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ЯЗЫКИ И МИГРАЦИЯ В УСЛОВИЯХ ГЛОБАЛИЗАЦИИ

LANGUAGES AND MIGRATION IN A GLOBALIZED WORLD

Материалы
саммита QS по предметным областям
«Современные языки» и «Лингвистика»

15–17 декабря 2020 г.

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РОССИЙСКИЙ УНИВЕРСИТЕТ ДРУЖБЫ НАРОДОВ
Институт современных языков,
межкультурной коммуникации и миграций
QS QUACQUARELLI SYMONDS

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Я41 **Языки и миграция в условиях глобализации = Languages and Migration in a Globalized World** : материалы саммита QS по предметным областям «Современные языки» и «Лингвистика». 15–17 декабря 2020 г. – Москва : РУДН, 2020. – 505 с. : ил.

15–17 декабря 2020 года состоялся саммит «QS Subject Focus Summit: Modern Languages & Linguistics», организованный QS Quacquarelli Symonds и Российским университетом дружбы народов (РУДН). Этот первый в истории QS саммит по предметным областям «Современные языки» и «Лингвистика» направлен на повышение академической репутации университетов во всем мире. Мероприятие прошло в онлайн-формате на специализированной цифровой платформе.

В рамках саммита были рассмотрены такие темы, как междисциплинарность в современных лингвистических исследованиях, сопоставительные исследования языков и культур, лингвистика и искусственный интеллект, межкультурная и кросс-культурная коммуникация, миграция, языковая и культурная идентичность, динамика языков в миноритарной ситуации, безбарьерная среда в образовании, язык для специальных целей, COVID-19 как новый вызов в образовании. В мероприятии приняли участие известные лингвисты, специалисты по миграционным исследованиям и государственные деятели, занимающиеся языковой политикой.

On 15–17 December 2020 QS Quacquarelli Symonds and Peoples' Friendship University of Russia (RUDN University) hosted "QS Subject Focus Summit: Modern Languages & Linguistics". It was the first Subject Focus Summit organized by QS focusing on the modern languages to raise the academic excellence and the reputation of Universities globally. The event was held online on a special digital platform.

The Summit focused on "Languages and Migration in a Globalized World" and explored topics such as Interdisciplinarity in modern linguistic studies, comparative studies of languages and cultures, linguistics and artificial intelligence, intercultural and cross-cultural communication, migration and lingua-cultural identity, dynamics of languages in minority situations, barrier-free education environment, language for special purposes, COVID-19 as a new challenge for education. Outstanding and famous linguists, specialists in migration studies and state officials who deal with the language policy participated in the Summit.

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The development of soft skills on competence-based lesson

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Pedagogic studies give data on the topic of soft skills essence. It proves our point of view. The subjects of our concern are social skills, which are realized in practice and reflection of multi-layered motivationally active nature in perception of people around and society in general.

Referring to Lersch R., soft skills do not differ from other interdisciplinary competencies. The aim of it is to acquire new skills when you teach disciplines [Lersch 2002: 13]. Learners develop thoughtfulness and solidarity in during communication. Respect and active listening play the key role in successful group work. If a conflict occurs, students will manage it easily by understanding social responsibility and collectively doing the tasks. In the article written by Chulkova Yu. S. is said that learners' actions assist appearance of cultural integration at negotiations. However, students improve skills only in case of a teacher creates conditions on a lesson, when learners have to face difficulties. The tasks activate cogitative processes [Chulkova 2016: 125].

Applicability of the paper lies in the up-to-date concept of higher education modernization in terms of extended comparative analysis of Russian and foreign authors' works. According to H. Shuler, D. Bartelm, V. Asendorf, U. Grob and K. Merk, competence-based lesson displays soft skills "communication", "cooperation", "stress-resistance". Interdependence of a teacher and learners in behavior and emotional acceptance occurs [Hessisches 2012: 8]. Competency is measured by listed above applied criteria. They include knowledge, abilities to act, possibility to be a part of structured teamwork, mastery, intellectual manipulations, relations and “visual form of the connection” [Singer: 21]. There is no sense in using them separately. Considering Berckel K. opinion, learners build strong relations in group, pay respect to existing social rules, productive work in correlation. They exchange ideas and thoughts with each other in a team, think over issues, use joint efforts. There development of “sense of unity” takes place [Berckel 2010: 23].

Behavior in conflicts is interesting, but situations are not aggressive or insulting. Students prove their views and make a constructive decision. They express thoughts in comprehensible language, well-structured speech and think about applicability of means of communication which they have used during group discussions. (5, c. 8). Communicative competence means understanding of reality with help of art, music, plays and particularly cooperation in intercultural exchange. European normative documents about standards in education are written for established official language and the second and the third chosen ones. The rates of acquirement of soft skills are described in relations to improvement of cooperation. Meeting expecting outcomes by equally division of duties, not forgetting about self-value and individual contribution is needed.

Recalling modern scientific researches of Australian education, we claim communication can be presented by reaching set tasks in real situations for arrangement of useful contacts [Carnevale 2012: 18]. Learners gain social skills on the lessons, when a teacher gives an opportunity to students to say out loud in class correct conclusions of situational exercises.

In research, attention is focused on soft skills, demonstrating visual behavioral relations (especially relevant for teachers who work with humanitarian disciplines). The analyzing phenomenon consists of “communication”, “cooperation”, “stress-resistance”.

Interdependence of given components and their reflection in social surroundings by involving everyone in group into practice on a class. Realization of maintenance of mutually convenient relations with joint efforts to conduct group project, remembering individuality and solving narrow professional issues.

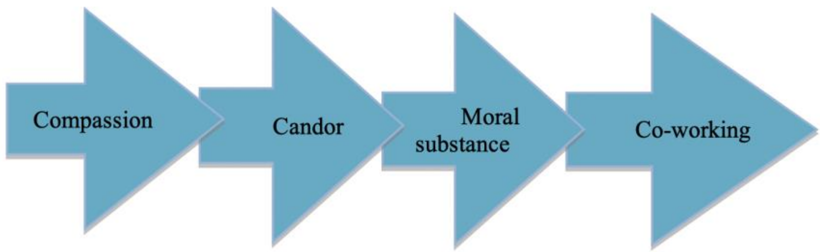
Phenomenon under analysis includes positive motivation, public speaking in a foreign language, using cliches on the latest topic at the end of its study. Improvement of soft skills on competence-oriented lesson cannot exist without a teacher who is able respect work, ready to cooperate, accepts students and their individual capabilities of being good conversationalists and joint dealing with conflicts.

Willingness of participants to follow and add something to existing rules of social integration, opens the door to perceive task objectively. Plan of a way for productive work and collaboration is a condition of much better completion of a task.

Exchange of thoughts and ideas, editing exercises in groups increase general mastery of a team. Coordination of activities achieves due to students' co-working. Without it and support, conflicts occur: sharing opinions is falling apart, new difficulties in communication appear. For instance, misunderstanding between teacher and learners. Cooperation brings more perspective revision of common topics on supranational spheres of it by working together. According to N. Urkovski, such methods of teaching soft skills are actively introduced in education institutions [Jurkowski 2010: 31].

We generalize some pedagogical approaches to understanding of cooperative methods (papers of Gold A., Johnson R., Slavin R., Harley N., Hasselhorn M., Chamberlain S). Co-working methodology is interactive, and it strengthens professional and personal development. The reason for it is mostly independent work in groups of 3 to 5. Hasselhorn M., Gold A. have the same opinion on "co-working": students work in small groups, using mutual assistance [Hasselhorn 2006: 15]. Such work is oriented to discussion of course material, application of it into practice. Sometimes a teacher has passive role on a lesson. Students create new prospects, apply studied concepts, analyze their own experience and discuss complicated issues. Johnson R., Slavin R., Harley N., and Chamberlain S. name 5 main peculiarities of cooperative education (positive interdependence in group, individual responsibility, soft skills, maintenance of integration and analysis after work [Johnson, Smith 2007: 20].

If students are morally prepared for activities, collaboration can be a success. It happens when level of compassion among students and teachers is high. Low level of sympathy causes a falling behind. Referring to Lersch R., compassion evokes candor (a key to productivity). Effective communication and over thinking take place [Lersch, 2002: 13]. Students should want to solve problems during interchange of opinions. On the one hand, sympathy makes co-working easier. On the other hand, it faster connection of learners. The study object is collaboration without compassion and its importance in education. If integration in a cohort is without sympathy, learners will be socially responsible for it, due to their interest in reaching a goal and results (despite of the fact that interpersonal relations can be unpleasant).



Another detail of co-operation is motivation in group work. Positive achievement of group’s aims can be realized only if a group is interested in outcome, willing to be socially bounded. Satisfaction of done work, good result in personal implementation improves learning. A. Crap emphasized motivation enriches emotional experience [Carnevale 2012: 18].

Lack of mutual support is a cause of contradiction: aim can be reached by each student only in case of failure of others. Team spirit is a sign of interdependence in a group during joint efforts for accomplishment of results. R. Slavin characterizes this term positively (6, c. 21). Group work may not always be so dynamic as individual operations. Participants expect good outcomes and are able to do exercises efficiently, paying attention on mistakes.

We proposed a questionnaire to show significance of cooperative methods, research objective is to make analysis of German respondents' answers according to the criteria of social skills. The aim of the survey is to determine the level of developed competence in terms of importance of soft skills in learning environment.

The poll was given to 100 German and 100 Russian senior students who get education in pedagogical universities in Russia and Germany. The rate of readiness to improve collaboration (for future potential learners and their own one) is high among both women and men.

Comparative analysis of main indicators of co-working methodology proves our assumption younger generation of future teachers are socially oriented people. We conclude students are prone to work on their own at the beginning, having a choice between group and individual activity. They look for sources and build a strategy of performing material for further application in practice (m. – 63 per cent, w. – 67 per cent).

Definite high rates of co-working were established after analysis of responses. A part of interviewees 69%) are eager to work individually. However, if the task is to achieve a joint aim, are ready to responsibly collaborate in a group, even if they try to avoid antipathy. It indicates high level of social skills.

Considering German researches, sense of responsibility and mutual support do not have the same rates of interrelations. Participants are responsible for doing a single task, demonstrating effective cooperation. Increasement of such sense for implication of exercises appears in students helping others. High level of reflection of reality is expressed by enormous degree of liability. 2 of 4 interviewed students consider accountability important, while 61% of responders think it is “extremely weighty”. From this perspective of students’ answers, we note motivation is one of leading case because a group task is completed in high-quality manner.

According to the poll, “motivation” is estimated “quite important” by 79% of men and by 65% of women, “extremely significant” by 27% of women and 20% of men.

Special attention was on "quality of work" for implementation of objective of research. It can be achieved through joint decision-making since the moment of creating concept and its development, dividing of duties to the final step. It is observed in 45% of male respondents. At the same time, 57% of interviewed German women think individual work quality and pace of its completion in the aspect of collaboration increase. It proves our view on easier individual work compared to group projects because of listening to yourself, concentration on your own ideas. The most vital facts are lack of pressure from others.

