dieses eine Mal zusammengestellt, sondern es handelt sich um Kombinationen von Wörtern, die uns als Deutschsprechenden genau in dieser Kombination (eventuell mit Varianten) bekannt sind, ähnlich wie wir die deutschen Wörter (als einzelne) kennen. Ausdrücke mit diesen beiden Eigenschaften nennt man Phraseme. Die lexikalischen Bestandteile nennt man Komponenten“ [1, S. 56]. Eine phraseologische Einheit muss auch bestimmte Merkmale aufweisen, zu denen Idiomatizität, Stabilität, Lexikalisierung, Reproduzierbarkeit und Polylexikalität gehören [4, S. 98]. Auf diese Merkmale wird im Folgenden nicht näher eingegangen.

Der Schlüsselbegriff für unsere Analyse ist Phraseodidaktik. Nach P. Kühn wird sie folgendermaßen verstanden: „Die Phraseodidaktik im Sinne einer Redensartenkunde ist einerseits funktionalisiert auf Sprach- und Kulturbildung und andererseits – unter stilistischen Vorzeichen – auf die Bildlichkeit und Anschaulichkeit des sprachlichen Ausdrucks“ [4, S. 246]. In Anlehnung an die Definition formuliert der Forscher folgende Postulate in Bezug auf die Phraseodidaktik:

1. Entdecken:
  - a) Sensibilisierung bezüglich typischer Struktureigenschaften für Phraseologismus;
  - b) Sensibilisierung bezüglich semantisch-syntaktischer Kompatibilitäten;
  - c) kontextuelle Sensibilisierung.
2. Entschlüsseln (Erklären und Verstehen):
  - a) Entschlüsselung des Bildes;
  - b) Entschlüsselung der Wörterbücher;
  - c) selbstständiges Lernen oder mit Hilfe des Lehrers.
3. Verwenden:
  - a) Arbeit mit angemessenen Texten, wo die Phraseologismen typischerweise vorkommen;
  - b) die Phraseologismen „entdecken“ und ihre Bedeutungen kontextbezogen herausinterpretieren;
  - c) produktiver Gebrauch.

## Methoden und Resultate

Das Wissen, das die Grundlage der phraseologischen Kompetenz bildet, beinhaltet einerseits die geläufigen Phraseologismen, andererseits, das Wissen über die phraseospezifischen, vor allem semantische und syntaktische, Regelmäßigkeiten und Abweichungen.

Die Kommunikation zwischen Menschen erfolgt ständig, auch im Unterricht. Die Kommunikationspartner im Unterricht sind Schüler und Lehrer. Die Rollen der beiden sind im Unterricht sehr wichtig. In dieser Studie wurden einige Phraseologismen mit den Tiernahmen ausgewählt, die mit besonderem Interesse von den Lernern wahrgenommen werden können (siehe Tabelle):

Tabelle

Phraseologismen mit den Tiernahmen

Nº	Phraseologismen	Bedeutungen	Beispiele
1	eine lahme Ente sein (ugs.)	eine Person ohne Temperament	„Ich rufe Leo an, vielleicht kommt er heute mit in die Stadt.“ – „Muss das sein? Er ist eine lahme Ente. Und ich habe keine Lust auf einen langweiligen Abend.“
2	stumm wie ein Fisch sein (ugs.)	nichts sagen	„Das sagst ausgerechnet du! Wenn wir mit Freunden unterwegs sind, bist du auch manchmal den ganzen Abend stumm wie ein Fisch.“
3	Mein Name ist Hase. Ich weiß von nichts. (ugs.)	Davon weiß ich nichts.	„Weißt du, dass Karin zum Ende des Jahres gekündigt hat?“ – „Nein, keine Ahnung. Mein Name ist Hase.“
4	wie Hund und Katze sein (ugs.)	sich immer streiten	„Wir haben eine Einladung zur Hochzeit von Rita und Sandro bekommen.“ – „Was, die beiden heiraten? In der Schule waren sie doch immer wie Hund und Katze.“
5	die Katze im Sack kaufen (ugs.)	etwas kaufen, ohne die Qualität zu kennen	„Voriges Mal habe ich in diesem Laden die Katze im Sack gekauft.“
6	ein Pechvogel sein (ugs.)	oft kein Glück haben	„Birgits Mann ist wirklich ein Pechvogel! Letzten Monat hat er seinen Geldbeutel verloren, und jetzt hat er sich sein Bein gebrochen.“



Im Folgenden sind einige Übungen angeführt, wie man an Phraseologismen im Deutschunterricht arbeiten kann.

**1. Was ist richtig? Kreuzen Sie an.**

Diese Übung ist eine gute Idee vor allem für die Einführung in die Phraseologie. Sie ist nicht schwer und ermöglicht auf eine leichte Art und Weise, neuen Unterrichtsstoff einzuführen und aufzunehmen. Die Schüler bekommen Zettel mit Phraseologismen und entsprechenden Bildern. Die Aufgabe besteht darin, das richtige Wort für jeden Phraseologismus zu finden:

- 1) stumm wie ein (a) Fisch (b) Hund (c) Bär sein.
- 2) die Katze (a) in der Tasche (b) im Sack (c) Korb kaufen.
- 3) wie (a) Hund und Maus (b) Maus und Katze (c) Hund und Katze sein.
- 4) Mein Name ist (a) Hase (b) Pferd (c) Hund.

**2. Welche Redewendung meint die gleiche Zusammenfassung?**

Das ist ein Spiel, das bestimmt nicht für den einleitenden Unterricht empfohlen wird. Die Schüler arbeiten zu zweit. Die Schüler sollen mit den gelernten Phraseologismen Sätze bilden. Die erste Person in der Reihe in der ersten Gruppe fängt mit dem ersten Satz an. Die nächste soll den Phraseologismen angeben, der zu gegebenen Satz passt. Dann tauschen die Schüler, diesmal liest den Satz jener, der voriges Mal gefunden hat. Das Ziel ist so viele Phraseologismen, wie möglich, zu bauen. Das Spiel macht vor allem viel Spaß und erleichtert die Einprägung der Phraseologismen.

<b>1</b>	Mein Freund kauft immer, ohne die Qualität zu kennen.	wie Hund und Katze sein	<b>A</b>
<b>2</b>	Die neuen Nachbarn streiten immer, sie geben anderen nie den Frieden.	die Katze im Sack kaufen	<b>B</b>
<b>3</b>	Hans ist ein langweiliger Mann, mit ihm kann ich nicht viel sprechen.	eine langweilige Ente sein	<b>C</b>
<b>4</b>	Auf der Party sprechen alle miteinander, nur eine Frau schweigt immer.	stumm wie ein Fisch sein	<b>D</b>

**Zusammenfassung**

Phraseologismen sind sehr interessante sprachliche Einheiten, die sicherlich unsere alltägliche Kommunikation bereichern. Wegen ihrer Idiomatizität können sie leider für Schüler nicht verständlich sein. Kein Mensch kann sicher voraussetzen, dass sich ein solches Wissen als unbrauchbar erweisen wird, auch wenn nur eine Übung oder eine Besonderheit im Unterricht besprochen werden. Die Schüler,

sowohl in der Primarstufe als auch in der Sekundärstufe, können Phraseologismen lernen. Die Übungen müssen nicht schwer sein und auch nicht als ein obligatorischer Teil des Unterrichts betrachtet werden. Sie können auch als Spiel im Unterricht eingesetzt werden. Es ist sehr wichtig, den Schülern die Schönheit der deutschen Sprache zu zeigen und dadurch sie in die Ähnlichkeiten und Unterschieden zwischen deutscher und polnischer Kultur einzuführen.

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### **TEACHING LISTENING IN CHINESE**

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**Abstract:** Recently, there has been a growing interest in the Chinese language among students, so the training of specialists with knowledge of the Chinese language is becoming more relevant. In the present study, a survey was conducted among students who study Chinese and have problems with understanding the speech of native speakers by ear. After analysing of the reasons given by the students, we have identified several recommendations for teaching listening in Chinese.

**Keywords:** Chinese language; teaching listening skills; listening comprehension; difficulty

## ОБУЧЕНИЕ АУДИРОВАНИЮ НА КИТАЙСКОМ ЯЗЫКЕ

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Аннотация: В связи с ростом интереса к китайскому языку наиболее актуальным становится подготовка специалистов со знанием китайского языка. В настоящем исследовании был проведен опрос среди студентов, которые изучают китайский язык и имеют сложности с пониманием речи носителей на слух. В результате анализа причин, которые называли сами студенты, мы выделили несколько рекомендаций по обучению студентов китайскому аудированию.

Ключевые слова: китайский язык; обучение аудированию; понимание на слух; трудность

### Introduction

The ability to understand the speech by ear is becoming increasingly important in the era of the development of modern technology, as it helps students to form intercultural skills.

At the same time, the Chinese language, according to the Ministry of Education, is becoming more and more popular among both schoolchildren and students. For example, in 2019, the government introduced the possibility of passing the Unified State Exam in Chinese. Every year the number of applicants is constantly growing [4].

More and more graduates plan to connect their future lives with the development of relations with China and the study of Chinese culture and language, that is why we can see the growing popularity of the Unified State Examination in Chinese.

According to the analysis, the Chinese language is studied in 34 Russian Federation regions in 168 educational organizations. More than 200 teachers teach Chinese. The number of students studying Chinese is more than 17000, about 3000 of them are high school students. In 75 schools in different regions of our country, more than 10000 students study Chinese as part of the compulsory program. More than 5% of the capital's comprehensive schools have already introduced the teaching of Chinese as a compulsory program or as an elective one [4]. Increasingly, Chinese as a second foreign language is being taught from the 2nd grade.

The Chinese language has many features, which can be extremely difficult to study. Characters have a complex system and a strict order of writing, also a feature of the Chinese language is a large number of characters compared to a small number of syllables. This means that one syllable can have a huge number of characters. Additionally, one character can also be read differently depending on the meaning. Also in Chinese there is a special phonetic system, which differs

significantly from European languages. In this regard, students usually face great difficulties in learning phonetics and recognizing syllables and tones by ear.

Therefore, teachers should pay great attention to teaching students listening skills in Chinese. It has specific features, which are explained by the peculiarities of the Chinese language. It is common knowledge that of all skills, listening skills are the most difficult to develop.

### **Theoretical framework**

Together with the growing development of relations with China, the growth of specialists with knowledge of the Chinese language began. In this regard, the growth of research abroad and in Russia devoted to the problems of teaching listening began. Yanmei Liu in her study examines «the effects of metacognitive strategy training on learners' metacognitive awareness, listening performance, and proficiency in an intensive language training program» [3].

Chunjie Wang studies the first part of HSK-6 exam papers of listening and then puts forward some suggestions for the teaching of advanced Chinese listening, such as encouraging students to read Chinese materials widely, cultivating students' reasoning ability based on options [5].

Some researchers study the relationship between listening skills' development and reading, writing, speaking skills. It is said that listening skills could not be improved without other skills because it is the main communicative competence to understand the oral information [1, 6].

With the development of information and communication technologies, the use of electronic resources in Chinese lessons has acquired particular significance. The use of authentic materials not only develops the students' listening skills, but also makes the lessons more interesting. [2].