After interviewing responders, we found out some information. Personal experience in group work meets expectations and explains the objectives. It takes into account distinctions of every member in learning. Solving group tasks, immersing into them and putting forward requirements for exercises are different for students. Individual approach to group planning, taking into consideration expectation of every person based on interests and ideas. Need to achieve final result during cooperation is a key to successful qualitative implication of a product.

Answers give an idea co-working influence a smaller number of mistakes. It is said by 65% of men and 75% of women. It means maximum success of task completion with minimum failures. Analysis of modern scientific and applied researches implies effective corporation exists only with condition of inner readiness to help others in group. Learners show restraint and tact, apply communication skills and socially oriented behavior.

To conclude, building competence-oriented lesson from the point of analysis of Russian and German respondents is based on facilitation of social skills, conflict tolerance, cooperation. It is possible if a teacher is a model for behavior. Application and work on positive learning material, protection of topics from a module, manage to improve communication.

After analyzing data on solving conflicts, co-working and communication, we mention activization of social skills becomes more intensive when a teacher and learners are mutually willing to work constructively. Independently solved conflicts indicate soft skills. Changes in personality makes communication more useful. High social orientation, mutual support, responsibility and motivation increase level of co-working and cause good rates of soft skills. Assistance and solidity of German and Russian members of research implies collective accountability and respected identity of participants. We can apply received data in elaboration of educational programs, especially after studying general understanding of culture and representation of soft skills, from the point of speakers of learning language. Foreign language cannot be learnt without detailed analysis of mentality and cultural layers of other nationalities. It brings acceptance of meanings in educational system for appropriation of activities in self-realization. Overseas experience of soft skills submission is relevant because modern realities of application of students' integration in learning, go beyond borders of disciplines. Learners are able to apply gained experience on international scene (using perspective of effective communication, analysis and transform surrounding reality by developing their own views.

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Word games in the pandemic era

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It is universally acknowledged that wordplay is nearly the most popular type of linguistic creativity that helps forming a number of lexical units in language.

In the process of communication people resort to different language means depending on the discourse type, speaker's intentions, their social and personal relations, cultural level etc. We believe that to make communication more vivid, expressive and convincing, we subconsciously employ different expressive language means, and one of the most widely used is play-on-words or ludic game.

It is one of the most widely used expressive means, which purposes on, according to the B. A. Uspenskyi's opinion, «to make a language experiment», (Uspenskyi, 2007, c.163). In our opinion, different types of word-play are the human reaction to either positive or negative changes in the social environment around. We express joy, happiness, love, disappointment, tension, stress, fear etc. by using jokes, sarcasm, irony and wordplay. Which, from the point of view of psychology, can be one of the instruments of the human brain which aim is to protect us to dissipate the tension and stress. This method is called by some phycologists «Ridicule on fears», its essence is to fight stress and reduce damaging effects for our brain.

The famous Russian psychiatrist V. P. Kastchenko wrote that smile and laughter in the situation of releasing stress, conduce to control a person's inner psychological state (Kastchenko, 1994).

Besides, activization of sense of humour is one of the modes of releasing stress and negative emotional state according to S.L. Rubenshtein, the key role of the sense of humour is not only to see and feel comic features where they are, but to perceive serious things as ironic or comic ones in some extreme situations. In other words, the main idea of this psychological strategy is to view a stressful situations as pointless and unworthy paying attention to. It is connected with inconsistency of humour with high sensitivity and anxiety, so it is followed by their quick reduction. Thus, irony and humour are an effective cure mostly for consequences of the stress decrease. The functions of laugh are so efficient that it is metaphorically called "everyday jogging" by some Russian psychoanalysts. A good joke or a humorous interpretation of some events has both momentary and long-term influence on our brain. Because, from physiological point of view, after a good laugh, human muscles are less tense and heartbeat becomes normal. Thus, due to modern overestimating of significance of the event, irony and humour, expressed in laugh, have functions that can promote beneficial experiencing stressful situations.

For the last eight months the mankind exists in the atmosphere of permanent stress, as for the first time in decades we are put into unnatural circumstances for us. We are all under the pressure of danger of the fatal disease, the globalized society, which we are, are deprived of some freedoms that we were so much used to and considered them as our born privileges such as: freedom of movement and freedom of communication. Instead of them we leave in the era of the two main trend *lockdown and social distancing*. From linguistic point of view *social distancing* is an oxymoron.

During the General Assembly in January 2020, U.N. secretary-general Antonio Guterres metaphorically called challenges threatening the humanity as «the four apocalyptic horsemen». In his opinion, the first danger is the high level of geopolitical tense for the last years. The second one is climate changes. The third threat is considered to be a growing global mistrust. The fourth one is the dark side of the digital world. In politic debates in the 75th General Assembly session on September 22, Antonio Guterres called the pandemic of COVID-19 «the fifth apocalyptic horseman». Historically, each crisis, especially connected with world changes, nowadays, the crisis of pandemic of COVID-19, is characterized by the increase of linguistic creativity.

The reflections on the role of language changes in the course of social cataclysms, V.M. Givov writes ″In order to realize what is happening with the language during the epoch of historical cataclysms, we should consider it not only as the abstract system (that is also learned by linguists) but also as the social instrument" (Givov, 2005). That makes us strongly believe that in the epoch of corona virus pandemic language plays, as usual, a role of the protector of their speakers from the fatal effects of the outside world by employing different language means. That makes this research rather topical, as its main aim is to analyze different linguistic means that are used to word everything that is happening around us. Special attention will be paid to such linguistic phenomena as play-on-words. The examples were taken from three languages: Russian, English and Mexican national variant of the Spanish language.

Famous Russian linguists I.V. Golub and D. Rozental especially highlight the word play and define it as "outplaying" meaning of the word on the basis of:

1). Acquisition the new etymology by the word by consonance;

2). Formation of the homonym from the conformable. Breakdown in the communication may appear in a result of misunderstanding of the word which is outplayed in the phrase by the interlocutor that causes distortion the statement's meaning and the game becomes meaningless (Rozental, Golub, 2007), or the communicative intension of the speaker remains not realized but defined pragmatic effect is achieved and the listener interprets the statement of the speaker in some manner. In this case the supposed and real communicative effects considerably differ, in other words, the situation of communicative failure appears. Therefore, in order to the outplayed statement becomes used and the part of the language repertoire of the wide range of users, the initial statement have the precedential character.

The pivotal works devoted to the description of the essence of the word play, belong to L. Vintgenshtein who persuasively demonstrates that relying on the hidden admissions inside the word play both the questions and permissible answers are defined the validity and falsity of which can be proven by the context of ordinary consciousness and mind. L. Vintgenshtein takes as a basis, occurring in linguistics and philosophy of the language, the statement about logical-semantic relation and interrelations of the language, mind and the real world in order to achieve the aim of the comprehensive study of the language nature. The researcher concludes that the phrase or judgment revealing the authentic condition of the objects and phenomenon are in the relation as the image but they also become the unique independent sign formulating the coherent thought. L. Vintgenshtein writes "In addition, the whole process of the word usage in the language can be imagined as one of those games with the help of which children learn their native language. I am going to name them play on words…" (L. Vintgenshtein, 1985, p. 79-81). In the opinion of the author, a word play is one of the kinds of activity characterizing a person that allows him to realize essential processes and regularities of the language functioning much deeper.

S. Nukhov defines the play on words as "the inherent feature of mentality, inclination to the language creation... It is materialized, developed and improved from the birth the same as from the first weeks of life the process of learning language by the child conducts” (Nukhov, 1997). The researcher claims that the word play as the symbiosis of the various means, forms and genres gives the speech aesthetic and artistic character. The author highlights the following cases of the play on words “…wisecracks, puns, paradoxes, forewords, bywords, verbal duels, practical jokes, children’s teasers, decomposition and updating of phraseological units, misspelling and pronunciation, metamorphic nominations, comparisons, jokes, taunts, banters, riddles, buzzwords and phrases, allusions, parodies, irony, satire, rhymes, repetitions-offsets, anagrams, acrostics, puzzles, mnemonics, limericks, literature nonsense, graffiti, joking appeals, slogans, headlines, captions under the pictures, caricatures, etc.” (Nukhov, 2012). This diversity of types of a word play, in our opinion, indicates that the statements generated during the process have sophisticated and multi-aspect communicative load which causes the variety of means of reporting the communicative message to recipient.

As it was said before, word play refers to (frequent) language characteristics, which we use during pandemic era. We can see the word play clearer on the lexical level in the language currently used, full of units, that refers to informal lexical layer. This process is revealed through the usage of the whole range of language units, realization of different forms and ways of their organization, the aspect of pronunciation, graphical design and semantics. In general, the word play in the sphere of discussing the pandemic of COVID-19 in the social media, interpersonal communication, mass media etc., can be shown as a result of semantic displacement according to the model “meaning in the everyday communication the meaning in the discussed sphere”. The first one is a substantive basis for the word play.

D. Crystal says: “Many jokes on a deviation from the normal use of sounds, by adding, deleting, substituting, of transposing vowels and consonants. Traditionally recognized genres include tampering with the frequency norms of consonants, transporting sounds (spoonerism), and using similarities in pronunciation to mix up words” (Crystal, 1995, p. 406).

Nowadays there are several most widely used patterns of word-play today. First of all these are jokes, which have some elements of word play to reach comic effect as in the following examples:

Me dan ganas de meterme a la lavadora de ropa para dar una vuelta - the word play is bases on the polysemy of the verb “dar una Vuelta”, which has two meanings – 1. Go for a walk and 2. Spin;

Un estadounidense vio un murciélago, hizo a Batman; un europeo vio un murciélago, hizo a Drácula; un chino vio un murciélago, hizo una sopa the comic effect of this joke is reached by means of changing the meaning of the verb *“hacer” – do* in the combination with different nouns;

A good slogan for the World Health Organization would be WHO cares – the comic effect is reached by playing on the abbreviation of the well-known international and the aim of establishing this organization – to take care of people’s lives and health.

-Скажите, а у вас есть в продаже календари на следующий год? – А вы, я смотрю, оптимист. – the humorous effect is reached by syntactic means and the play on general mood of the society.

Rhyme also can be one of the forms of the word play and is considered one of the phonetic-graphical methods of the formation of the lexems. Informal two- word combinations are based on the assonance of terminal syllables united in the couple of the components: e.g. *coronacoma* – sleeping much time during quarantine; *coronacrazy* - the condition of a person panicking because of the coronavirus; *super-spreader* - one person, who can infect an unusually large number of people ; *coronaclosed* - closed (business) due to coronavirus etc.

Alliteration is also one of the phonetic methods that is used in the formation in the lexicology of the internet language and presented by two-word combinations, characterized by repetition of the initial consonants e.g. *Social shaming* – socially shame anyone not wearing a mask or those gathering in large groups; Facebook fatigue – is a psychological condition when the user deletes his/her page on Facebook due to tiredness and irritability caused by constant attention.

Word play, based on the assonance or vocal alliteration, is also one of the methods of the internet vocabulary formation. In most cases, they are two separate words, having repetitive stressed vowels, e.g. *Boomer Remover* – an alternative name for the COVID-19 pandemic, coined to spite the older generation, can be used as a euphemism; *rona zona* - Distance to be observed during a coronavirus outbreak.