Although that the topic of developing listening skills in Chinese has not been developed to a significant extent, in recent years there has been an increase in the number of studies on this topic. As we can see, researchers use different approaches in their work, but everyone agrees that this problem is now acute. From this we can conclude that teaching listening in Chinese is relevant for both teachers and researchers and is very complicated.

### **Methods and Results**

Due to the fact that China is actively developing its «soft power», a huge number of training centers where you can learn Chinese appear in Russia, including learning with native speakers, for example, the Confucius Institute. One of the branches is located at the Novosibirsk State Technical University. Many students of the major «Foreign Regional Studies» attend these classes. The study was conducted among third-year students of this major.

During the study, third-year students of regional studies at NSTU studied their listening skills in Chinese. The conditions under which they studied Chinese are the

same for everyone, since none of them knew Chinese before entering the university.

The questionnaire used in the study was designed in Chinese. The survey instrument consisted of 6 open-ended questions that asked students to reflect on their level of Chinese. For example, students had to assess their level of listening and write down what is the most difficult for them in listening.

This study was conducted with the aim of determining the current level of students and to identify the problems.

The responses of the students were very similar. Therefore, 8 out of 12 students were absolutely dissatisfied with their listening skills, 4 students rated themselves slightly above average.

Among the reasons affecting the insufficient level of understanding of Chinese speech are the following:

- high speed of Chinese speech;
- forgetting information in the process of listening to it;
- unknown words;
- phonetic difficulties;
- poor audio quality;
- psychological characteristics of the student.

The results of this survey fully support the idea put forward by Zeng about five categories of listening difficulties [7].

- 1) Text factor (lexical and vocabulary difficulties of the text);
- 2) Processing factor (difficulties associated with the processing of information);
- 3) Listener factor (psychological features of the listener);
- 4) Task factor (difficulties associated with the type of questions);
- 5) External environment factor (the adequacy of audio recording).

In accordance with these factors, work was carried out with students to improve their listening skills. This experience can be combined into the methodological recommendations below.

Pre-teaching vocabulary. The relationship between unknown vocabulary and the level of listening material understanding has been proven experimentally. During the study of the lesson, before the first listening to the text, the students were presented with a list of unknown and difficult words. Thus, even before the first listening to the text, they already understood the context, and with the help of prediction, they could guess what the text would be about. Then, it was easier for their attention to «catch on» to the already known words and this affected the common level of understanding of the text.

Repeated listening. Repetition is an important strategy in learning and teaching listening because it gives more time to process information, and the students can pay attention to parts of the text they did not understand the first time. Therefore,

after the first listening, students were always offered a second and sometimes a third one.

Working with phonetics. Before listening for the first time, particular attention should be paid to the pronunciation of words that students will meet. To practice phonetics, students were asked to listen to the pronunciation of the native speaker and repeat, trying to copy not only the sounds, but also the intonation and manner of the speaker. It is crucial important, because if the student pronounces a word incorrectly, he will not be able to hear it in the speech of the native speaker, which will affect the result of listening.

The speed of the text should be the lower, the worse is the level of the Chinese language of the students. The fast pace of speech greatly complicates the perception of the text. Fortunately, modern computer technology allows teachers to change the speed of audio texts, which is also a necessary method in teaching listening skills.

In order to minimize the problem for students of missing information when trying to understand what they hear, confident knowledge of vocabulary is necessary. When learning new words in the lesson, students were also given stable expressions of new words in context. Against the background of a large number of homophones in the Chinese language, knowledge of stable lexical combinations reduces the time of information processing. For example, there are almost a dozen words that read zuò, but in order to understand which word is meant, knowledge of the context or phrase in which it is used is necessary.

### **Conclusion**

A study of research and statistics showed that in recent years, interest in Chinese among students has been steadily growing. Simultaneously, students and teachers face many difficulties that are associated with the peculiarities of the Chinese language.

It is important for both teachers and researchers to continue to develop guidelines to make listening learning more interesting and effective. This article shows the results of a survey among third-year students in the major of «Foreign Regional Studies», as well as recommendations for teachers on how to help students cope with the difficulties of listening in Chinese. Thus, the article has both practical and theoretical significance for Chinese language teachers, giving scientists material for further research.

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## **AUTHENTISCHE TEXTE IM UNTERRICHT „GESCHÄFTSDEUTSCH“ FÜR HOCHSCHULSTUDENTEN**

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Abstract: In diesem Artikel geht es um die Rolle von authentischen Texten im Unterricht „Geschäftsdeutsch“. Es wird die Wirksamkeit der Verwendung von oben genannten Texten im Unterricht „Geschäftsdeutsch“ für Hochschulstudenten untersucht. Die Verwendung von authentischen Texten hilft, in die Kultur der Zielsprache einzutauchen und den Wortschatz bei der fremdsprachlichen Geschäftskommunikation zu erweitern.

Schlüsselwörter: authentische Texte; Bewerbungsschreiben; Geschäftskorrespondenz; Geschäftsbrief

## **AUTENTISCHE TEXTE IN DER LEHRUNG DES DEUTSCHEN SPRACHLICHEN GESCHÄFTSDEUTSCHS FÜR STUDENTEN HIGHERER BILDUNGSANSTALTEN**

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Аннотация: В данной статье рассматривается роль аутентичных текстов в обучении деловому немецкому языку, а также исследуется эффективность использования аутентичных текстов в обучении деловому немецкому языку студентов вузов. Использование аутентичных текстов способствует погружению в культуру изучаемого иностранного языка, а также расширению словарного запаса, необходимого для решения коммуникативных задач в рамках иноязычного делового общения.

Ключевые слова: аутентичные тексты; письмо-отклик на вакансию; деловая переписка; деловое письмо

### **Einführung**

Die Ausbildung kommunikativer Kompetenz ist eines der Hauptziele beim Unterrichten der Studenten in der fremdsprachlichen Geschäftskommunikation. Die Verwendung von authentischen Texten im Fremdsprachenunterricht kann als eine Möglichkeit angesehen werden, dieses Ziel zu erreichen. Beim Unterrichten von Geschäftsdeutsch dienen Geschäftsbriefe als authentische Texte.

### **Theorie**

Beginnen wir zunächst mit der Definition der Schlüsselbegriffe. Nach T.F. Efremova bezieht sich das Wort „*authentisch*“ auf etwas, das aus einer primären Quelle stammt, dem Original entspricht und echt ist [4, S. 236].

*Der Geschäftsbrief* ist eine Gattung des offiziellen Geschäftsstils, die als „eine Art von offiziellen Dokumenten verstanden wird, die als Kommunikationsmittel zwischen verschiedenen Organisationen über die von ihnen durchgeführten Aktivitäten dienen“ [2, c. 7].

Als „*Bewerbungsschreiben*“ wird eine Art des Lebenslaufs verstanden, die sich durch einen offiziellen Geschäftsstil auszeichnet, Informationen über die Ausbildung des Bewerbers, seine Berufserfahrung sowie über seine Charaktereigenschaften und berufliche Qualifikationen enthält [4, S. 3].

Das „Bewerbungsschreiben“ zeichnet sich durch folgende Gattungsmerkmale aus: Formalität; Prägnanz; Präzision; Individualisierung; Aussagekraft; Pragmatismus (Bestreben, den Leser durch das Schreiben zu beeinflussen) [3, S. 3].



Wir haben Lehrwerke für Geschäftskommunikation in deutscher Sprache von J.A. Makarowa und M.N. Osolodtschenko sowie von E.M. Alexejewa, M.L. Alexejewa und P.V. Kropotuchina analysiert [1; 5]. Beim Unterrichten von Geschäftsdeutsch, insbesondere beim Erlernen des „Bewerbungsschreibens“, sind die Aufgaben in den Lehrwerken nach dem Prinzip „vom Einfachen zum Komplexen“ aufgebaut. Es ist erwähnenswert, dass im Lehrwerk von J. A. Makarowa und M. N. Osolodchenko Studenten die Aufgabe haben, selbständig die russischen Äquivalente zu den erlernten Vokabeln zu finden. Im zweiten Lehrwerk [5] wird der erlernte Wortschatz mit einer Übersetzung ins Russische präsentiert.

Die Autoren der Lehrwerke bieten folgende Aufgaben an:

1. Den Wortschatz zum Thema der Lektion zu üben (z.B. Rektion der Verben zu bestimmen, eine lexikalische Einheit zu definieren, Sätze aus dem Russischen ins Deutsche zu übersetzen, Fragen zum Inhalt eines authentischen Bewerbungsschreibens mit Verwendung des neuen Wortschatzes zu beantworten).
2. Die Struktur eines typischen Bewerbungsschreibens anhand des authentischen Bewerbungsschreibens zu untersuchen.
3. Jeden Teil des Bewerbungsschreibens zu finden und zu benennen, die richtige Reihenfolge der chaotisch angeordneten Teile dieses Geschäftsbriefes zu bestimmen.
4. Ein eigenes Bewerbungsschreiben zu verfassen.

#### **Methoden und Resultate**

In der vorliegenden Forschung haben wir auf folgende theoretische und empirische Forschungsmethoden zurückgegriffen: deskriptive Methode, vergleichende Analyse, pädagogisches Experiment und Fragebogen.

Um unseren eigenen Übungskomplex erfolgreich zu gestalten, haben wir zwei Lehrwerke analysiert [1; 5].

Folgende Tabelle zeigt Beispiele von Übungen aus diesen zwei Lehrwerken im Vergleich zu einander (siehe die Tabelle):

Tabelle

Übungen aus dem Lehrwerk von J.A. Makarowa, M.N. Osolodchenko und dem Lehrwerk von E.M. Alexeewa, M.L. Alexeewa und P.V. Kropotukhina

<b>Lehrwerk von J.A. Makarowa, M.N. Osolodchenko</b>	<b>Lehrwerk von E.M. Alexeewa, M.L. Alexeewa und P.V. Kropotukhina</b>
Text 1: Checkliste „Bewerbung“. Was alles dabei sein sollte!	Wortschatz zum Thema.
Beantworten Sie folgende Fragen zum Artikel! (10 Fragen)	Allgemeine Information (Bewerbung).

<p><u>Lexikalische Übungen:</u>          Merken Sie sich aktive Vokabeln, finden Sie russische Äquivalente, gebrauchen Sie diese in Ihren Beispielen.          Nennen Sie Rektion von folgenden Verben, bringen Sie Ihre Beispiele.          Nennen Sie Synonyme zu folgenden Wörtern.          Definieren Sie folgende Begriffe und Wortverbindungen.          Übersetzen Sie ins Deutsche, beachten Sie den Gebrauch von aktiven Vokabeln.</p>	<p>Sie fangen in einer neuen Firma zu arbeiten. Was glauben Sie, welche Schritte müssen Sie machen? Was soll die Firma machen? Kreuzen Sie an und dann erzählen Sie.</p>
<p><u>Grammatische Übungen:</u>          Nennen Sie drei Grundformen von folgenden Verben.          Finden Sie im Text Verben im Passiv, bestimmen Sie die Zeitform des Passivs.          Finden Sie im Text Satzgefüge, nennen Sie dabei den Typ des Nebensatzes. Wodurch wird der Hauptsatz mit dem Nebensatz verbunden?</p>	<p>Neue Mitarbeiterin Marta Schlegel beginnt ihre Arbeit an einer Grundschule als Lehrerin. Was muss Frau Schlegel machen? Was macht die Personalabteilung?</p>
<p><u>Sonstige Aufgaben:</u>          Lesen Sie noch einmal den ersten Teil des Artikels (bis zur Stelle „Kleinigkeiten mit großer Wirkung“) und stellen Sie Information in Form einer richtigen Liste dar (alle Regeln, die bei der Bewerbung zu beachten sind).          Recherchieren Sie im Internet bezüglich anderer Regeln, denen man bei der Bewerbung folgen soll. Im Folgenden finden Sie ein Bewerbungsschreiben, in dem einige Wörter weggelassen worden sind. Ergänzen Sie die Lücken mit den Wörtern rechts neben dem Text.          Bitte stellen Sie fest, welche Informationen das obige Bewerbungsschreiben enthält.          Vergleichen Sie mit der folgenden Liste von Elementen, die ein Bewerbungsschreiben enthalten sollte.</p>	<p>Allgemeine Information über Kurzbewerbung und vollständige Bewerbung.</p>
	<p>Wie schreibt man eine Bewerbung? (Text)</p>
	<p>Lesen Sie ein Musteranschreiben. Notieren Sie die Punkte, die für Sie im Beruf sehr wichtig sind.</p>
	<p>Stellen Sie Fragen zum Text oben.</p>
	<p>Übersetzen Sie die Sätze ins Russische.</p>

	Schreiben Sie dann Ihr eigenes Bewerbungsschreiben.
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Wir kamen zum Schluss, dass Übungen aus dem Lehrwerk von J.A. Makarowa und M.N. Osolodchenko am effektivsten sind, um das Ziel der Entwicklung der kommunikativen Kompetenz der Studenten in der Fremdsprache zu erreichen. Dieser Übungskomplex kann als multifunktional bezeichnet werden, da diese Übungen zur Entwicklung der grammatischen und lexikalischen Fähigkeiten beitragen. Darüber hinaus enthält der Komplex Übungen, die auf die Entwicklung der Sprechfertigkeit abzielen. Es ist wichtig anzumerken, dass dieser Übungskomplex auch die außerschulische Arbeit der Studenten umfasst, die anschließend von der Lehrkraft überwacht wird. In dem folgenden Experiment werden wir dieses Lehrwerk als Grundlage verwenden.

Im Rahmen der Studie haben wir ein kleines Experiment durchgeführt, um die Wirksamkeit der Aufgaben in den analysierten Lehrwerken zu bestimmen. An dem Experiment nahmen sieben Studenten der Fakultät für Geisteswissenschaften der Nowosibirsker Staatlichen Technischen Universität teil, die im vierten Studienjahr sind und Fachrichtung „Theorie und Unterrichtsmethodik von Fremdsprachen und Fremdkulturen“ haben. Dabei muss man erwähnen, dass Deutsch als zweite Fremdsprache seit dem zweiten Studienjahr studiert wird. Deutschkenntnisse entsprechen A2 und B1 laut GER. Die geringe Teilnehmerzahl ist darauf zurückzuführen, dass nur diese Studenten das Fach „Geschäftskommunikation in der zweiten Fremdsprache (Deutsch)“ studierten.

Die Studenten wurden gebeten, folgende 6 Aufgaben 90 Minuten lang zu machen:

**Aufgabe 1 (Wortschatzarbeit):** Übersetzen Sie bitte folgende Wörter. Schreiben Sie 7 Sätze auf Deutsch und verwenden Sie dabei aktive Vokabeln.

**Aufgabe 2:** Bitte sehen Sie sich das Bewerbungsschreiben an. Finden Sie die richtige Reihenfolge von Teilen des Bewerbungsschreibens. Bitte nennen Sie jeden Teil des Bewerbungsschreibens.

**Aufgabe 3:** Überprüfen Sie ein weiteres Bewerbungsschreiben. Nennen Sie fehlende Elemente in diesem Bewerbungsschreiben.

**Aufgabe 4:** Füllen Sie bitte die Lücken im Bewerbungsschreiben.

**Aufgabe 5:** Finden Sie die richtige Reihenfolge von Teilen im Bewerbungsschreiben. Welche stilistischen Fehler haben Sie bemerkt?

**Aufgabe 6:** Schreiben Sie bitte Ihr eigenes Bewerbungsschreiben.

Diese Aufgaben wurden nach dem Prinzip der zunehmenden Schwierigkeit bei der Verwendung von authentischen Bewerbungsschreiben zusammengestellt. Jede Übung dauerte von 5 bis 15 Minuten. Am Ende der Unterrichtseinheit wurde ein Fragebogen ausgefüllt, um die Effektivität der Aufgaben aus der Sicht der

Studenten zu ermitteln.

Die Auswertung des Fragebogens ergab Folgendes:

1. Kein Student bezeichnete die im Unterricht verwendeten Vokabeln als schwierig.

2. Alle Studenten waren der Meinung, dass die Arbeit im Unterricht effektiv verlief.

3. Einige Studenten (25 % der Gesamtteilnehmerzahl) hatten Schwierigkeiten mit den letzten beiden Aufgaben, weil ihnen nicht ausreichend Zeit gelassen wurde.

Die letzte Aufgabe bestand darin, selbstständig ein Bewerbungsschreiben zu verfassen, was die Studenten ganz gut schafften. Die Fehler, die die Studenten machten, waren nicht kritisch.

Analyse der Fragebogen zeigte, dass die Studenten das Gefühl hatten, zu wenig Zeit für die Arbeit zu haben. Laut ihrer Meinung, wären 25 Minuten für das Zusammenstellen des Bewerbungsschreibens genug.

### **Zusammenfassung**

Die Analyse hat gezeigt, dass die Verwendung von authentischen Texten im Unterricht den Studenten keine besonderen Schwierigkeiten bereitet. Ein effektiver Unterricht, dessen Ziel ist, Geschäftsbriefe in einer Fremdsprache erstellen zu können, erfordert einen progressiven Ansatz und eine angemessene Zeiteinteilung.

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**PROJECT-BASED LEARNING WITHIN META-SUBJECT APPROACH:  
ANALYZING MISTAKES OF LINGUISTIC STUDENTS AND THE WAYS  
OF IMPROVING THEIR SKILLS OF ACADEMIC WRITING**

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**Abstract:** The article is devoted to the evaluation of research competence of fourth year linguistics students in order to introduce project-based learning as the methodology aimed at improving their skills of academic writing within meta-subject approach in education.

**Key words:** research competence; project-competence; academic writing; project-based learning; meta-subject approach

**ПРОЕКТНАЯ ДЕЯТЕЛЬНОСТЬ В РАМКАХ МЕТА-ПРЕДМЕТНОГО  
ПОДХОДА: АНАЛИЗ ОШИБОК СТУДЕНТОВ-ЛИНГВИСТОВ  
И СПОСОБЫ РАЗВИТИЯ НАВЫКОВ АКАДЕМИЧЕСКОГО ПИСЬМА**

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**Аннотация:** Данная статья посвящена оценке уровня научно-исследовательской компетенции студентов четвертого курса направления «Лингвистика», проведенной для введения проектной деятельности как методологии, направленной на развитие навыков академического письма в рамках мета-предметного подхода в образовании.

**Ключевые слова:** научно-исследовательская компетенция; проектная компетенция; академическое письмо; проектная деятельность; мета-предметный подход

### **Introduction**

In order to form universal, supra-professional competencies of university students, it is necessary to follow meta-subject approach, based on the organization of educational activities involving the formation of competencies for working with gained knowledge that can be useful both during the studies and after graduation.

Meta-subject approach is manifested in project-based learning – a modern educational methodology that is focused on the formation and development of universal learning activities in the process of project implementation.

The Federal State Educational Standards for Higher Education (FSES 3++) require developing research and project competences of students of linguistics. Practical experience, however, indicates Linguistics students lacking extremely valuable skill that builds up research competence, such as the skill of academic writing. Considering the absence of mandatory project work disciplines in their

curriculum we assume they lack project competence as well.

The relevance of the study is based on the assumption that Project-Based learning (PBL) can be an effective methodology to implement in order to improve research competence of linguistics students within meta-subject framework of modern education that presupposes innovative activities aimed at the formation of meta-subject competencies (need to continue education or get another degree) including the skills of academic writing, required within the research competence.

The paper aims at providing an analysis of the mistakes students of 4<sup>th</sup> year make in a literature review to characterise whether their research competence is developed to a level, decent enough to write graduation thesis successfully, and introduce new ways of improving their skills of academic writing in accordance with the need to develop project-competence prescribed by FSES 3++.

### **Theoretical framework**

Besides research competence, point 3.2 of the Educational Standard prescribes students to develop project-competence – which is understood as the ability to determine the range of tasks within the set goal and choose the best ways to solve them [4]. However, the fact that «project work» in the curriculum of «Linguistics» of NSTU is now elective and not mandatory course brings up the need to introduce more project-centred methodology to develop said competence.

We assume, that project competence cannot be formed separately from language competence including the skills of writing, valuable for students of 4<sup>th</sup> year who are to write graduation thesis.

Research competence is expressed in the ability and readiness to independently solve research problems, possess the technology of research activity, recognize the value of research skills and effectively apply existing knowledge, skills and experience in the course of research activities and in the process of solving educational, cognitive, subject and professional tasks [3, p. 40]. Academic writing is the skill that we strike to improve within the development of research competence.

Academic writing is a multiple construction that unites essential elements as the understanding of the scientific field and the understanding of scientific research methodology, statistical knowledge and the understanding of the culture of native and foreign languages [7, p. 458].

Meta-subject approach of education is manifested in the self-realization of the student, which is possible as a result of «generation, production of educational results that are valuable not only for the student himself, but also for the surrounding society, the world, humanity» [6, p. 1]. An effective tool of meta-subject approach are modern educational technologies, which are based on a system-activity approach, such as project-based learning (PBL), targeting in the development of the ability to generalize and systematize large-volume information,

linking it with one's personal experience.

Project-based learning meets the aim of meta-subject approach in education, since it is based on activation of independent search activity of students, including development of research skills – identification and formulation of problems and hypotheses, planning of research activities, data collection and; analysis, preparation of scientific reports, generalisation and conclusions, review of work, and project defence [10, p. 28].

Besides fitting the meta-subject framework of education, project-based learning forms the trainees research skills (the ability to analyse a problem situation, identify problems, select the necessary information, observe practical situations, record and analyse their results, build hypotheses, implement, generalize, draw conclusions); and communicative skills (the ability not only to express one's point of view, but also to listen, understand another, in case of disagreement, to be able to constructively criticize an alternative approach in order to eventually find a solution that synthesizes and holds the positives of each proposal) [9].

Both those skills are immensely important for scientific conferences and other events and activities regarding the defence of an article, course paper or graduation thesis. That is why PBL appears effective to teach research: in the course of joint project activities, students are taught independence, critical thinking, forecasting, effective collaboration applied in order to get a result – the solution to a specific problem or an «artefact» for implementation [8, p. 186].