Distortion, idiom paraphrase, popular expressions, slogans and precedent words can be referred to word play. Word play frequently appears in sayings on the lexical level. Paraphrase is a kind of parody, where the subject of mockery is not a form of the parody product, but the new meaning is widely used. Examples of this word play are the following sayings that can be found mainly in the Russian language and Mexican national variant of the Spanish language: No hay cuarentena que dura 100 años ni cuerpo que la resista (No hay mal que dura 100 años ni cuerpo que la resista), A papel higiénico regalado no se le mira la marca (A caballo regalado no se le mira el diente), Aunque la mona se vista de seda, en la casa se queda (Aunque la mona se vista de seda, mona se queda), Caras vemos, asintomáticos no sabemos (Caras vemos, corazones no sabemos); Вирус - не воробей, вылетит -– не поймаешь (Слово – не воробей, вылетит – не поймаешь); Незваный гость - хуже инфицированного (Незваный гость - хуже татарина); Обещанной вакцины три года ждут (Обещанного три года ждут); Любишь кататься – люби и масочки носить (Любишь кататься – люби и саночки возить).

Another distinctive feature of COVID-19 word play is the appearance of the large amount of puns in Russian and English: - What is opposite of anti-biotics?

Uncle-biotics; -Is coronavirus ruining all your plans for 2020? Save them for 2022. – Because 2022 is 2020 too. Самоизоляция Борна, Чужой против половцев и печенегов, Вечера на хуторе близ Уханьки, 72 метра до аптеки, Достучаться до ЧС, Джентельмены на даче, Кошмар, на улице люди, Эффект летучей мыши, All we need is gloves (“All we need is love” The Beatles) etc.

The speakers of the language create their own sayings and puns where they try to reflect reality of being in such unusual stressful circumstances.

Some examples of wordplay in all the languages discussed in the article are based on national and universal stereotypes, believes and superstitions: Según los libros de historia, en la Edad Media el final de la peste se festejaba con una orgía, ¿alguien sabe si hay algo previsto?; British people be like: Cowvid Nointeen!;

13: I’m the worst number in the world.

666: That’s cute.

2020: Hold my beer.

13: - Я самое зловещее число!

666: - Нет, я!

2020: - Привет.

Новое время в английском языке - Present Coronaviriuous. Не понятно, что это, когда происходит и будет ли этому конец.

It also has become a recent trend to make jokes on fears that people got on quarantine: Este virus es terrible, me está achicando toda mi ropa. Я знаю, что ты будешь жирная летом.

It is worth mentioning that English speaking world did not make jokes on the issue discussed above to stick to the traditions of political correctness.

Wordplay based on homonymy has become widely used in the English language, eg: There will be a minor baby boom in 9 months, and then one day in 2033, we shall witness the rise of the **quaranteens**; I’m a social vegan. I avoid **meet**. So many coronavirus jokes out there, it’s a **pandemic.**

In the context of the discourse of the pandemic era, word play should be understood not only as a language technique, but wider as a transformation of the surrounding reality in the context of communication with the aim of making the outcomes of the impact of the mass media on our mind and perception. In the following process, we observe a reflection of the eternal human desire to protect from harmful effects on the brain and psychological state, as well as in the explicit transformation of the language tools used to formalize discursive activity in the field under consideration. It also contributes to the fact that a person transforms the surrounding reality, introduce changes in everyday communication situations. Cultural historian J. Huizinga believed that “human culture arises and develops in the game and as a game” (Huizinga, 1997, p. 14). Affirming the game nature of operating with human language, J. Huizinga quite rightly remarks: “Humanity creates its own imagination of being over and over again, nearby the world of nature its second, fictional world” (Huizinga, 1997, p.14).

The word play permeates various genres of Internet discourse. It is obvious that various forms of wordplay mark communication today and become one of its internal dominants regardless of the form of language expression - phonetic, lexical-semantic, morpho-syntactic or textual.

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Migration and Future of European identity

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The main question of this report is: what kind of European identity is the result of migratory processes? However, I would like to put the question in other terms: does migration erode European identity?

From the point of view of political science, the question is no longer relevant for a few simple reasons.

First, the construction of the European identity (that is the EU identity) is a process defined by shared interpretations of symbolic meanings and values (Cerutti 2001; 2003), and not by values themselves. Indeed, the EU does not claim to embody the philosophical, religious, moral and aesthetic values of its citizens or states (Cerutti 2006).

Secondly, we are not talking about the set of values and culture that have characterized the European continent for centuries. However, we are talking about a system of norms and institutions [Manners], and the meaning they assume in the international political community being defined by the European Union (Cerutti 2006; Bogdandy; Bryder).

Thirdly, whilst the impact of migratory dynamics trigger a general process of deconstruction of the European continent traditional identity (history, languages, culture, religious factor), this same deconstructive process becomes an alternative constructive process, not concerning Europe in general, but the European Union in particular.

Linguistic migration experts can agree on the complex nature of the means and methods of migrants linguistic integration, employed so that the safeguarding of the migrant's cultural and linguistic identity does not hinder its integration in the host country (Tsapenko & Grishin). Germany, France, Italy and other EU members are a striking example of this. Having already failed for some time multiculturalism, also the difficulties encountered in the execution of the socio-linguistic integration policies of migrants adopted within the EU, show that migration defines scenarios of alternative identity construction processes that cannot fail to be reflected on the problematic aspects related to the EU identity building process.

The 1973 Copenhagen declaration equate the identity of the European Community with its political identity. Integration means political integration, and political integration embodied political identity. Based on this declaration, the definition of European identity entails: reviewing the common heritage, interests and outstanding obligations of the member states, as well as the degree of unity achieved within the Community; assess the extent to which they act together concerning the rest of the world and the responsibilities that come with it; take into account the dynamic nature of European unification. Based on these assumptions, the originality and dynamism of European identity is the result of the diversity of cultures within the framework of a common European civilization; attachment to shared values and principles; growing convergence of attitudes towards life; awareness of having specific interests in common; determination to participate in the construction of a united Europe [Declaration on European identity].

Hence the meaning of the concept of EU identity have to be negotiated. Namely, in the light of this definition, it is possible to argue in terms of EU political identity.

At present, it is not yet clear whether the European Union is building a political identity (Saurugger & Thatcher) or merely a political existence. While Europe acquires a supranational identity concerning the member states, concerning the rest of the world EU acquires a supra-cultural, multicultural, inter-cultural and a-cultural identity.

For these reasons, it is interesting to highlight how migratory dynamics can influence the political essence of the EU and, in perspective, the same process of building its political identity (La Barbera).

The fundamental principles of the European political identity building process are two: the legitimacy of political power and citizenship.

The legitimacy of political power. The identity of a political system is linked to its legitimacy, for example, with the recognition of the power and its exercise (Weiler). The EU specificity lies in the possibility of creating a European identity without strengthening the legitimacy of the EU power system and without relying on this legitimacy. Furthermore, the legitimacy of EU power is not necessarily based on a sense of community shared by European citizens.

Citizenship. The existence of a collective identity is generally seen as one of the main assumptions of the EU democratic nature (Abdelal, Alastair, Yoshiko & McDermott; Scheuer & Schmitt; Eder 2010; Wildawsky). The idea of a political community is intimately linked to the concept of citizenship. The creation of citizenship or the codification of the rights and duties of an individual is a central element of the nation-building process (Eder 2017; Cristóbal Jiménez Lobeira). The role of the EU as a facilitator for the understanding of different and collective identities encourages its effort to achieve a sense of Europeanism, which is a crucial aspect of the European integration process (Cram). Facilitation of diversity provides a vital source of dynamism for the integration of intra-European diversity. In particular, European cosmopolitanism (Beck & Grande) represents the overcoming, in an abstract sense, of the final form of belonging, the spatial-territorial one, which characterizes the formation of modern states (Garcìa Faroldi). However, it also has repercussions on the enlarged spatial-territorial marked by the EU, dissolving European material and cultural borders. The proliferation of ethnocentric populism, nationalism, and religious radicalisms represents the logical response to the unrealistic character of the cosmopolitan model, which inspired the concept of post-national citizenship (Auer). The perceptions of "Europe" and what it means "to be European" vary between natives and migrants (Bücker), with significant consequences for European political identity.

Absence of legitimation of power, the evanescence of Europeanism and cosmopolitanism are, therefore, aspects typically enhanced in the context defined by migratory phenomena, that make more problematic the management and regulation of such phenomena.

Similar considerations can be made regarding the viable EU political identity models.

The democratic model. Eurobarometer data confirm that the feeling of being a part of the Union is positively linked to the support for EU policies. In other words, there is a depoliticization of national politics in favour of the efficiency and stability of European policies. Thus, a conventional model of democracy is, therefore, unfeasible. The European *demos*, that is, does not represent a fundamental element, since the idea of democracy is legitimized by the power of the elites and other particular subjects.

The cultural-political model. In the context of growing depoliticization of European democracy, can identity be built through the creation of shared political culture? The definition of a common political culture can be considered as the practical aspect of the pursuit of the identity politics of each system, the purpose of which remains the construction of a macro-political identity [Robyn]. If we compare political identity and cultural diversity [Mayer], we will have a space marked by two extremes: a political identity so hypertrophic as to make the diversity of cultures insignificant for decision-making, and a self-affirming cultural diversity, which risks the irreversible rupture of what compacts the components of the political community (Cerutti 2006).

The historical model. The historical identity model relies on three elements: the generic concept of "European heritage", which emphasizes a common culture as a fundamental element of European identity and places emphasis on a specific element or a given historical period; the two world wars, the horrors of which gave impetus to the creation of "Europe" as a supranational peace project designed to avoid similar extreme manifestations of radical nationalism in the future; the process of European integration, the historical results of which reinforce the legitimacy of the Union and are embodied in its official symbols (the European flag, the European anthem and Europe Day) (Prutsch).

In a supranational context, the perception of the past is even more heterogeneous, and the difficulties in creating a collective memory or even in sharing crucial historical moments is multiplied. The same problem reappears amplified in a multicultural context. The idea of the past gives way to the idea of the future.

Consequently, some conclusions can be drawn:

- The "metapolitical" values, rather than the structure of the Union itself, undermines the foundations of European political identity (Alonzi).

- The dynamics of migration processes reinforce EU apolitical character.

- The current migration processes taking place on the European continent call into question not only the concept of the political identity of the European Union (which has not yet been achieved in itself) but also the concept of the "European" identity of the EU, which in this case becomes only a geographical concept.
- The vicious circle of identity that holds the EU is the following: Europeans have long since known who they are. The self-representation of the European Union, for these reasons, is very weak and in turn, does not provide a robust identification model for migrants. The process of de-identifying migrants is, therefore, weak.

Finally, it can be expected that the identity of the EU will be the result of a process of dis-identification and re-identification that will affect Europeans and migrants without any exclusion. However, the scenarios could be different. In the first scenario, the dis-identification of Europeans could prevail, in the second, on the contrary, that of migrants.