### **Methods and results**

In order to develop teaching materials that will fulfil the goal of forming research and project competences prescribed in the state federal standards of education, we needed to find out the extent to which academic writing skills and research competence are developed, so our research was aimed at classifying and analysing the mistakes of 4<sup>th</sup> year linguistics students of NSTU that were made in their literature reviews written within General Linguistics final assignment.

The methodology we used to reach the goal was qualitative summative assessment from holistic perspective: while grading the reviews we focused on the whole phenomenon (recurring mistakes types) and gave it a detailed description. We also applied the method of inductive analysis to immerse into the details of made mistakes to seek the ways to avoid them in future.

The holistic summative assessment demonstrated high quality and relevance of found resources, proving students ability to find, analyse and extract the needed information from scientific literature. The assessment of 26 reviews of «Linguistics» students of different specialties demonstrated high quality and relevance of found resources in 77% or the whole scope of works; high level of information systematization and adaptation was spotted in 85% of reviews.

The information in reviews fit its title 97% of reviews, showing that students

can name title their research accordingly, thus limit the area of their research and search for the scientific resources, that will serve their academic goals.

That is why we came to a conclusion that students are capable of finding the information and organizing it into a review, as well as naming it correctly in accordance with the content. It also proves the students to possess the skill of working with digital technologies and actively use them in training (in all the samples digital resources application were applied effectively) – meaning that, though able to find and apply information, students struggle with putting it together to produce a coherent scientific text.

However, we assume that one skill we as teachers should pay closer attention on developing, and this is the skill of academic writing. The need to focus on developing that skill appears due to recurring mistakes we identified in the literature reviews, including non-compliance with the Russian scientific functional style in 39% of the reviews: different terms were applied to the same concepts and notions (supposedly to avoid repetitions), pronouns and subordinate clauses overuse, due to which it was hard to track what they refer to, which lead lack in clarity – an important feature of scientific text- was admitted in 47% of checked assignments.

The lack of coherence was another recurring mistake that gets in a way of producing a literature review or any other research paper. That notion manifests itself in misunderstanding of research papers types (students refer to their literature review as «dissertation», «article» or «course paper»), the text structure is misleading and illogical: theoretical part prevails in Introduction, no relevance, goal, aims are stated), and mixed terms: instead of chapter student refers to it as a «paragraph». Review structure was also frequently inconsistent: some chapters have taken fifteen pages, others barely covered one page; some paragraphs consisted of more than ten sentences, and then switched to include only one, going in sequence.

Incontinuity and incoherence are also realised in the absence of cohesive devices and introductory paragraphs: in some reviews, having mentioned the theme, the student lists the terms and definitions related to that topic without proper introduction. Mixed up grammatical categories (most frequently those of case and number), and various tautologies also lower the quality of a scientific text.

In addition, 4<sup>th</sup> year students struggle with correct text formatting, in-text referencing and reference list compilation in accordance with State Standards [5], since 57% of reviews were formatted incorrectly, which can be an obstacle when writing a graduation thesis.

The assessment demonstrated that academic literacy within research competence is indeed the skill we seek to improve. That calls for the application of project-based learning, which takes into account meta-subject principle of education and implies on introducing the gained knowledge to solve real-life problems – and writing a graduation thesis is a very urgent problem to solve for students of 4<sup>th</sup> year.



Considering the meta-subject approach teaching academic writing is also important for those students who are going to continue their education and get another degree, or apply for master's degree and regularly produce research papers.

That is why we aim to develop teaching materials that will help students successfully improve their academic writing skills, therefore, develop academic competence, by means of project-based learning with a practice-oriented result.

The teaching materials will include theoretical and practical part, as well as home assignment. Some exercises will be done in groups – to boost communication within students – others will be individual for each learner, designed to promote independence. Each task can be performed online with the use of ICT and online project management and team collaboration tools («Trello», «Miro», Google tools).

By the end of the project each student will have an artefact of their work – pieces of a course paper, that will be published in electronic-portfolio, as well as a «cheat sheet» – an electronic poster listing all the things that are to be remembered while producing a piece of academic writing: the important features of scientific style, the GOST requirements, in-text reference examples, the list of useful electronic resources and etc. The students will also get experience of presenting the products of their research and defending it during seminars.

### **Conclusion**

Holistic qualitative assessment of summative final assignment demonstrated that final year students are able to work with relevant scientific sources and digital technologies – therefore, two very important skills that build research competence they already possess.

However, grading the literature reviews of the 4<sup>th</sup> year students highlighted that the skill of academic writing is what we, as the teachers, should focus on developing, since there were reoccurring inaccuracies. The most frequent ones were in words combinability, tautologies, coordination of grammatical categories, using style-inappropriate set phrases or language, not enough particularity in chapters and conclusions, non-compliance with GOST prescriptions. All this leads to lack of cohesiveness and coherence in text – important features of a good academic text of any genre. Incorrect citation, mistakes in list of references and inaccuracies in in-text references is an issue that can interfere in publishing the research articles in scientific journals.

To develop the skills of academic writing and successfully form research competence, as well as project competence, we, as the teacher, will introduce project-based learning, which focuses on the idea of fulfilling research-related task in order to finally write a cohesive scientific text – a graduation thesis.

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## «CONTE DE FÉES» COMME MÉTHODE D'ENSEIGNEMENT D'UNE LANGUE ÉTRANGÈRE»

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Résumé : Comme le montre la pratique, les contes de fées sont une source riche au stade initial de l'enseignement des langues étrangères. Notre propre expérience à long terme suggère que l'étude des contes de fées captive les étudiants, augmente la motivation pour apprendre une langue étrangère. Le but de l'article est d'étudier la technologie d'utilisation du conte de fées français (Charles Perrault) dans les cours de français. Lors de la présentation du matériel, des exercices développés sont donnés, visant à connaître et à unir le nouveau matériel, y compris lexical et grammatical.

Mots-clés: conte de fées; exercices; intérêt; motivation; lecture

## СКАЗКА КАК ПРИЕМ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

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Аннотация: Как показывает практика, богатым источником на начальном этапе иноязычного образования являются сказки. Собственный многолетний опыт работы позволяет утверждать, что изучение сказок увлекает студентов, повышает мотивацию обучения иностранному языку. Целью исследования является изучение технологии использования французской сказки (Шарля Перро) на уроках французского языка. В ходе представления материала даются разработанные упражнения, направленные на знакомство и на закрепление нового материала, в том числе лексического и грамматического.

Ключевые слова: сказка; упражнения; интерес; мотивация; чтение

### Introduction

«La langue est un conte de fées dont les mots sont les acteurs» (Ferdinand Brunetière).

Les contes de fées apportent à l'enseignement et à la classe de langue un univers construit à la fois sur les traditions des peuples, sur le respect de règles, l'écoute et l'attention aux autres. Le présent ouvrage est le fruit d'un travail d'invention et de création de l'auteur. Au cours de français (seconde langue étrangère) on lit des contes de fées de Charles Perrault dont le Cendrion, le Chat Botté; La Barbe Bleue, Le Petit Poucet, Le Petit Chaperon Rouge etc.

## **Théorie**

Dans les connaissances scientifiques russes, les questions de l'utilisation des contes de fées dans l'enseignement d'une langue étrangère étaient traitées par V.A. Myshkina, B.M. Djandar (2016); E.O.Daldinova (2004) ; V.E. Matvienko (2016); T.I. Kravchenko, E.Ui.Mirzoeva (2019); T.Ui. Hemlet (2018); Sh.B. Bayramova, D.Sh. Sheripbaeva (2020); M.P. Yangutova, E.A. Shibanova (2022).

## **Méthodologie et Résultats**

«L'art c'est beau, mais c'est du boulot!» (Karl Valentin).

Comme pour la plupart des pratiques, les contes de fées requièrent un entraînement, une appropriation graduée. Toutes les activités proposées sont appréciées par les étudiants et accomplies avec dynamisme. La bonne humeur, le plaisir de l'effort collectif sont au rendez-vous.

Dans cet article nous proposons de faire voir comment on pourrait pratiquer le lexique, la grammaire à l'aide de conte de fée «Cendrillon» de Charles Perrault. À l'étape initial le travail avec le conte s'appelle «la lecture fascinante » ce qui permet d'améliorer à la fois la prononciation et la fluidité verbale.

Avant de commencer la lecture pour bien débiter une séance de lecture fascinante, il est essentiel de créer une atmosphère de bien-être, une ambiance de confiance, sereine et bienveillante. Il est important de se rappeler en russe de quoi il est question dans ce conte. «L'échauffement » engage les étudiants à faire travailler leur imagination et à se préparer au futur travail.

Après la lecture et la traduction on passe à des activités personnellement développées. Les premiers exercices sont à contrôler la compréhension générale et le lexique. En cas d'exemple on pourrait citer les suivants:

### **I. Associez des mots avec la signification:**

1. dispositif pour chauffer la pièce, dans laquelle le feu est allumé
  2. plancher de bois cher
  3. homme armé qui garde le château
  4. tissu cher
  5. maître des cheveux
  6. piège à souris
  7. l'entourage personnel du roi
  8. 12 heures du matin
  9. minéraux rares et beaux
  10. homme qui dirige les chevaux en carrosse
- a) un velours
  - b) une cour
  - c) un cocher
  - d) un parquet
  - e) des pierreries

- f) une sourcière
- g) un coiffeur
- h) un garde

La technique d'association permet de faire travailler la mémorisation, de renforcer la concentration, ce mode de travail peut se pratiquer avec des participants de tous âges et tous niveaux. Ce type d'exercice peut se faire en groupe ou le professeur prépare de petits papiers sur lesquels il inscrit des mots et des significations, on peut aussi limiter le temps pour cette tâche et ainsi trouver le meilleur, celui-ci qui fera voir la connaissance complète et totale du lexique, son maîtrise lexicale.

Deuxième type d'exercice qui est d'ajouter les mots manquants dans le texte approprié augmente la difficulté; l'enseignant délimite le temps aussi, et il ne permet pas de consulter le dictionnaire. Les apprenants utilisent leurs propres connaissances sur le contenu du conte et des mots qui sont dans la liste proposée.

**II. Ajoutez les mots de la liste dans le texte: de la, habits, pour, manchettes, pries, cadette, indifférentes, de, grandes.**

Il arriva que le Fils du Roi donna un bal, et qu'il en pria toutes les personnes de qualité: nos deux Demoiselles en furent aussi (1) \_\_\_\_\_, car elles faisaient (2) \_\_\_\_\_ figures dans le Pays. Les voilà bien aises et bien occupées à choisir les (3) \_\_\_\_\_ et les coiffures qui leur siéraient le mieux; nouvelle peine (4) \_\_\_\_\_ Cendrillon, car c'était elle qui repassait le linge de ses soeurs et qui godronnait leurs (5) \_\_\_\_\_. On ne parlait que (6) \_\_\_\_\_ manière dont on s'habillerait. Moi, dit l'aînée, je mettrai mon habit de velours rouge et ma garniture d'Angleterre. Moi, dit la (7) \_\_\_\_\_, je n'aurai que ma jupe ordinaire; mais en récompense, je mettrai mon manteau à fleurs d'or et ma barrière (8) \_\_\_\_\_ diamants, qui n'est pas des plus 9) \_\_\_\_\_.

Le troisième type d'exercice est de réfléchir et de décider si les affirmations correspondent au contenu du texte de conte ou non.

**III. Dites quelles déclarations sont vraies (Vrai), fausses (Faux) ou ne sont pas mentionnées dans le texte (Aucune information).**

1. Le père de Cendrillon s'est marié pour la deuxième fois.
2. Cendrillon mangeait séparément de ses sœurs et de sa belle-mère.
3. Après le mariage de Cendrillon, les sœurs sont restées vivre dans leur maison.
4. Cendrillon vivait au sous-sol.
5. Cendrillon était plus jeune que ses deux sœurs.

On pourrait même proposer une activité ludique comme par-exemple, les mots-croisés sur le contenu du conte de fées:

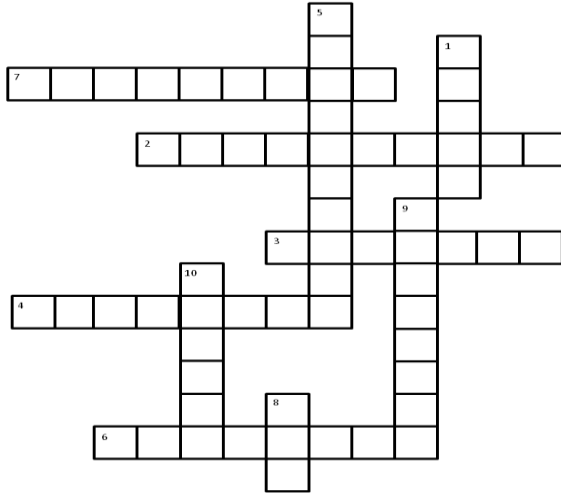


Image Mots croisés (<https://www.educol.net/crosswordgenerator.php>)

#### VERTICALEMENT

1. Le matériau à partir duquel la pantoufle a été faite.
5. Mère non-native.
8. Un événement où les notables se rassemblent pour danser.
9. Avec l'aide de quoi la fée marraine a-t-elle fait sa magie?
10. En qui la fée a-t-elle transformé le rat?

#### HORIZONTALEMENT

2. Le surnom grossier de Cendrillon
3. Qui étaient les Laquais avant la transformation?
4. Transport par lequel Cendrillon est arrivée au palais.
6. Qui était la Fée pour Cendrillon?
7. Ce que Cendrillon a perdu en quittant le palais?

Pour faire les mots-croisés les participants sont disposés en deux groupes, on choisit le chef dans chaque groupe qui écrit des réponses correctes des participants, celui-ci qui donnera les variantes correctes et le plus vite possible, gagnera. Les participants de tel groupe obtiennent des points complémentaires et comme résultat sont les vainqueurs.

#### **Conclusion**

L'utilisation des contes de fées au cours de la langue étrangère mobilise l'ensemble des connaissances des apprenants pour la pratique et dynamique de la langue. Les participants partagent leurs connaissances et leur maîtrise de la

littérature notamment française (les contes de Charles Perrault). D'un point de vue humain et pédagogique, nous respectons quelques principes simples: créer des activités pour mettre en valeur les connaissances des apprenants et leur faire prendre conscience de leur talent pour réaliser les exercices, ne jamais mettre les membres du groupe dans une situation qui pourrait paraître humiliante; encourager systématiquement l'effort. Du point de vue linguistique, les activités peuvent être classées du niveau A1 aux niveaux B1/B2, cela dépend du niveau de langue des apprenants selon la classification du Cadre européen de référence pour les langues (CERC). En outre, beaucoup peuvent être pratiqués à tous niveaux, car ils font peu appel aux connaissances linguistiques. Les contes de fées s'intègrent facilement au parcours d'apprentissage.

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## **PROJECT WORK AS A TOOL FOR DEVELOPING SOFT SKILLS**

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**Abstract:** This article presents the findings of a project that aimed to develop the soft skills of transfer students. The project work involved a series of activities that were designed to improve the communication, teamwork, and problem-solving skills of the students. In addition, a survey was conducted to collect feedback from the students about their experience and to assess the effectiveness of the project.

**Key words:** soft skills; project work; statistical analysis; communication; planning

# ПРОЕКТНАЯ РАБОТА КАК ИНСТРУМЕНТ РАЗВИТИЯ ГИБКИХ НАВЫКОВ

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Аннотация: в данной статье представлены результаты проекта, направленного на развитие «мягких» навыков у студентов-переводчиков. Работа над проектом включала ряд мероприятий, направленных на улучшение навыков общения, работы в команде и решения проблем студентов. Кроме того, был проведен опрос для сбора отзывов студентов об их опыте и оценки эффективности проекта.

Ключевые слова: гибкие навыки; проектная работа; статистический анализ; коммуникация; планирование

## Introduction

In today's fast-paced and competitive world, both “hard” and “soft” skills are necessary for success in any profession. In recent years, however, soft skills have become increasingly important because they are necessary for effective teamwork, communicating with others, and adapting to new situations. Soft skills are often difficult to teach in traditional classrooms, so experiential learning, such as project work, is an effective way to develop them. The purpose of this article is to explore how project work can help students develop soft skills, focusing on communication skills, stress tolerance, critical thinking, and planning.

## Theoretical framework

The problem of soft skills development among students was addressed by such scholars as Lev Vygotsky [1], who proposed the socio-cultural theory of development, which suggests that cognitive development is influenced by social interactions and cultural practices, O.V. Barinova considers the development of social skills within the competence approach and focuses on the fact that the competence formed in students is "additional (auxiliary) language of communication between the customer specialists (the employer) and the university that undertakes the training of specialists [2] Daniel Goleman, a psychologist and author of the book “Emotional Intelligence”, focuses on the importance of emotional intelligence for success, especially in leadership positions [3]. Richard M. Ryan and Edward L. Deci, psychologists who have studied the concept of self-determination theory, argue that people motivated by intrinsic factors such as personal growth and autonomy are more likely to succeed and have better mental health [4]. The analyzed project assignment was conducted for the translation students. The main task is a translation project in which the group is divided into teams with different roles needed for a translation agency, such as project manager, translators, terminologist, editor, proofreader, etc. Everyone participates in the translation, but there are additional tasks that need to be completed. An example of



a task a team might receive includes converting a document into Word, checking formatting, indenting, line endings, pictures, tables and charts before uploading to the CAT system, distributing workload, determining tasks for each team member, performing all tasks in SmartCAT, uploading and editing the document, proofreading the final document, converting it to PDF and checking it. Finally, the manager sends the finished work to Google Class, including a description of each team member's performance and the quality of their work. During the project, students noted that working in teams and more practice were the best ways to develop soft skills. Collaborating with others helped them understand different perspectives and viewpoints, which led to better communication and teamwork. In addition, they learned how to actively listen and give feedback, which improved their interpersonal skills. Through practice, they also developed skills in planning and organizing tasks, which helped them become more efficient and effective in their work. In addition, students noted that working on the project helped them develop qualities such as communication, planning, and stress tolerance. Communication skills improved through regular meetings, discussions, and presentations, where they learned to express their ideas clearly and concisely. Planning skills developed through project management, where students learned to set goals, prioritize tasks, and allocate resources effectively. Stress tolerance was developed through time management and coping, where students learned to be resilient and adaptable. Finally, students noted that the most necessary qualities for an translator are critical thinking and planning skills. Critical thinking skills are needed to analyze information, identify problems, and find solutions. Planning skills are needed to organize and coordinate tasks, plan meetings, and manage time effectively. Thus, the project work helped students develop the important skills that are necessary for success in the field of translation.

### **Methods and results**

To examine the development of soft skills through project work, a survey was administered to a group of students who had recently completed project work. The survey was conducted online and included questions related to their course experience, the skills they had developed, and the importance of those skills in their area of interest. The survey was anonymous so students would feel comfortable sharing their honest opinions. The survey consisted of multiple-choice and open-ended questions. The multiple-choice questions were designed to collect quantitative data, and the open-ended questions were used to collect qualitative data. The survey was distributed to all students who had taken the course as well as those who had not yet taken it. What was surprising was that absolutely all of the students responded that the most important skills for a translator were specifically communication and planning. Twenty-nine students responded to the survey. The majority of students (80%) indicated that teamwork was the best way to develop

soft skills, followed by practice (70%). When asked what skills were most important to their area of interest, communication (80%) and planning (70%) were mentioned most often. In terms of the skills they developed through the project-based course, students indicated that they improved their communication skills (80%), planning skills (70%), and stress tolerance (60%). In addition, 50% of students indicated that they had developed critical thinking skills through the course. Qualitative data showed that students appreciated the opportunity to work in teams because it allowed them to learn from others, collaborate, and develop interpersonal skills. Students also noted that working on the project was challenging and required managing their time effectively, which helped them develop planning and stress management skills. Overall, the results suggest that working on a project is an effective way to develop soft skills, particularly communication, planning, and stress-resistance skills. These results can be used to inform teaching methods and curriculum development to better prepare students for success in their chosen professions.

### **Conclusion**

In conclusion, project work is an effective way to develop the soft skills that are necessary for success in any profession. Through teamwork and additional practice, students can develop important skills such as communication, planning, and stress tolerance. In addition, project work helps students develop critical thinking and planning skills that are essential for translators. Therefore, project work should be encouraged as a way to develop soft skills, and instructors should incorporate it into their teaching methods to help students become more effective in their careers.

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## **SOCIAL MEDIA INSTRUMENTALITY IN TEACHING**

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**Abstract:** The article considers social media as modern tools for developing language and communicative competences. Various studies show the potential social media have, including developing listening, reading, speaking and writing skills. The conclusion is made about the effectiveness of using social networks as a motivating tool in education.

**Keywords:** social media; education; teaching

## **ИСПОЛЬЗОВАНИЕ СОЦИАЛЬНЫХ СЕТЕЙ В ОБУЧЕНИИ**

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**Аннотация:** В статье рассматриваются социальные сети как современные инструменты развития языковой и коммуникативной компетенции. Различные исследования демонстрируют потенциал социальных сетей, включая развитие навыков аудирования, чтения, говорения и письма. Делается вывод об эффективности использования социальных сетей в качестве мотивирующего инструмента в образовании.

**Ключевые слова:** социальные сети; образование; обучение

Modern education largely relies on the internet as a full-fledged platform for distance learning. Instead of meetings with the teacher in the classroom, communication occurs through video conferences, social networks, and messengers. Currently, each university has its own platform for distance learning, and each student has his own personal account, in which all courses in the disciplines under study are presented [8]. On the platform of the Don State Technical University, there is a Skif Learning Management System, and on the platform of the Novosibirsk State Technical University there is a Dispace Learning Management System. In such systems, methodological materials and teaching aids published by university teachers are presented, as well as online seminars and consultations.

Modern distance education is actively developing in social networks and in various communities and groups. The most popular and visited social network in Russia is VKontakte. Members of any social network can add, delete, edit, and view files of various information content. A social network is an environment in which people communicate about shared interests. Shcherbakova I. V. and Timashova M. V. [8] describe the main principles of social networks:

- 1) The opportunity to have one's own page where one can specify a name, age, interests, occupations, hobbies, and skills.
- 2) Visibility – presence on the page when other network users can see who is online and enter a dialog.
- 3) The relationship to each other, when users can specify who the other participants are (relative, colleague, co-worker).
- 4) The ability to communicate with other network users, send private messages, or leave comments on a topic or a photo.
- 5) Creation of interest groups and communities.
- 6) The ability to share files, photos, pictures, links, and presentations with another network member.