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Syntactic Means of Achieving Expressiveness in Modern Economic Media Texts in English and Russian

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Abstract
The main focus of the present paper is expressive syntactic means in different types of economic media texts. The author's aim is to identify the most frequently used syntactic constructions that express emotions in the English and Russian articles and video podcasts on economics. For the purposes of the analysis, the emotive syntactic means were divided into groups following the author's classification. The results of the study lead to a better understanding of the nature, variety and main functions of expressive syntactic structures in contemporary media texts on economics.
Key words: media text, emotions, expressiveness, syntax, inversion, parenthetical insertions, homogeneous parts of the sentence, parcellation, syntactic parallelism

Introduction

One of the most urgent problems of modern linguistics is the issue of creating expressiveness by means of various linguistic levels. As far as the nature of expressiveness as a linguistic category is concerned, many scholars agree that the main purpose of this category is to enhance the expressive features of an oral or written text. Professor O. V. Aleksandrova emphasizes that the expressive function of language consists in the ability “to express the emotional state of the speaker, his subjective attitude to the designated objects and phenomena of reality” (Alexandrova O. V., 2009: 7). According to E. M. Beregovskaya, expressiveness should be defined as “an ability of syntactic forms to increase the pragmatic potential of an utterance beyond the degree that is achieved by lexical meanings of the elements that fill these syntactic forms” (Beregovskaya E. M., 1984: 3).

Researching syntax of media texts in terms of emotional content plays an important role in modern linguistics. There exist a tremendous amount of articles considering this issue. However, we assume that the aspect of syntactic means that help to express emotions in English economic media texts and their comparison with Russian ones has not been extensively studied.

Purpose of the study

The main objective of the present paper is to analyze expressive syntactic means in various types of economic media texts and compare them with the materials in Russian.

Materials and methodology

The materials studied for the purposes of the paper relate to the most popular types of contemporary economic media texts – articles in economic journals and video podcasts on economics. The corpus of such texts is produced and transmitted daily through the media continues to grow steadily.

As far as methodology is concerned, the methods of linguistic description and text analysis were paramount in the present paper. These methods and techniques were applied through thorough consideration of the texts of articles and podcasts which contain emotional component and through the selection, analysis and systematization of the factual material within the main objectives of the research. The comparative method allows to compare and contrast syntactic means of expressing emotions in two languages, to identify similar features and differences.

Results and discussion

One of peculiar features of contemporary mass media texts consists in their "judgmental nature" (Smakhtin E. S. et al., 2018:

103). And since Eddy M. Zemach defines emotions as attitudes to a particular situation or object, like judgments (Zemach E. M., 2001), it follows that media texts are highly emotive. Authors use different linguistic strategies to transfer their emotions. One of the most common ways to express the attitude to this or that object or phenomenon of reality is the use of various syntactic structures.

For the purposes of the comparative data analysis, we suggest a classification of the most common types of emotions expressed in economic media texts. According to the analyzed written and oral texts, the most frequently observed emotions can be as follows:

1. Positive emotions:
   1) enthusiasm;
   2) optimism;
   3) joy;
   4) inspiration;
   5) hope;
   6) assurance.
2. Negative emotions:
   1) dislike;
   2) regret;
   3) excitement;
   4) anger;
   5) hesitation;
   6) fear.

Our next step is to list the basic means of creating syntactic expressiveness focusing at the examples:

More fundamental *than whether other countries are willingto see China supplant America* **is whether it intends to**[1]**.** / ***Более насущным вопросом*** *является не то, готовы ли другие*

[1] URL: https://www.economist.com/leaders/2020/04/16/is-china-winning, 03/11/20.

страны наблюдать, как Китай вытесняет Америку, а тот факт, ***намеревается ли сам Китай это сделать***[2].

In this example, **inversion** in the indirect question is used to express the author's **excitement** about China's intentions towards America during a difficult time of the pandemic. In a Russian version of the extract, inversion is also observed. Moreover, the translator uses opposition instead of comparison and adds some lexical units, which is due to the discrepancies in the formal and semantic systems of Russian and English.

Certainly, *China is not about to attempt to reproduce America's strengths**:** a vast web of alliances and legions of private actors with global soft power, from Google and Netflix to Harvard and the Gates Foundation*[3]. */* ***Конечно,*** *Китай не собирается пытаться скопировать сильные стороны США**:** их обширную сеть альянсов и множество частных акторов, использующих глобальную мягкую силу, от Google и Netflix до Гарварда и Фонда Билла и Мелинды Гейтс*[4].

In both English and Russian versions of the extract **parenteral insertion** belonging to the category of deliberation demonstrates the author's **assurance** of which tactics China is not going to use in its desire to surpass the USA.

The princesses ***made the most of*** *their* ***freedom, doing the hokey cokey, the "Lambeth Walk" and the conga*** *with members of the public*[5]. */ Принцессы* ***от души наслаждались*** *своей*

[2] URL: https://zen.yandex.ru/media/id/5e91abe9099e743ac3bd0a13/kitai-vyigryvaet-the-economist-5ea16fc12bf35767fbb21962, 03/11/20.

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[5] URL: https://www.independent.co.uk/life-style/royal-family/queen-elizabeth-ve-day-75-princess-margaret-celebrate-london-crowds-king-a9490676.html, 04/11/20

свободой, распевая песни HokeyPokey, The Lambeth Walk и танцуя конгу *вместе обычными гражданами*[6].

The example contains **homogeneous parts of the sentence** (*the hokey cokey, the "Lambeth Walk" and the conga)*, which demonstrate a variety of actions done by the young princesses Elizabeth and Margaret on Victory day. In the Russian translation, the author highlights the **dynamics** of the actions by adding adverbial participles *("распевая" and "танцуя")*. We can assume that these activities make the princesses feel **joyful**. Moreover, an idiom *"от души"* deepens positive emotion of enthusiasm.

This was scientific management on steroids, standardizing and allocation work. It was supper efficient. Well, not quite[7]*. / Это был искусственный метод управления, упорядочивающий и распределяющий работу. Это было суперэффективно. Точнее, не совсем*[8].

This extract was taken from a video podcast of the popular media platform TED. Here the speaker uses **parcellation** to highlight her **hesitation** about the efficiency of using an algorithmic task allocator instead of a team of specialists on the factory floor. We can observe the use of the same construction in the Russian subtitles.

This is a strange, rather perverse story. Just to put it in very simple terms, it's a story about us, people, being persuaded ***to spend money we don't have on things we don't need to create impressions that won't last on people we don't care about***[9]**.** / *Это*

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6 URL: https://zen.yandex.ru/media/id/5e91abe9099e743ac3bd0a13/kak-koroleva-elizaveta-ii-otmechala-den-pobedy-v-evrope-na-ulicah-londona-nezamechenno-ot-tolpy-the-independant-5eb52f5fa4246925cfa3928b, 2004/11/20.

7 URL: https://www.ted.com/talks/margaret_heffernan_the_human_skills_we_need_in_an_unpredictable_world%20;%2004/11/20

8 URL: https://www.ted.com/talks/margaret_heffernan_the_human_skills_we_need_in_an_unpredictable_world#t-481, 04/11/20.

9 URL: https://www.ted.com/talks/tim_jackson_an_economic_reality_check.

странная и довольно сомнительная история. Можно сказать проще: это история о нас, людях, ***которых убедили тратить деньги, которых нет на вещи, которые нам ни к чему, чтобы произвести мимолётное впечатление на людей, мнение которых нам безразлично***[10].

This example contains **syntactic parallelism** - "constructions, which include two (or more) words in the same grammatical form" (Akhmanova O. S., 1966: 205). In this case, parallel constructions create the effect of an emotional wave ramp-up showing the speaker's **enthusiasm** in his attempt to explain how ludicrously people seem when chasing expensive things. It should be noted that this ramp-up results in a comic effect: the audience laughs, realizing all the absurdity of people's desire for luxurious life. In the Russian translation, not all the structures are negative, which is due to the discrepancies in the formal and semantic systems of Russian and English.

Conclusion

The present research demostrates active usage of emotive syntactic constructions in the English economic mass media texts (oral and written ones) and their Russian translations. When considering the syntactic features of the English sentence, it was found out that the palette of its expressive potential is very diverse. For example, such modifications of the structure as inversion, parenthetical insertions, homogeneous parts of the sentence, parcellation and syntactic parallelism are effective means of creating syntactic expressiveness in an economic mass media text. The thorough analysis of the materials proves the fact that along with lexical content, syntactic structure of statements plays an important role helping authors and speakers to highlight the main ideas in the utterances and express different types of positive and negative emotions.

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[10] URL: https://www.ted.com/talks/tim_jackson_an_economic_reality_check#t-412761

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Concise lexical analysis of the epistolary heritage: romanticism novel socio cultural context and genre techniques

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Abstract
Fanny Burney's book entitled "Diary and Letters of Madame D'Arblay" is considered in terms of lexical analysis in the present paper. Fanny Burney (1752-1840) is a Romanticism novelist who depicted her contemporaries' life before and after the Revolutionary turbulent epoch. Her diaries witnessed her happiness and woes and may assist in her novel narrative or style understanding. The words frequency analysis shows the prevailing subjects she was interested in, locations she mostly stayed at, the society she was surrounded by, and the way of life allowing to outpour the talent for observation onto the novel pages. Her diary allows to outline the major novel narrative techniques she practised on its pages and exploited in the novels. Fanny Burney preserved the epoch in her works and contributed to Romanticism novel development.
Key words: *Fanny Burney, diary, epistolary genre, genre, letters, Romanticism novel, socio-cultural context.*

INTRODUCTION

The socio-cultural context created by Fanny Burney enables readers better understand key notions and ideas of the time, helps recreate the atmosphere and penetrate into the traditional and habitual way of life, as well as regard the creative mechanisms of her novels. Her epistolary heritage helps restore the atmosphere of the time and the writer's way of life which in its turn brings the readers closer to the epoch, draws the woman's role in society, and reconstructs different people's interests, concerns and pastimes.

The national identity is one of the questions revealing the national character and its horizons in the diary. One writer's four novels published between 1778 and 1814, and three volumes of her *Diary and Letters* can shed light on the most revolutionary epoch in the social, cultural, literary and political history. The *Lady, who entered the world* with the novel of manners witnessed serious transformations and in her last novel reflected the shift that happened to her contemporaries both in Britain and in France. She survived as a writer, and contributed to the genre of Romanticism novel. Her style was incessantly exercised on the diary and letters pages. She diarised all her life. Her niece Charlotte Barrett edited F.Burney's epistolary heritage and published the book as "The Diary and Letters of Madame D'Arblay" in 1842, two years later after Burney's death. Letter writing as a technique and narration formatting principle may be embedded and easily transformed into different genre systems, from journal articles to novel writing: "Letters might be printed with poetry, dialogues, and essays suggesting the acquisition of a narrative structure on its own which differentiates them from the original manuscript letter motivated by some specific communicative goal." (Camicciotti, 2014). The present research outlines the constituent features of writer's style and pays attention to the issues that reveal the writer's character and emphasise some aspects of social life common for the time. Fanny Burney's own life changes crucially several times, she gains very diverse writing experience, her individual transformation is reflected in the diary and letters and creatively elaborated in the novels.

MATERIALS AND METHODS

The book "Diary and Letters of Madame D'Arblay" [Burney, vols.1-3], further referred to as *DL (DL1* – the first volume; *DL2* – the second volume and *DL3* –the third one*)*, serves as the primary source for the analysis. A survey of the book content is regarded as the illustrative material for the research. The purpose is to consider writer's experience, focus on where she stayed or what she did repeatedly, what she concentrated on. The English society habits and traditions discussed in the diary and letters are indirectly under the quantitative lexical analysis. The collected groups of words mirroring Fanny Burney’s most frequent activities and locations give a clearer picture of her life. The descriptive analytical and comparative – contrasting literary approach accompanies the overall analysis.

Fanny Burney’s *Diary and Letters* first volume encompasses ten years from her first novel publishing to the first two years at the Royal Court, 1778-1787. The second volume is mostly dedicated to the years of her service to Queen Charlotte between 1787 to 1791 and the first year when she left the service in 1792. The third volume dwells upon the years when Fanny Burney was happy, get married, had a son, bought a house, was prosperous, as well as the years of the utmost despair, her friends and family members died, she outlived her husband, son, sisters. *DL1*gives a record of nine years; *DL2* outlines 6 years of Burney’s life; *DL3* embraces about 50 years. She published her fourth novel in 1814 and since that she only published later editions of her works, father’s ‘History of Music’ (1776-1789) and a Memoir of her father (1832).

“Diary and Letters” lexis selected statistics

The lexical analysis of Fanny Burney’s diary and letters (*DL*) shows several important facts. Several groups of words are under survey and given in the present paper Appendix**.**

The first group is related to **weather phenomena**: *weather, sun, rain, wind, breeze, storm, tempest, cloud* (clouds, cloudy, clouded), air, sea, sky, heaven, nature;*

The second group refers to the **interior** locations: *home, house, library, room, chamber.*

The third group mirrors **communication activities and related words**: *read, write, talk, convers* (converse, conversing = talking to each other, conversation), dialogue, book, music, sing, song, entertain.*

The fourth group traces **outer locations and related words**: *garden, park, terrace, lawn, grass, flower, meadow, mountain.*

The fifth group comprises **outdoor activities, travel and related words**: *run, walk, travel, excursion; road, street, coach (as transport); carriage.*

RESULTS AND DISCUSSION

As a narrator, Fanny Burney definitely belongs to the divergent cognitive type in her world perception, tending to creative writing and thinking, perceiving the world visually, aurally and tactically, in terms of contemporary researches studying different cognitive abilities and styles (Kolb, 1984; Vishnyakova et al., 2020). Fanny Burney's biographer, Margaret Ann Doody pointed out, that at first, Burney's talent was accepted to a large extent as a diarist's one (Doody, 1988, p.1). In the XX century many Burney's critics indicated that her novels "often similar in style and content to the journals, have been treated as less important or less impressive than the journals" (Walter, 1992, p.1). Definitely, Burney's novels should be interpreted in the diaries and letters context, and the lexical analysis supports the statement to a certain degree; however, her novels show a slow and, therefore, noticeable progress of Romanticism novel genre formation.

The first group of words refers to natural phenomena and weather conditions – which are not discussed by F.Burney very often. The word *air* was used at that time to explain the mood or temper of the individual; however, the results show that the *air* in the meaning of "the invisible gaseous substance surrounding the earth" (*ABBY Lingvo, 2014*) and related to "*fresh air*" collocations is scarce in *DL1*, but several times it is used in the latest two volumes. Fanny Burney does not pay attention to the *sky* (there is no word in the book), except to think about those who died and with the reference to the word *heaven*. In her novels we find the same, no natural phenomena discussed.

When she wrote about *sea* in *DL1* she compared library collection to the sea, spoke of a crowd as of a *sea of heads*, or described some sea-captains (one of her novel's characters) in *DL2*. *Wind, breeze* she discussed rarely, solely to mention feeling cold. *Cloud, sea, wind, storm* phenomena gain the writer's most attention in *DL3,* at that period she travelled a lot and both, her brother and husband, may have discussed these subjects in her presence in different ways. Group five supports this suggestion as the words *travel, excursion, wander, carriage* show frequency growth towards *DL3*. While writing about sea-captains in her first novels Burney outlined them insufficiently, characterising their speech abundant of swears and stressed their coarse manners. The fourth novel, written almost at the same time as *DL3,* shows writer's awareness of the subject. In *DL3* she referred to the Channel once, her fourth novel protagonist, Ellis, suffers peripeties similar to the novelist's own ones, they both crossed the Channel (La Manche) several times. Ellis is an emigrant, and a woman without rights, a real wanderer and a refugee. The experience that the novelist had had, when she and her husband, French General d'Arblay, visited France, found its place in the fourth novel 'The Wanderer, Or Female Difficulties'.

The second group of words under analysis refers to locations within the walls, inside the house, and they are more often discussed in *DL*. Most of her time Burney spent in-house in time of *DL1;* it was her home or her friends', relatives', and acquaintances' houses, the Bath resort. Writing *DL 2* she accommodated at different Royal residences, and visited English noblemen houses, attended the House of Commons and discussed the House of Lords (the latter two are not included in the statistics). The word *door* has been used the most number of times as with the word the writer fixed the beginning or the ending of some visits, conversations, changes in a situation; later she used it in her novels as a technique moving the plot from one scene to another.

The third group shows the writer's involvement into the household activities and communication, which was mostly –

reading, writing, having tea, playing cards and musical instruments, attending concerts, and talking. In the first three novels her protagonists tend to stay at home, though the fourth novel main character is a wanderer and person without home. Words related to *music* and *entertainment* are frequent in *DL*, in the novels it is engaged many times as a pastime, or illustrative stories about singers' performances, though in the fourth novel the main heroine earns her living as a musician and in 'Wanderer' the word *music* is used 68 times (*cf*. up to 6 times in *DL2* and *DL3*).

The fourth group of words is the most remarkable one, as it shows facts about general perception of the outer world. Gardens and parks, streets and roads, carriages and coaches make the focus of *DL* narration. However, grass and flowers, lawns and meadows are not described. Several times Burney addresses to the subject of *flowers* praising exquisite work of the queen's or other ladies' garments, dresses, and the florist's art to decorate the dresses. In *DL* 3 the flower-archers are mentioned to underline the beauty of the scenes. Fanny Burney could read human's nature, but did not spend time observing the divine natural beauty of landscapes, forests, flowers (the word *landscape* is not mentioned in *DL* at all, the word nature appears infrequently in the meaning of *physical world*). *Parks* are presented as places of walking, watching performances, conversing and entertainment. On the contrary, all the novels' open spaces, parks, gardens, forests become a picturesque background for many key events.

Fanny Burney's favourite heroines are well-educated, accomplished ladies who learn multifarious life spectra when meet new people, walk from home to parks and theatres, travel from London to famous resorts, or run from the ruined France to blessed England. Fanny Burney derived the novels' plots from life and described in the novels what she herself experienced. As a child in her father's house, she had a frequent chance to meet J.Reynolds, D.Garrick, E.Burke, S.Johnson. Getting older F.Burney accompanied, as a servant, the English monarchs, recorded their life, business and entertainment, there she met famous European writers, artists, actors, musicians, scientists and representatives of the European nobility. In her marriage she approached the world of French refugees (Mme de Stäl was among them) and even had 10 years' emigration experience. On *DL* pages diverse people of different status and origin receive detailed description and some of the most typical traits of her long and short acquaintances she engaged in her novel protagonists and characters. To sum up, novels grew from Fanny Burney's diary and letter writing, but her imagination, erudition, life experience and talent made them perfect laboratory for Romanticism genre creation.

CONCLUSION

From the very beginning Fanny Burney's biographers noted her perfect memory as she could remember long conversations and dialogues: "Even her short-sightedness may have played its part in Fanny's talent for aural observation" (Hufstader, 1978, p.276); she did not notice grass and flowers, but she was a very good listener; she did not discuss outer world but her inward eye better scanned the human nature. She recollected short and long conversations writing her diary and letters, which suggests long hours spent writing and talking. She is a master of the dialogue in her novels, the art which she mainly exercised in *DL*. In her childhood eminent people visited her father's house, for more than seven years she was a second robe keeper at the queen's service, when she became the French marine officer's wife she got acquainted with many French noble refugees; a lot of her contemporaries may have served her novels prototypes. She was a recognised novelist and many contemporary writers admitted her talent, among them – S. Johnson, J. Boswell, W. Scott, J. Austen, and T.B. Macaulay. The XXI century researcher of the epistolary and autobiographical style Camicciotti (2014), emphasises three functions of the letters: "they provide information for sociohistorical investigation, the history of languages, linguistic diachronic investigation, and historical sociolinguistics." Fanny Burney's "Diary and Letters" were her experimental workshop where she was faceting her novel writing techniques and, thus, left important evidence for history linguistics, sociology and for novel genre researchers.

APENDIX

Word frequency in *DL* arranged into five groups

DL1 refers to the first volume; *DL2* – to the second volume and *DL3* –to the third one*).*

GROUP 1

The word *weather* is used 7 times in *DL1;* 6 – *DL2;* 7 – *DL3.*
The word *sun* is used once in *DL1*, once in *DL2*, and five times in *DL3*.
The word *rain – 6, rainy – 1 – DL1; rain – 3, rainy 2 – DL2; rain – 2,* no *rainy* in *DL3.*
The word *wind – 3* times in *DL1,* 5 in *DL2; 12 - DL3.*
The word *breeze – 2* times in *DL1,* 1 - *DL2; 0 - DL3.*
The word *storm – 4 - DL1; 7 – DL2; 15 - DL3.*
The word *tempest 0 – DL1; 1 – DL2; tempest – 5; tempestuous – 1 – DL3.*
The word *cloud* (i.e. derivatives: cloudy, clouds, clouded) 2 – DL1; 2 – DL2; 9 – DL3.*
The word *sea 7 - DL1; 8 - DL2; 24 -DL3.*
The word *air* 2 - *DL1; 9 times – DL2; 7 - DL3.*
The word *sky 0 - DL1; 0 - DL2; 0 -DL3.*
The word *heaven is* used only once with the reference to the *sky* in *DL2*, when F.Burney wad describing her conversation with an astronomer; in every other case in the whole book this word was used as a substitute to *God.*
The word *nature (*with the reference to *physical world*, not *character [ABBY Lingvo, 2014]) 1 - DL1; 0 - DL2; 6 - DL3.*

GROUP 2

The word *home 21 – DL1; 34 –DL2; 31 – DL3.*
The word *house 210 – DL1; 87 – DL2; 141 – DL3.*
The word *room 59 – DL1; 80 - DL2; 99 – DL3.*

The word *chamber 12 - DL1; 26 – DL2;* 6 times with the reference to a *bedchamber DL1* and 7 times in *DL2;* 30 times in *DL3* this word is related to different places in the house (including a bedchamber) and used with a reference to the coach and cabins on the ship.
The word *library 19 – DL1; 6 – DL2; 7 – DL3.*