Istifci I. and Ucar A. D. [4] present the idea that World Wide Web 2.0 has opened new doors towards the usage of its tools for education and teaching in particular, noting that there are sites aimed solely at language teaching. Recent research on the use of various social media platforms in language teaching and learning plays a critical role in guiding and shaping future practices. In the studies reviewed by Istifci I. and Dogan Ucar A. D., social media are recognized as a tool that can be utilized for various gains on the part of language learners.

The difficult epidemiological conditions in 2020, which entailed the isolation necessary to ensure the safety of citizens and the closure of all public spaces, determined network resources as one of the main channels of communication, including education. This conclusion is also confirmed by statistical data indicating a wide reach of the audience [6].

In modern Russia, social networks are becoming increasingly popular in the educational process, contributing to the introduction of new ways and methods of teaching. Solving many tasks with the help of network resources expands the capabilities of educational institutions: quick search and transmission of information, timely establishment of contacts with students and teachers, viewing current news channels, organizing conversations on educational issues, project work, and much more. Simultaneously, the positive potential of networks in the course of training can be offset by a number of negative aspects manifested in the subsequent behavior of young people worldwide: the development of internet addiction, reduced physical activity and deterioration of health, reduced literacy standards, distraction of attention from other content, and distortion of forms of real interaction.

Nevertheless, the network space has consolidated its status as an open educational platform, where, in addition to the search for educational information (as it was mostly before), the entire educational process is carried out. Online educational resources at universities offer various tools for organizing the educational process: basic (strategic resources presented in the form of an

educational portal with all information about the areas of training, access to library resources, creation of personal accounts) and auxiliary (additional resources for communication between subjects through social networks, e-mail).

Considering that the resources created by the university are mandatory for use, and additional resources are used exclusively on the initiative of participants in the educational process (teacher, study group, student), the assessment of the capabilities of auxiliary components, i.e., social networks, is of the greatest interest. The most included social group in the space of social networks is the youth. Citizens who are the most receptive to new technologies, interested in modern trends, they easily master modern formats of interaction with the world.

Social networks play a special role in education, contributing to the management of theoretical and practical knowledge among students. All this is provided by the features of networks. First, the convenience of distributing educational and methodological materials allows students to provide useful information on the subject in a short time. Second, practical skills obtained through the communicative capabilities of networks: communication development, teamwork, decision-making, situation analysis, student self-presentation, critical thinking, and activities planning. Third, increasing interest and involvement in the educational process through the active introduction of interactive ways and methods of work in the network space (online discussions and trainings through live broadcasts). Fourth, stable attendance on social networks by students, which helps to ensure maximum audience coverage with knowledge. Consequently, social networks as an open platform for the interaction of all participants in the educational process from the viewpoint of technical, pedagogical, organizational and psychological aspects are convenient for the education system.

The study by Shcherbakova I. V. and Timashova M. V. [8] reveals that the advantage of social networks for education is not sufficiently appreciated. Many teachers are skeptical about the use of social networks as a platform for learning, as they believe that networks are a means for leisure and an entertainment medium. This study also shows that the social network is a good motivating tool for learning a foreign language, memorizing vocabulary and training grammatical skills.

Elverici S. E. [2] states that the internet, mobile phones and social media are complementary parts of the students' environment in which they grew up and therefore today's students differ from the previous generations to a great extent in many ways such as thinking, learning and processing information. However, the socialization and interaction features of social media that come from their very nature can increase interaction among students, which can contribute to their social presence and increase the quality of their participation in the learning process in a more effective learning environment. It is usually assumed that if students have a high social presence, their attitudes toward using social media in the classroom will

be more positive as well, which was the underlying idea behind the Elverici S. E. study.

The study by Chadha A. [1] concludes that online collaboration with a peer interactive design has an important place in virtual classes, which is important to educators and university administrators regarding the development and delivery of pedagogical content. Alongside the design and delivery of an online course, the engagement of students with similar and dissimilar viewpoints across geographic boundaries provides a space for students to challenge themselves and to reflect critically about their thinking. Developing online interactive sites is critical for the long-term success of students in a globally competitive environment. Chadha A. stated that to challenge students, it is needed to design classes where they can improve their skills as critical thinkers. When students are driven to find answers to questions, they need information, and that information needs interpreting, so the resultant emphasis is that students begin seeing connections and use critical thinking across any subject.

The findings of the Iswahyuni D. study [5] shows that the usage of social media could improve listening skill, speaking skill, reading skill, writing skill, grammar mastery, and vocabulary mastery. The highest percentage was for improving reading skill and the least percentage was for grammar mastery. In terms of these skills, learners could read English contents in social media such as news, talk with native speakers through social media, watch videos or listen to recordings and songs, post something in their social media, or follow accounts that give insights about grammar [5].

A different research has demonstrated that social media can be utilized to expand classroom activities beyond the school program for learning and teaching purposes [7]. Considering the progress in technology, social media can aid in teaching English as a second language by offering opportunities for electronic writing, and utilizing symbols and images for communication, which can ultimately enhance proficiency, multiliteracy, and multimodality skills. The research emphasizes the importance of teachers developing pedagogical skills in the use of social media to teach English as a second language.

The N. A. Garazhaa, I.G. Rzunb and G.E. Iritsyanc study [3] shows that learning through social networks has not yet been fully mastered and requires the formation of professional competencies. Modern teachers do not sufficiently possess digital competencies and are not able to convey knowledge with the help of existing technologies. But the realities of the present and the requirements of the near future suggest active work in this direction.

This article analyzes Russian and foreign resources about social networks, pointing out that such platforms are an important auxiliary tool in the educational environment. Being a convenient, modern and technological resource for the

implementation in the educational process, they are able to solve many educational tasks of the teacher: from placing, storing and transmitting information to the student audience to organizing discussions, exchanging opinions, conducting project activities. The main advantage of social networks is their wide coverage of all students, even those who tend to ignore the learning process. At the same time, the unwillingness of the teaching staff to work in the virtual space, the skeptical attitude of teachers towards online learning, the lack of requirements for mastering this format of classes, and difficulties in the technical organization of this process (access to the internet, equipping classrooms) can become constraining factors in the widespread use of social networks in the education system.

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## TEACHING FOREIGN IDIOMATIC EXPRESSIONS TO STUDENTS TO DEVELOP LINGUISTIC AND CULTURAL COMPETENCE

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**Abstract:** This article is devoted to the problem of linguistic and cultural competence formation during foreign language classes. The current article evaluates the role of idiomatic expressions in the development of the target competence by conducting experimental work with first-year students majoring in linguistics.

**Keywords:** competence; linguistic and cultural competence; idioms; lingua-cultural approach; basic units of linguistic and cultural competence

## ОБУЧЕНИЕ СТУДЕНТОВ ИНОСТРАННЫМ ИДИОМАМ С ЦЕЛЬЮ ФОРМИРОВАНИЯ ЛИНГВОКУЛЬТУРНОЙ КОМПЕТЕНЦИИ

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**Аннотация:** Статья посвящена проблеме формирования лингвокультурной компетенции на занятиях по иностранному языку. Целью статьи является оценка роли идиоматических выражений в развитии данной компетенции путем проведения экспериментальной работы со студентами-лингвистами первого курса.

**Ключевые слова:** компетенция; лингвокультурная компетенция; идиомы; лингвокультурологический подход; базовые единицы лингвокультурной компетенции

### Introduction

Any educational process involves the development of different competencies. According to A.A. Podgorbunskikh, “**competence**” is the main characteristic of every individual, an unaltered part of the personality by which all people predict the further actions of a person in all aspects of life in society [3].

Learning foreign languages, students master **linguistic and cultural competence**, defined as knowledge of the language and culture of a particular language community and the ability to assimilate distinctive features that reflect the mentality, spirituality, and national specifics of the culture being studied [2].

Despite numerous studies devoted to the development of linguistic and cultural competence, there is a paucity of scientific work assessing the role of basic units, or linguoculturemes, in the formation of the target competence.

This paper aims at conducting experimental work to prove the effectiveness of teaching foreign idioms to form linguistic and cultural competence.



### **Theoretical framework**

Linguistic and cultural competence refers to the ability to effectively communicate and interact with people who have other cultural and linguistic backgrounds. It involves the development of students' language proficiency as well as their understanding of foreign norms, values, and beliefs.

Teachers can trace the progress in the development of linguistic and cultural competence by referring to its levels. According to L.A. Gorodetskaya, there are three levels of target competence [1]:

1. **Recognition** is the lowest level, characterised by the ability to understand and use simple phrases and have a general awareness of cultural differences.

2. **Understanding** is the intermediate level, characterised by the ability to use complex conversations, understand cultural references, and adapt the communication style according to a cultural context.

3. **Approval** is the advanced level, characterised by the ability to communicate in a wide range of situations, understand cultural subtleties and nuances, and navigate cross-cultural challenges.

The highest level of linguistic and cultural competence can be developed through the implementation of the **lingua-cultural approach**, whose central idea is to teach students linguistic signs, or basic units of linguistic and cultural competence, to form the target competence.

According to O.I. Khalupo, **basic units** of linguistic and cultural competence are defined as guides to the linguistic and cultural space of mentality and a reflection of the worldview of many generations [2]. Idiomatic expressions, or **idioms**, are one of the basic units of linguistic and cultural competence that reveal cultural values, beliefs, and customs and reflect the people's national specificity.

The main characteristics of idioms are closely related to the main components of linguistic and cultural competence, as studying idioms enables students to:

1. acquire and use linguistic symbols, analogies, and metaphors constructed from these symbols;

2. integrate a particular type of discourse interaction and cultural knowledge into dialogic thinking abilities;

3. benefit from their social groups' accumulated knowledge and skills;

4. understand the rules and norms of another culture and develop cultural awareness.

We believe that by mastering foreign idioms based on the lingua-cultural approach, students understand the cultural context in which the language is used and assimilate another image of the world, thereby forming linguistic and cultural competence.

## Methods and Results

The hypothesis of this research lies in the assumption that the students' levels of linguistic and cultural competence can be developed through the study of foreign idiomatic expressions. The research hypothesis is being tested during the experimental work that consists of three stages and involves implementing theoretical and empirical methods, such as testing, observation, and experiment.

### 1. Preparatory stage:

During the first stage, a methodology for assessing linguistic and cultural competence based on the testing method along with a lingua-cultural approach is developed [4]. The methodology presupposes the testing method to be implemented to collect the results that are subsequently calculated and interpreted according to the developed criteria.

The elaborated test consists of three parts, each of which reflects a component of linguistic and cultural competence, and evaluates the students' levels at the beginning of the experimental work [4].

First-year students (N = 12) majoring in linguistics took the test. The main goal was to determine the starting level of students' competence and formulate the objectives for further stages of the experimental work.