GROUP 3

The word *read 102 – DL1; 94 - DL2; 72 -DL3.*
The word *writ* (i.e. derivatives, write, writes, written, writing, writer, writ) 247-DL1; 114 - DL2; 204- DL3.*
The word *book 51 - DL1; 55 - DL2; 113- DL3.*
The word *talk 118 - DL1; 133 - DL2; 62 - DL3.*
The word *convers* (*plus derivatives*) 127 - DL1; 117 - DL2; 73 - DL3.*
The word *dialogue 10 - DL1; 2 - DL2; 1 - DL3.*
The word *music* (music, musical, musician) 35 - DL1; 6 - DL2; 6 - DL3.*
The word *sing 10, sung – 8 -DL1; sing 14, sung - 1 - DL2; sing 2, sung 2 - DL3.*
The word *song 10 - DL1; 3 - DL2; 1- DL3.*
The word *entertain* (*plus derivatives*)* appears about 40 times in *DL1, 27 in DL2, and 25 in DL3.*

GROUP 4

The word *garden 27 - DL1; 28 - DL2; 14 - DL3.*
The word *park 17 - DL1; 25 - DL2; 8 - DL3.*
The word *terrace 6 - DL1; 16 - DL2; 7 - DL3.*
The word *meadow 3 - DL1; 5 - DL2; 2 - DL3.*
The word *lawn 2 - DL1; 1 - DL2; 0 - DL3.*
The word *grass 1 - DL1; 1 - DL2; 4 - DL3.*
The word *flower 1 - DL1; 10 - DL2; 5 - DL3.*

GROUP 5

The word *run (only* in the meaning *“move faster than walk” [ABBY Lingvo, 2014]) 26 - DL1; 28 - DL2; 13 DL3.*
The word *walk* (walks, walked, walking, walker) 109 - DL1; 97 - DL2; 72 - DL3.*
The word *travel* (travels, travelled, traveller) 2 - DL1; 31 - DL2; 40 - DL3.*
The word *excursion* 7 - DL1; 17 - DL2; 17 - DL3.*
The word *promenade 1 - DL1; 2- DL2; 1 - DL3.*
The word *wander* 7- DL1; 3 - DL2; 33 - DL3.*
The word *street DL1; 8 - DL2; 13 - DL3.*
The word *door 70 - DL1; 90 - DL2; 73 - DL3.*
The word *road 4 - DL1; 20 - DL2; 15 - DL3.*
The word *carriage 14 - DL1; 35 - DL2; 64 -DL3.*
The word *coach (transport) 7 - DL1; 23 - DL2; 15 - DL3.*
The word *transport* (used as a noun or verb for *movement*) *0 - DL1; 0 - DL2; 7 - DL3.* The word *exercise* at that time was used mostly in the meaning of training intellectual abilities.

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Organization of Distance Learning in a Non-Linguistic University during a Pandemic

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In March 2020, the Russian education system faced the need for a complete transition to distance learning. From the point of view of software there was no difficulties: universities have already used different platforms to create additional courses and implement a blended learning system. However, a sharp change in the format in a fairly short time affect the educational process, every university overcame difficulties on its own, but by the end of the year we can confidently say that some experience, both positive and negative, has been accumulated, which needs to be shared with the community in order to work out problem points and choose the best tactics for action in the nearest future.

To begin with, we will briefly consider the background of the introduction of distance learning technologies using the example of the MIPT Spanish language programs, in order to understand, in contrast, the changes that have occurred with the advent of force majeure during the pandemic.

Several years ago, Russian universities began to implement gradually the blended learning system. For foreign language classes, where the republishing of teaching aids occurs regularly along with the revision of the course work programs, the emergence of new educational technologies turned out to be very timely, since a certain base was laid, the accompaniment of which was chosen for one or another educational and methodological complex, depending on the chosen goals learning.

Using the MIPT as an example, this, first, made it possible to change quickly the program depending on the learning goals set for the teachers by the basic departments. Secondly, to fill the lack of modern textbooks on paper by creating author's teaching methods (systems of tests and exercises, additional comments on the current material). Third, keep an electronic journal where the student could track his progress of the course, not waiting for rating certification three times a semester. Fourthly, thanks to the student mobility system, which includes both training in double master's programs and participation in research expeditions and conferences, distance learning technologies made it possible not to interrupt the educational process during the absence of a student for a good reason.

It should be noted that the transition to new information technologies was carried out gradually: teachers mastered the creation of tests using various programs, learned how to administer and select materials. Refresher courses were regularly held, where it was possible to master all the necessary skills and abilities, and the leadership of the department additionally encouraged those teachers who spent most of their time and effort on retraining.

With the advent of distance technologies, the question arose of choosing the best option for blended learning programs. Since 2013, the Spanish language section of the MIPT Department of Foreign Languages has started implementing programs based on the Moodle platform. One of the main advantages of the platform is its financial availability, which has always been an advantage in the educational process. The logical interface of the program made it possible to train teachers in a short time and create a transparent level of management using the system of course administrators. The training is still carried out by one of the teachers, combining the functions of tutoring, which is extremely important when making changes and training new teachers.

Accordingly, in a short period of time, it turned out to introduce Moodle into the educational process with a minimum amount of costs. The question arose about how to transfer the materials posted in Moodle to the curricula of the programs. The fact is that platforms have been used on the programs before, they are recommended by educational and methodological complexes. However, their indication in the list of references was purely advisory in nature since access to the materials required students and teachers to pay for their private offices per semester. Unfortunately, due to the high cost of foreign language textbooks on paper, the purchase of additional material in electronic form was not available to all students because of the cost.

Consequently, teachers were faced with the question of what kind of materials can be placed on the platform and how to include them in the work plans of the programs. It was decided to divide the main page of the course into lesson segments, place dictionaries, translation exercises, as well as test tasks, most of which trained the skills of audio-speech perception of the language. One Moodle administrator from among the teachers was appointed as the head of the section for all four programs from A1 to B1, who posted the necessary materials. Homework and student communication with each other were implemented using homework forums, and news forums made it possible to promptly inform students about cultural events.

In the process of creating new materials with their subsequent uploading to the digital environment, he raised the issue of copyright. The Moodle platform provides security that assigns the name of a specific instructor to the file, recording the placement route in the course event log. It should be noted that in Spanish universities, when a teacher creates any materials, a prerequisite is the introduction of university logos on the title page and in the headers and footers of the file. From this point of view, the implementation of copyright in Moodle remains very nominal, and the possibility of spreading the material by any teacher of the course (not its author) somewhat devalues this function.

Despite the implementation of a mixed approach with the use of distance learning technologies, MIPT continued to conduct full-time programs for many years. Students hardly perceived Moodle as an additional platform, considering its presence somewhat burdensome for a foreign language course since it took additional time to understand both the specifics of passing tests by a certain deadline and maintaining an electronic journal. Even the elementary setting up of a personal account sometimes required the intervention of a teacher.

From the point of view of a conscientious teacher preparing for each lesson with the obligatory printing of control and measuring materials, lesson plans and all sorts of games, I note that the emergence of a learning platform has reduced the preparation time for classroom activities. At the same time, the burden of planning and implementing extracurricular activities has increased.

Summing up the preliminary result, by December 2019, the Spanish language section of the Moscow Institute of Physics and Technology had already developed a system of interaction both between teachers in terms of organizing the educational process and between the teacher and students.

The force majeure circumstances of the pandemic and the general isolation regime in March 2020 led to the fact that at once it became necessary to revise all Moodle programs in terms of their adaptability to the online mode. The first step was the restructuring of the main pages of the course: instead of the usual lesson division system, it was decided to create blocks by week of study. The block name indicated the week number of the block passing date. This format was not chosen by chance, since the government constantly changed the deadlines for the end of the isolation regime, creeping up on previously planned calendar holidays and inside institute events (Olympiads). The second step was filling the blocks with test items that touched upon the main competencies of the course: listening, reading, and writing. Thirdly, it was necessary to establish communication with students through the news forums. Often, students sign up for Moodle using a third-party email address and do not automatically subscribe to the news forum. It was decided to create a separate general forum for notification and ask all students to subscribe to it.

It is important to note that due to the constant exits to the vacation mode and back by government decrees, the attendance of the courses has dropped sharply. Most of the nonresident MIPT students decided to return home before the restrictions on relocation and the closure of borders, etc. In parallel, the deans began to collect lists of those who do not attend classes in Moodle and to find out the actual location of students.

Thanks to coordinated actions, the learning process was restored. The teachers of the Spanish language section of the MIPT chose the ZOOM platform for teaching, having paid for an account for continuous training. The MIPT Center for Continuing Education organized short courses on how to conduct video lectures from home. For those departments that had not introduced distance learning technologies or the Moodle platform into the educational process before the pandemic, an alternative system was created on the server of the institute with all the necessary functions for conducting the educational process.

Finding themselves on the other side of the monitors, students and teachers felt the pressure of virtual distance, which did not allow them to control what was happening in the lesson as it was in offline mode. Students relaxed, opening keys to textbooks and program translators. The teachers tensed, realizing that it was no longer possible to objectively assess the quality of the acquired knowledge objectively. Of course, the format of the distance lesson in Zoom turned out to be unusual for everyone and required an adaptation period, which was not included in the training programs, and the technical problems that arose due to the high load on the server sometimes put the classes on the verge of disruption. Consequently, it was required to quickly decide to transfer a virtual classroom from one program to another.

The most significant moment for all participants in the process was the completion of test tasks. Before the pandemic, Moodle magazines were divided into task blocks that made up 80%

of current work and exercises - 10% of work. Large testing works were carried out three times a semester and coincided with the ball-rating certification. By dividing the educational process into training weeks, the number of tests increased significantly, and, therefore, the contribution of each test to the overall rating formula decreased. Students began to wait for more control tests, had greater weight to a pandemic, significantly reduced their rating, because small weekly tests came to an end deadline. At the end of the spring semester, it was decided to reopen the test assignments for all students but subtract 20% from the maximum test score. The section teachers began to worry about the reliability of the results obtained after passing the tests. In principle, you can understand the degree of independence in completing tasks in Moodle. The journal records the number of attempts, the time of their passage and the IP address of the computer, but in order to analyze this information for a specific student of each of the four programs, you need to spend a certain amount of time.

Another problem with the increase in the number of tests was the too high load of the administrator of the Spanish section of Moodle. If before the pandemic he coped with the tasks assigned to him, now it was necessary to fulfill the weekly rate that was usually done for a month. Here it was important to connect colleagues in time to create simple tests, at least in the Hot Pot program, to reduce the load or to work correctly at the stage of preparing material for assignments in a text editor.

In the spring semester, the Spanish language curriculum includes a graded test. Since most students complete their bachelor's and master's degrees at the same time, the score received in Spanish affects the GPA in the diploma. The section teachers know that the spring session always takes place under stressful conditions, as students are always inclined to achieve the desired number of points at any cost.

The weight of credit events in the electronic journal Moodle is adjusted before the start of the semester, is the same for all programs and is 20% of the final grade of the course. If the written test never caused any criticism either in the number of attempts (one) or in the execution time (one pair), then the oral test procedure in the new remote format caused mixed reactions. First, the student could, without additional effort, use any of the translator's assistance programs during the oral response. Secondly, do not memorize grammatical material by peeping verb conjugations. The most objective was only the format of the questions and answers, which triggered the lack of knowledge. A negative factor was the fact that the credit was accepted by the leading teacher, and not by the exchange teacher, as was the case earlier. However, the ratings of the students turned out to be quite high due to the many completed test tasks. The false success factor played a positive role in the new fall semester when many students decided to continue their studies at a new level. During the second wave of the pandemic, the Spanish section in the fall semester finalized the curriculum and included an oral response in the priority way of assessing knowledge of the course as part of intermediate monitoring activities.