Having collected and analyzed the students' responses, we have received the following test results (see Fig. 1):

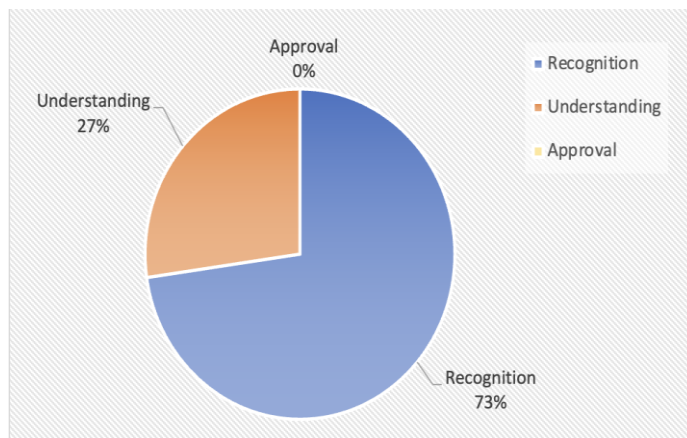


Fig.1 The results of the entrance test (1st-year students)

The average level of linguistic and cultural competence of the first-year students (N = 12) is the level of recognition, i.e., the starting point of linguistic and cultural competence development. None of the students reached the highest level,

27% of students have reached the second level, and 73% of students have managed to reach the lowest level of target competence.

The collected results showed the need to develop a methodology aimed at forming students' linguistic and cultural competence and laid the groundwork for our further research.

## 2. Main stage:

During the second stage, the teaching and learning materials as well as the course syllabus and lesson plans are developed. In the framework of the research, teaching and learning materials are elaborated as additional resources aimed at providing students with sets of exercises on practising foreign idioms.

The necessity for the additional teaching and learning materials development is determined by the analysis of the "Roadmap B2" students' book implemented during the first foreign language course. The analysis demonstrated a lack of information about the target culture as well as exercises on learning and using foreign idioms.

While designing teaching and learning materials, we stated the following aims to achieve:

1. to demonstrate cultural awareness of English idiomatic expressions and elicit similarities and differences among Russian idioms with similar components;
2. to define the metaphorical and figurative nature of English and Russian idioms in the language image of the world for educational purposes;
3. to develop a lingua-cultural basis for the active usage of English idioms in communication.

As a result, we have elaborated a workbook to be implemented during foreign language classes. The workbook covers a wide range of topics, including *character and behaviour*, *health and illness*, and *films and books* from which foreign idioms are chosen. Every unit presents at least 15 new foreign idioms that belong to a topic under study and a set of exercises aimed at exposing new material to students, enriching their vocabulary and familiarising them with the cultural peculiarities of the target language.

The teaching and learning materials are developed to be implemented according to the PPP model, which allows a teacher to logically present new material, connect new knowledge with students' backgrounds, and practise using new information in everyday life situations.

The teaching and learning materials have been used during 2 semesters in 2022 and 2023 with the first-year students (N = 12). The trial teaching provided us with the data to prove the stated hypothesis and check the effectiveness of the developed materials.

### 3. Final stage:

During the third stage, the collection and analysis of the final results occur. After the course of 10 lessons, the first-year students (N = 12) took the elaborated test again to provide us with the data we needed to assess the students' levels of linguistic and cultural competence at the end of the experimental work.

Having collected and analyzed the students' final responses, we have received the following test results (see Fig. 2):

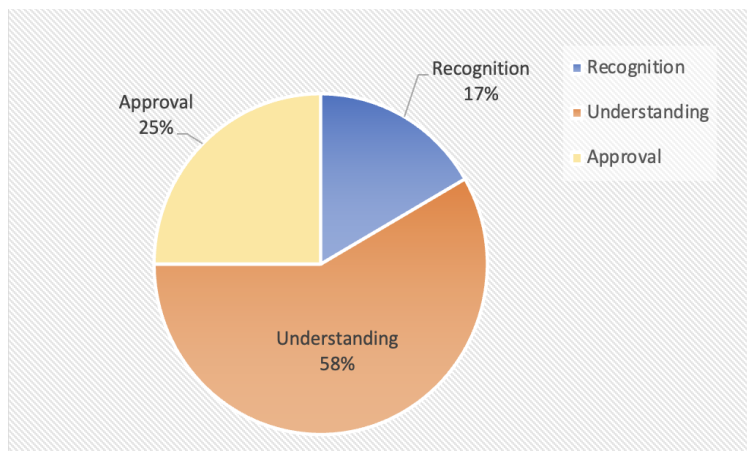


Fig.2 The final test results (1st-year students)

At the end of the experimental work, the average level of linguistic and cultural competence of the first-year students (N = 12) becomes the level of understanding. About 17% of students reached the lowest level, 58% have reached the intermediate level, and 25% have managed to reach the highest level of target competence.

After the course of 10 lessons, students have improved their levels of linguistic and cultural competence. The results have proved the hypothesis stated in the research and provided us with the groundwork for further research.

### Conclusion

Many approaches and methods are implemented to develop linguistic and cultural competence. Our research centers on the assumption that students' level of linguistic and cultural competence may increase by studying foreign idiomatic expressions.

The research hypothesis was tested during the experimental work conducted with the first-year students-linguists. During 10 lessons, students have been studying foreign idioms related to different common topics, thereby enriching their vocabulary and immersing themselves in the culture of the target language.

During the experimental work, the students' progress was evaluated with the help of the developed methodology, the central idea of which is to implement the testing method at the first and final stages of the research.

The findings of the study demonstrated that by studying foreign idioms, students improve their linguistic and cultural competence. By the end of the experimental work, students managed to reach a level of understanding, thereby improving their results by 25%.

Thus, we can conclude that foreign idioms are one of the most effective ways of developing linguistic and cultural competence. The research results demonstrated the importance of teaching idiomatic expressions in foreign language classes and laid the groundwork for further research in this field of study.

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УДК 372.881.111.1

## **DEVELOPING ARGUMENTATION SKILLS IN TEACHING PUBLIC SPEECH TO LANGUAGE STUDENTS**

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Abstract: The article is determined to the problems of language students' argumentation skills development in the public speech presentation as one of the ways to create a coherent and logical text.

Key words: argumentation skills; public speech; public speaking skills; communicative tasks; rhetoric activities

# РАЗВИТИЕ НАВЫКОВ АРГУМЕНТАЦИИ ПРИ ОБУЧЕНИИ ПУБЛИЧНОЙ РЕЧИ СТУДЕНТОВ-ЛИНГВИСТОВ

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Аннотация: Данная статья посвящена вопросам обучения студентов-лингвистов использованию приемов аргументации при производстве публичной речи как одному из способов формирования навыков убеждения и построения логично связного текста.

Ключевые слова: аргументативные навыки; публичная речь; навыки публичной речи; коммуникативные задания; риторические задания

## Introduction

Nowadays, public speech is considered one of the most popular texts presented orally, especially for English language learners or students majoring in the field of "Theory and methodology of teaching foreign languages and cultures". The possession of such well-developed communicative and rhetorical competencies means the student's ability to coherently and logically create a text using a variety of linguistic means.

However, according to the results of the conducted experiment within the framework of the All-Russian Olympiad of Public Speaking Skills Speech contest, held at NSTU in 2022, we found that some students have difficulties in text production and the ability to give convincing arguments to confirm their point of view.

In this regard, in order to develop good public speaking skills of language students, we consider it necessary to develop a set of tasks aimed at teaching both to use logically reasonable argumentation techniques when writing a text and to produce a text as a whole. Based on this, the purpose of this article is to develop a set of communicative and rhetorical tasks and exercises aimed at developing argumentation skills among language students that facilitates the correct text composition for public speaking.

## Theoretical framework

Argumentation is understood as "the process of logical justification, or the proof of a thesis" [4, p.16] due to the presence of knowledge and factual data or logical conclusions/logical consequence [7]. The purpose of using argumentation in the text is to substantiate a thought to change the behavior of the audience, to defend an opinion in front of the audience, as well as to convince them, to recognize or explain it. It is important to note that argumentation is considered as a method of persuasion with the help of arguments, which means a judgment or a set of judgments proving the truth of another judgment or theory [3, 7].

Teaching argumentation techniques is based on the development of argumentation skills, i.e., techniques for performing intellectually communicative actions used to explain, prove the point of view and convince the listener [5]. In general, argumentation skills are characterized as purposeful, dynamic, productive, integrative and independent [5].

In our study, the development of argumentation techniques is based on such characteristics as:

1. purposeful argumentation corresponds to the content of the arguments, their logic, the use of evidence, means of persuasion or emotions in them, depending on the purpose of creating a public speech;
2. productive argumentation, or the creation of new utterances;
3. integrative argumentation, i.e. integration of language and critical thinking skills, life experience, background knowledge, communication skills, etc. [5].

The development of argumentation skills can be divided into two stages: the study of theoretical material related to the study of the terminology and definitions, types of arguments, etc., and the application of communicative tasks and rhetorical tasks aimed at the development of practical skills.

Taking into account teaching argumentation as well as the criteria of purposeful, productive, and integrative argumentation, we identified the following communicative and rhetorical tasks that enhance students' skills of text composition in general and applying meaningful and reasonable arguments in particular, and arranged them in sequence with a gradual complication of the type task. The set of task includes:

1. analysis of argumentation techniques of other speakers and rhetorical analysis of fragments of video or audio recordings;
2. comparative analysis of two texts (argumentation of one thesis provided by two different people);
3. composition of speech fragments with introduction of explanatory, evaluative and etiquette genres with the use of argumentation in them;
4. communicative tasks with the oral and writing speech strategies in different contexts;
5. acting out the situation in the audience and games [5; 2];
6. problem-solving tasks aimed at the development of linguistic, rhetorical and psycholinguistic components of utterance [1];
7. role-playing games and communication trainings;
8. dialogues and discussions [6];
9. preparation and presentation of reports and presentations.

### **Methods and results**

As research methods we have chosen observation, modeling and pedagogical experiment. Due to the variety of communicative and rhetorical tasks, at the **initial**

**stage of the experiment** we offered student a diagnostic task to determine the current level of argumentation skills of students majoring in linguistics.

Within the diagnostic task, students were asked to prepare an oral monological speech on one of the proposed topics based on the materials of the lecture. The main criterion for evaluating the students' statements was the use of arguments to confirm or refute the proposed theory or, if there is no need for the use arguments in the presentation (due to the content of the lecture), the provision of a detailed answer to the question posed by the teacher or classmates.

We have conducted the experiment with 3rd-year undergraduate students studying in the direction of 45.03.02 Linguistics "Theory and methodology of teaching foreign languages and cultures". In total, 14 students have taken part in the experiment. The experiment was conducted within the framework of the discipline "Theoretical Grammar".

According to the results, 7 students gave the answer to the question with using reasoning and argumentation (with some drawbacks), which accounts for 50% of the participants. 3 students gave a reasoned answer (21%), however, they experienced some difficulties, and answered questions indirectly or partially deviated from the topic. 4 participants (29%) did not do the task as they could not provide the listeners with reasonable arguments, and gave a short answer. This task identified the reasons associated with the inability of students to argue their answers. Firstly, the reasons are due to the lack of sufficient knowledge on the subject, and/or lack of knowledge on argumentation techniques.

As a result, 71% of students fulfilled the task. This suggests that at the initial stage students possess argumentation skills to some extent. However, it is necessary to improve the students' argumentation skills with the use of pre-tasks aimed at teaching how to create arguments, i.e. rhetorical analysis of video recordings, creation of fragments of speech with the introduction of argumentation into them, analysis of argumentation behavior, solving communicative tasks using oral speech and writing strategies, etc. In addition, the development of argumentation skills among students can be developed through the extension of knowledge on the subject by supplementary reading.

Having analyzed the obtained results, at the **intermediate stage of the experiment**, we proposed to use the number of practical communicative tasks and rhetorical tasks for the further development of argumentation skills among linguists.

Task 1. Students are asked to watch a video of a public speech on a given topic and conduct a rhetorical analysis of the text according to the proposed plan. Students evaluate the public speech (from 1 to 3 points) according to the criterion of coherence and logic of argumentation. This criterion is sub-divided into the evaluation of: 1) text organization, 2) coherence, 3) consistency, 4) content, 5) connection with the topic, 6) the use of linguistic means of expression [4], etc.



After watching the video and evaluating the speech, students are to write a reflective essay based on the conducted evaluation, and identify the pros and cons of argumentation techniques used by the speaker and single out those argumentation techniques that students can further use in their speeches, and those that they should avoid when composing a speech.

Task 2. With the help of watching the video and supplementary reading of theoretical literature, students need to formulate 3 arguments within a given topic. After the arguments are formulated, the students present their arguments to the group mates and analyze and compare the arguments. After this stage, students edit or correct their arguments and improve them.

Task 3. Conducting a discussion in the form of debates. Students are divided into 2 groups and formulate arguments and counterarguments on a given topic. Then there is conducted a debating and discussion on the topic.

Task 4. On the final stage, students produce a public monologue speech on the proposed topic using at least 3 arguments arranged in order of increasing or decreasing importance, and present the speech in class. The task is considered to be successfully completed if the students have used several arguments, and organized them in consistent arrangement in speech. In addition, the arguments should correlate with the topic.

At the **final stage** of the research, we plan to test the proposed system of exercises in the framework of 3 classes, applying task 1 in the 1st lesson, 2 and 3 tasks in the second seminar, and task 4 in the third seminar. This set of tasks masters students' skill of creating arguments based on the knowledge in order to express their opinion and apply this skill when creating their own monologue utterance. Taking into account the results of the experiments' **initial stage**, we assume that 65-70% of participants will be able to complete all four tasks successfully and fully and master their argumentation skill, whereas the other 30-35% of the participants will be able to improve their argumentation skills.

### **Conclusion**

Thus, the criteria we identified facilitated the selection of communicative tasks aimed at developing argumentation skills among linguists. The initial stage, i.e. diagnostic task, determined that linguistic students possess the skill of public speech creation with the introduction of arguments in it. In order to develop argumentation skills when developing public speaking skills, we have developed a set of tasks and exercises. The results of the pedagogical experiment confirm the feasibility of task implementation throughout the process of teaching. Taking into account a thorough analysis of the experiment results and the correct application of the proposed system of tasks, we formulated a number of methodological recommendations. Thus, the results of the conducted pedagogical experiment indicate the effective

development of argumentation skills among language students when teaching the composition of public speech.

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УДК 378.4

## **FORMATION OF SOCIOLINGUISTIC COMPETENCES OF LINGUISTICS STUDENTS WHEN TEACHING ENGLISH LANGUAGE VARIANTS (PHONETIC ASPECT)**

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Abstract: The article considers the issue of the formation of sociolinguistic competence in teaching the phonetic aspect of English language variants. The author presents exercises for teaching English language variants and the results of trial training.

Keywords: English language variants; inner circle; sociolinguistic competence; exercises for teaching English language variants

## **ФОРМИРОВАНИЕ СОЦИОЛИНГВИСТИЧЕСКОЙ КОМПЕТЕНЦИИ У СТУДЕНТОВ-ЛИНГВИСТОВ ПРИ ОБУЧЕНИИ ВАРИАНТАМ АНГЛИЙСКОГО ЯЗЫКА (ФОНЕТИЧЕСКИЙ АСПЕКТ)**

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Аннотация: Статья рассматривает вопрос формирования социолингвистической компетенции при обучении фонетическому аспекту вариантов английского языка. Автор представляет упражнения по обучению вариантам английского языка и результаты пробного обучения.

Ключевые слова: варианты английского языка; внутренний круг; социолингвистическая компетенция; упражнения по обучению вариантам английского языка

### **Introduction**

As a rule, teaching English in universities of the Russian Federation is based on the British pronunciation standard, which is Received Pronunciation (RP), less often General American, which is the standard for America. In the Russian Federation, phonetic side of speech has always received less attention than the development of grammatical and lexical skills. However, sounds and intonations play an even greater role in the process of communication than knowledge of a large vocabulary and grammar.

Linguistics students know public figures singers and actors who do not use the language standard. Due to the fact that institutions overwhelmingly teach the standard language, students do not understand English speakers. At present, few teachers find it necessary to familiarize students with language variants. In this regard, the relevance of this study becomes important and practical.

The purpose of this study is to reveal the dynamics of awareness formation in English variants of linguistic students before and after the training experiment.

### **Theoretical framework**

B. Kachru proposed a scheme for the spread of the English language in the shape of three circles: an inner circle, an outer circle, and an expanding circle [2]. In this paper, we will consider the English language variants (EL) of the inner circle, namely the American variant, the Australian, and the Scottish one.

In our research, we adhere to the systematization of the competencies of N.D. Galskova and N.I. Gas, who consider sociolinguistic competence as the ability of a student to choose a language form and mode of expression appropriate to the communication situation [1].

### **Methods and results**

#### **A) Participants**

The training experiment lasted 7 weeks and was conducted at Novosibirsk State Technical University, in which 22 second-year students took part.

#### **B) Materials**

Students were offered several video clips with the speech of representatives of different language variants to identify these variants. General British [1], General American [4], Broad Australian [5] and Standard Scottish English [6] were presented.

Based on the theory presented above, exercises of teaching English language variants have been developed.

#### **Stage 1. Analysis of the British pronunciation standard.**

##### **Sub-stage 1.1. Transcription of the selected sample.**

The task: transcribe the sentences from Hugh Jackman's speech in RP variant [7]. Here is an example of the transcription of the sentences:

*I'm not gonna attain that [amnɒ(?)tʃənəteɪɪŋdæt(?)]. Demanded that we respect ourselves [dɪmɑːnddæt(?)wɪrɪsp<sup>h</sup>ekt əvə'selvz<sub>ə</sub>].*

##### **Sub-stage 1.2. Intonation of the selected sample.**

The task: Put stresses and depict the intonation graphically. An example: *I'm not gonna attain that. Demanded that we respect ourselves* (see Fig. 1).



Fig. 1. The tonograms of the sentences in RP

#### **Stage 2. Work with a partially filled sample.**

##### **Sub-stage 2.1. First listening and watching a video clip.**

The task: Listen to a fragment of the speech.

##### **Sub-stage 2.2. Partial transcription of the selected fragment.**

The task: Write a transcription of the missing words with phonemes that differ from the variant in RP. The examples of this exercise:

*I'm not gonna attain that [am nɒt \_\_\_\_ \_\_\_\_ dæt]. Demanded that we respect ourselves [dɪmɑːnd dæt wɪ rɪspɛkt \_\_\_\_].*

### **Sub-stage 2.3. Partial intonation of the selected fragment.**

The task: Put stresses and finish the graphic version of intonation (underlined words are not displayed in the tonogram). An example of a completed exercise of this sub-stage:

*I'm not gonna attain that. Demanded that we respect ourselves (see Fig. 2).*



Fig. 2. Partial tonogram of the sentence

### **Stage 3. An individual work of students with the Broad Australian variant.**

#### **Sub-stage 3.1. Listening to the selected sample.**

The task: Listen to a fragment of the speech of the Australian dialect called Broad Australian [5].

#### **Sub-stage 3.2. Partial transcribing of the chosen sample.**

The task: Transcribe sentences with the support of the handout material - a table with the phoneme inventory of the Australian variant. Here is an example from the sample under consideration: *Good day [gɒddɑɪ].*

#### **Sub-stage 3.3. An intonation of the selected pattern.**

The task: Put the accents and tones, then to draw a tonogram. Here is an example performed by the students: *Good day* (see Fig.3).

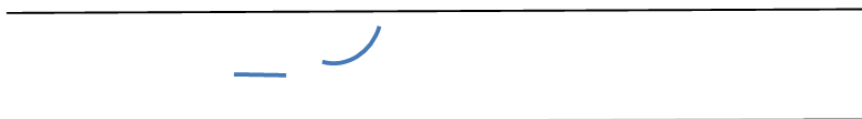


Fig. 3. Tonogram of the sentence in Broad Australian

### **Stage 4: Speech Reproduction**

#### **Sub-stage 4.1. Reproduction of speech in the British Standard RP.**

The task: Reproduce the previously considered sentences in RP based on transcription and tonogram.

#### **Sub-stage 4.2. Speech reproduction in the considered variant of the General Australian.**

The task: Reproduce sentences in General Australian based on transcription and tonogram.

### **Stage 5. Independent work of students with English language variants.**

The task: Find the speech of people who speak a particular variant of English, and reproduce it in class.

## Results

The post-experimental section consisted of the definition of an English language variant with the designation of factors and distinctive features that helped students identify this variant. This task included two unexplored versions of English, namely Chinese and Indian, in order to avoid guessing the correct answer, thus, the analysis of the post-experimental section showed the following results (see Fig. 4).

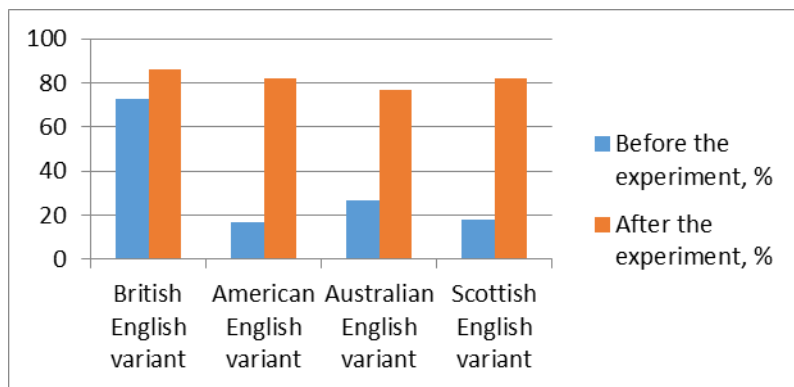


Fig. 4. Results obtained by the students in the tests

## Conclusion

According to the results of the post-experimental cross-section, it can be seen that the number of correctly identified English language variants has increased dramatically compared to the first test. Thus, the percentage of students recognizing Australian and Scottish variants increased by 37%, 50% and 64% respectively. This proves the fact that students can be taught to recognize variants of the English language, and therefore form sociolinguistic competence — the ability to recognize a person's linguistic characteristics, provided that they follow the stages of learning and work with the speech of native English speakers.

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**АКТУАЛЬНЫЕ ПРОБЛЕМЫ  
СОВРЕМЕННОГО ОБЩЕСТВА  
ИНТЕГРАЦИЯ  
КАК ФАКТОР РАЗВИТИЯ**

**URGENT PROBLEMS OF MODERN SOCIETY  
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