Summing up the preliminary organization of distance learning in a non-linguistic university, it is important to note that any difficulties can be overcome if there is team cohesion. Prompt decision-making, a unified view of the organization of the educational process, mobility in the development of new technologies and a caring attitude towards students - this is the set of qualities that can hinder any external difficulties. Of course, the learning process will still undergo transformation and will never be the same, so we must believe in our future and present students, and hope that the community of teachers will help them achieve their learning goals.

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Theatrical Metaphors Specific to Modern French Journalism

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Abstract
Theater as an art has lost its former leading role, but theatrical images continue to be a way of knowing the world. Objective of the study: a linguistic and pragmatic analysis of metaphors containing the theatrical components. Material: French media 2019-2020. The lexical units of the "theater" semantic field which undergo metaphorization specific to the French linguistic culture have been revealed.
Key words: *modern French culture; French language; metaphor; publicist style; metaphorization; theater.*

Introduction

Theater-going is no more part of mass culture in France, on the contrary, as sociological surveys on French cultural practices show (Cinquante ans de pratiques, 2020), going to a play is perceived by many as an attempt to engage in high art, which is not understood by the uninitiated. Theater as art, as an organization of play action, has lost its former leading role. However, theatrical metaphors are part of the cultural code of the modern world and provide communication with the emotional and evaluation framework (Pasquier, 2013; Nikitin, 2015).

The atmosphere of the theater is evolving, but the terminology associated with theater continues to be one of the most assimilated in the collective consciousness: the bulk of metaphors are universal ones (Lakoff, 2015). G. Clotaire Rapaille theory of cultural code (Clotaire Rapaille, 2007) is based on the fact that people want to learn the behavior of the social environment they want to live in. This means that the theater as a space, a process of staging, spectator participation, theatrical technique, the role of actors remains an important part of the French cultural code.

The purpose of the present study is to identify cultural and pragmatic aspects of sentences containing metaphors with theatrical components in the texts of modern French media.

Objectives of the study:

1. To make a list of theatrical terminology elements with metaphorical potential in modern French;
2. To search for the use of metaphors with theatrical components in the 2019-2020 Internet media texts;
3. To identify theatrical elements that have been metaphorized in the French media.

The result of the first phase of the study was the selection, based on dictionaries and specialized glossaries, of theatrical terms and word combinations that have metaphorical potential in French. The following units were selected and classified semantically:

theater room: *avant-scène; mettre sur le devant de la scene; décorations; coulisses; loges, aux premières loges; plateau, projecteur, coup de projecteur; rideau; scène, théâtral;*

theater production process and types and techniques: *burlesque; décor; donner la réplique, comédie, drame; farce; marionnette, masque, masquer; mélodrame, mettre en scène, mise en scène, opérette; pantomime; show; spectacle; théâtre, tournée; tragédie; vaudeville;*

performance ingredients: *pièce de théâtre, acte*, *rôle, jouer un rôle, jouer le premier rôle; monter sur scène, quitter la scène; coup de théâtre, tour de magie; final;*

theatrical character and other occupations: *acteur*, *arlequin, arlequinade; bouffon; comédien; début, débutant; jeune premier; marionnettiste; metteur en scene; personnage; scénariste.*

The next step was to find cases of using selected words and phrases in metaphorical meaning in journalism of 2019-2020. The detected fragments with metaphors were then distributed by frequency and semantic criteria.

Dead metaphors with such elements as *acteur, comédie, drame comédien, scène; farce, masque, masquer; mélodrame, spectacle, tragédie*, – are international, but there are also metaphors specific to French linguistic culture.

One of the most frequent theatrical metaphors in the analyzed sphere (borrowed from English in French form) is coup de théâtre ('theatrical surprise', 'like in cinema', 'who would have thought', for example): *Mais **coup de théâtre** ce mardi, vers 23 heures : la Haute assemblée a finalement rejeté l'article 1er du texte. AFP. www.bienpublic.com/economie/2020/10/27/retour-des-neonicotinoides-le-senat-vote-contre);*

Специфичными для французских СМИ являются также следующие метафоры:

– ***être aux premières loges*** в значении ‘иметь больше всех неприятностей’, например: *Katlijn **est aux premières loges pour** assister à la construction, à 300 mètres de chez elle, d’une unité de méthanisation agricole. (*https://www.lemessager.fr/16030/*);*

– ***marionnettiste*** в значении ‘тот, кто тайно управляет’, например: *grand marionnettiste d'extrême gauche trotskiste Alain Krivine (https://blogs.mediapart.fr/yann-kindo/blog/301020/);*

– ***quiproquo*** (‘недоразумение’): *les associés du Gaec Porattitude « regrettent ce quiproquo » (https://www.lamontagne.fr/brioude-43100/actualites/l _13813977/);*

– ***vaudeville*** *в значении* ‘дурацкая ситуация’, например, в статье о том, что за три года четвертый человек занимает пост министра сельского хозяйства: ***le vaudeville du renouvellement*** *de sa licence européenne. (https://www.sudouest.fr/2020/10/09/le-glyphosate-n-est-plus-la-seule-solution-7944383-10142.php)*

– ***strapontin*** (‘откидное сидение’) в переносном смысле ‘второстепенное место’ с пейоративной коннотацией, например: *…la Confédération paysanne* ***ne se contente pas du modeste strapontin*** *qui lui a été accordé au sein du bureau de la chambre régionale d'agriculture des Pays de la Loire. (https://www.ouest-france.fr/economie/agriculture/6262895).*

The elements ***rideau (‘curtain’)*** and the expressions ***le rideau tombe/ est tombé, baisser le rideau,*** meaning ‘death, the end of something important’, are equally important for French and English culture. For example: *Salon de l'agriculture :* ***le rideau est tombé sur*** *la vitrine de l'Aveyron, l'édition 2021 est reportée (https://www.ladepeche.fr/2020/10/15/9140373.php).*

In the context of the pandemic, reports on small businesses that close and go bankrupt also contain several theatrical metaphors, for example: *Les fleuristes ont été autorisés à ouvrir ce dimanche avant* ***de baisser le rideau*** *pour* ***le deuxième acte*** *du confinement. (www.lavoixdunord.fr/887233/article/2020-11-01/).*

It was noted that the role of metaphors is twofold. On the one hand, it is a function of creating a favorable image of producers, products, and administration, for example:

À Vouziers et ses environs ***la moisson s'organise en coulisses (****02.07.2019. https://abonne.lardennais.fr/id77240/)*

It is in the expression *en coulisses* (‘behind the scenes’) that a resemanticizization took place: expressions are regularly used in the meaning of ‘secret intrigues and secrets for the initiated’ on film and video shootings, where, obviously, there are no *coulisse*: *À la ferme de La Touche, **les coulisses d’un tournage** (www.la-croix.com/France/2019-12-21-1201067864).* This means that the author of the text wants to inspire the reader to empathize.

It is also for these pragmatic purposes that the Minister of Agriculture is mocked by the metaphor *bouffon* (‘buffoon’): *C'est ça, la crainte de voir MLP élue. **Ce bouffon** ne craint pas la décapitation quand il va prier pour la paix entre religion, l'accueil des immigrés gentils, serviables. Son émission est une **bouffonnerie.** (https://blog.lefigaro.fr/rioufol/2020/10/bloc-notes-lhygienisme-refuge-.html,* 30.10.2020*); La grande table culture. Daniel Kehlmann : le chaos, **le bouffon** et l’esprit européen (https://www.franceculture.fr/emissions/la-*grande-*table-idees/).*

Journalists usually present the situation as a performance. One metaphor may be in a causal relationship with another, such as behind-the-scenes intrigues that lead to an unexpected outcome. For example: *27.10.2020. **Coup de théâtre**, ce mardi 27 octobre, à la première réunion du nouveau conseil d'administration du premier syndicat agricole de l'Indre : Philippe Demiot, président sortant, a été battu,…. " Une candidature* surprise, *mais **préparée en coulisse** (https://www.lanouvellerepublique.fr/indre/info-nr-changement-de-president-surprise-a-la-tete-de-la-fdsea-de-l-indre).*

The verb-free ***coup de projecteur*** (‘direct light’) is often used to attract attention, for example: *L'annulation du Salon international de l'agriculture 2021 prive la profession d'un important **coup de projecteur** (https://france3-regions.francetvinfo.fr/1884226).*

Many publicist texts contain several theatrical metaphors, for example: *Les fleuristes ont été autorisés à ouvrir ce dimanche avant **de baisser le rideau** pour **le deuxième acte** du confinement. (https://www.lavoixdunord.fr/887233/article/2020-11-01/);*

***Coup de théâtre**, ce mardi 27 octobre, à la première réunion du nouveau conseil d'administration <...> Une candidature surprise, mais **préparée en coulisse** (27.10.2020. https://www.lanouvellerepublique.fr/indre/).*

A developed metaphor makes an informational text often overly figurative, for example: *La crise sanitaire **a mis sur le devant de la scène le rôle** essentiel des agriculteurs dans l'alimentation. Avec son livre "Dans les bottes de ceux qui nous nourrissent", Thierry agriculteur d'aujourd'hui espère bien **jouer les prolongations.** Pour le présenter à travers la France, il partira **en tournée**... en tracteur ! **Avant-première** ce soir à 21 h sur sa chaîne Youtube dans un RDV agri où il **donnera la réplique** à l'autre **acteur** du projet, Jean-Baptiste Vervy, président de l'association CoFarming. (Un livre et une tournée en tracteur pour promouvoir l'agriculture.* 19.10.2020. – URL: *https://www.terre-net.fr/202-172980.html).*

In this case, in the first part of the paragraph the farmer himself dramatizes the event: he wrote a book about how peasants live, and on a tractor will travel around the country, advertising it. But the term ***avant-première*** (‘closed view; preview’) and the expression ***donner la réplique à l'autre acteur*** (‘give a replica to another actor’, in this case: ‘to allow a representative of the other organization to make a speech’) again make the text transform into a metaphor.

It was in the situation of the pandemic that the excessive colorfulness of some passages became noticeable, for example:

*Si le produit est interdit, aux professionnels **poussant des cris d'orfraie**, vous répondrez que la Commission a **exigé la tête** du Mancozebe. Et à l'opinion publique que vous avez défendu l'interdiction d'un CMR. D'un quoi ? Vous voyez, **les sentiers de la gloire** ne sont pas faciles. En revanche, si par bonheur le Mancozèbe **échappe à la guillotine**, et que des **coupeurs de cheveux en quatre** prétendent que c'est son classement comme Reprotoxique certain par une agence européenne qui fait tâche, laissez les dire, et suivez plutôt notre second conseil. Restez dans* *l'ombre ! **Ne cédez pas aux sirènes** de la transparence et du vote rendu public ! CMR signifie : cancérigène, mutagène et reprotoxique, rien que **du beau monde**. Les points clés de l'expertise et les débats que cela soulève **resteront dans l'ombre**. Le marchandage **en coulisse** peut commencer. Ne vous souciez pas trop des dégâts environnementaux, ils **ne pèsent pas bien lourd.** (https://blogs.mediapart.fr/051020/).*

More than ten metaphors in order to prove that it is better if the fertilizer is not publicly discussed (*rester dans l'ombre* 'stay in the shade')*:* historical images *(exiger la tête* 'demand the head', *échapper à la guillotine* 'avoid the guillotine'*),* military images *(les sentiers de la gloire* 'roads of fame'), mythological ('don't listen to the sirens')*,* humorous litotes *(coupeur de cheveux en quatre* 'a man finding minor imperfections', literally: *'*cutting a hair into four parts'), onomatopoeias *(poussant des cris d'orfraie 'screaming'),* irony, the use of an expression in the opposite sense for the purpose of mockery *(rien que du beau monde* 'the most disgusting qualities of fertilizer'). And all this to lead the reader to the theatrical metaphor *le marchandage en coulisse 'secret bargaining, conspiracy'.* And along the way to reduce the importance of environmental arguments: *ils ne pèsent pas bien lourd* 'a special harm to the environment this fertilizer will not bring'.

Conclusion

In modern socio-political discourse, theatrical images are used by journalists in texts addressed to the public at all levels. The effectiveness of theatrical metaphors is undoubted; they correlate with the system of values of the modern Frenchman.

Theater itself as art has given way to other spectacles. But theatrical metaphors, formed in the distant past, continue to carry their main function to convey the deep meaning of the situation.

The widespread use of metaphors associated in one way or another with the theater in modern French indicates the effectiveness and impact of such metaphors expected by the authors of texts as an argument to convince the widest sections of media readers.

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Mastering Professional Communication in an ESP Course with Task-Based Approach: from blended mode to fully online

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Introduction

In the era of post-certainty, language education has equally become an arena of debate. Certainties of language learning crumple under the poststructuralist attack raising such issues as "a putting into question of stable truths and the stable structure of the linguistic sign, a critique of the idea of system, and a rejection of belief in the idea of 'progress'" (MacNamara 2012:477), as well as "a critical awareness of the role of desire and the presence of the irrational within social structures" (ibid., 478).

Today most universities are quite uncertain of how to teach ESP to big groups of students, what to give the new generation of learners with mostly high language proficiency and motivation. The time has come to carry out an audit of university language courses and define new directions. The opinions vary from beliefs that students' language skills are sufficient without any courses to ideas on teaching language as instrumental for developing transferable skills needed both in academia and the professional world. The latter option, however, means leaving the safe boundaries of thematically organised syllabi.

A higher language proficiency of students has brought along the uncertainty about the degree of professional specification of the course and the way to develop employment related vocabulary. A more general word stock, different from the narrow stock of specialised terminology, is equally necessary in both academic and professional communication, and, added by pragmatic knowledge, it will serve students well in their professional future. Due to the uncertainty of professional future, the demand for work-related language studies cannot be satisfied fully; however, students' exposure to professional environments and developments outside academia should certainly be increased. Gradual transition to blended learning foregrounded the existing challenges, and recent move to fully online studies has only exacerbated the situation and topicalised all issues related to the computer-mediated (CM) learning environment.

Although blamed for uncertainty concerning input, learning outcomes and other results, the task-based approach in teaching English for Special Purposes (ESP) at universities has long since been practiced in language teaching and may help to organise the language education process “as the progressive transmission of stable truth” instead of “a joint exploration of contingent truths” (Kramsch & Vinall 2015: 14). Moreover, as there cannot possibly exist a special theory of learning for the digital milieu, and any existing theory has to be adapted, the task-based approach currently demonstrates higher adaptability.

So, the aim of the study is to demonstrate the effectiveness of TBLT on the example of one module (task cycle consisting of pre-task, task and post-task) when teaching professional communication in the ESP course at university. The concept of professional communication here refers to the ability in the professional milieu to get one's thoughts across to another by verbal means, with communication taking various forms of speaking, listening, and writing both in person and digitally.

The cycle is organised around the process of interviewing professionals in the field, and the learners are 1st year students from the Faculty of Computing at the University of Latvia. Due to the size of the paper, the attempt is to briefly touch upon some of the 'real' issues (Ellis, 2017: 508) with the design and implementation of TBLT programmes. An additional attempt is made to gather evidence on the benefits of teaching the given module fully online.

Study

Initiated in the 1980s, TBLT grew out of the need and importance of tasks in the communicative language teaching. Receiving its due portion of acclaim and criticism, TBLT has been successfully implemented and developed ever since, and has become even more topical for its adaptability to CM environment. In fact, with appropriate choice of task types, focus on form and ad hoc use of focused tasks, TBLT is claimed to work better online than in a classroom (Ellis, 2020). Being a learner-centred approach, it involves cognitive and communicative aspects requiring students to choose the linguistic resources needed for completing the task. Thus, it is more conducive for incidental acquisition, encouraging learners to actively engage in shaping and, thus, acquiring bigger control over discourse.

Not going into the debate about the definition of a 'task', Ellis' proposal is accepted for the purposes of the study, and it is "that a clear distinction should be made between design and implementation variables and that 'task' is a workplan and so should be specified solely in terms of its design features." (2017: 509) Any task satisfies 4 criteria, and they are: a primary focus on meaning going beyond any attempt to learn some aspect of language, some kind of 'gap', and the participants' need in choosing linguistic and non-linguistic resources needed to cover this gap and complete the task, and a clearly defined communicative outcome (Ellis, 2020). Skipping traditional classifications of pedagogic tasks (into, e.g., role-playing, story-completion, etc.), Ellis' (2020) binary oppositions - real life vs pedagogic, input-based vs output-based, closed vs open, here-and-now vs there-and-then, focused vs unfocused, and teacher generated vs learner generated tasks - form a solid grid for systematisation.

In his lecture, Ellis (2020) identifies the basic differences in the suitability of a specific type of tasks to that of a learner. When drawing parallels between advanced and special purpose learners, the identified overlap comprises output-based, real-life and open there-and-then tasks, with the latter type allotted to ESP learners by default. Where the difference lies it is in designating focused tasks for advanced learners and input-based ones for special purposes. Such a configuration makes clear why there exists the necessity in control over form and occasional introduction of focused tasks adapted to advanced learners' needs. To ensure content relevance, the starting point is to identify those tasks that could satisfy learners' needs, that is, to help students "function adequately in a particular target domain" (Long 1985: 91).

This study is based on the experience acquired in the application of the task-based approach in ESP university courses, and aims at demonstrating the effectiveness of TBLT on the example of one task cycle when teaching professional communication. The chosen task was among the first tasks in a 3 ECTS ESP course for the 1st year students of computing at the University of Latvia (UL). Currently, nearly all students enrolled in the UL IT Bachelor's programme have B2+ or C1 level of English. Traditionally, the very first topics of tertiary ESP courses embody the discussion of the diversity of jobs in a specific field, which has proved to be a valid starting point, provided it is tackled with care. In view of the enormous scope of ICT industry and B2/C1 sufficient competence to freely express themselves on any topic, to achieve any educational value, the discussion of the topic must be focused to improve communicative competence and informative to retain motivation. Even though the work on fluency or grammar is not a sufficient motivator for students, they are very determined to find themselves in their professional context. Corresponding to the theory above, to improve their control over the language, the learners must be assigned an output-based task clearly aimed at bridging the existing information gap, and that would motivate the students to pursue the task.

Thus, meeting these preconditions, the teacher designed a task of/involving? several steps, with the ultimate goal to submit a written interview with an employee of choice from the ICT industry, and later to discuss it in class. Although an interview outside the recruitment context is hardly situationally authentic, as part of one’s induction process, it might possess interactional authenticity and thus meet the needs of the task-based approach. Furthermore, a successful interview requires complex employment of language and soft skills.

In the tradition of action research, the study was conducted in four stages. First, the task cycle was developed with a view of theoretical findings and student needs, and it consisted of brainstorming of the questions for the interview of a person from the IT industry, reading a professional interview published in a respected professional publication, conducting the same interview with a professional of one's choice, summarising and submitting the results.

Next, the developed task-cycle was tested with students. Overall, the activity covered 2 classes, involved extensive homework and brought three results useful for further elaboration, namely:

1. Judging from the unsystematic feedback and high percentage of duly submitted home assignments, students had found the assignment motivating.

2. The language of the submissions was nearly flawless but with a limited use of terminology. Such an outcome created an impression that the task might have been too easy, which contradicted the authors’ own experience and expectations. As “task properties have a significant impact on the nature of performance” (Skehan et al, 1998: 245, as quoted by Ellis, 2000), the result pointed at the necessity in creating different instructions in order not to rule the task out of the course.

3. Consequently, grading of the task became problematic, and the only relevant assessment had to be based on the perceived students' effort. The difficulty proved the need in incorporating all three components of task-based assessment in the task design (cf Fischer et al., 2011) with content, pragmatic and linguistic assessment being present at each stage of the task.

At the third stage, the cycle was improved in line with teacher-perceived needs and goals of the actual study process. The improved task cycle was designed as follows:

Pre-task 1. ***Brainstorm and list the questions you would like to ask a person working in the IT industry.*** **(15 min)**

Assessment: ***Pick 4 questions you would focus on as a group. Discuss why you ruled out the rest of the questions. Briefly note it next to each dismissed question.*** **(10 min)**

The group activity allows students to focus on and define their specific concerns and could be done either in class or in breakout rooms. When online, the result of the discussion is recorded in a google doc or any other shared document.

Pre-task 2: [students are given a set of (4) questions from actual interviews and 2 job titles in the field of ICT. ***Answer the questions as you think they might be answered by a person in this position.***

Assessment 1: ***Summarize the answers to 2 questions in writing.***

Assessment 2: [a peer review aimed at identifying vague and incoherent answers] ***In your group choose 2 best answers to present for assessment.*** **(30 min)**

Alternative Pre-task 2: ***In group, brainstorm the field-specific words and expressions to be used to respond to each of the questions, write them in Padlet. Individually write the answers to the questions in the shared document.***

Actualising the interviewee's perspective, the pre-task design comprises the multilayered assessment and increases the dynamics to transit to the input task. The activity is easily transferable online with the transition increasing visibility of the response.

Pre-task 3. ***Define the IT terms in the provided interviews using online dictionaries.*** **[Selected definitions are discussed together with the teacher.]**

The input fosters the awareness of language variability of the answers and allows to focus on the professional style, which tends to be a problem with IT students as they focus more on the informative value and relevance of the answers rather than their language. Therefore, finding an authentic interview at B2/C1 level with strong presence of field-specific terms is a time-consuming but paramount task for a teacher. Here databases shared among like-minded colleagues may be a relief.

Task. [homework] ***Interview an IT professional of your choice by following the same 4 questions. Summarise the interview to 3-5 sentences per question.***

For accessibility of the task, the language of conducting the interview is not set, that provides for the development of transversal skills. The students are supplied with a set of the content, pragmatic and linguistic criteria (Fischer et al., 2011: 91–96) as well as given detailed instructions regarding the register, style, grammar, and terminology of their summary. The answers must contain information that the students find meaningful for their career.

Post-task 1 / Assessment 1. [**Peer review (content, language)]** ***Provide the feedback on 2-3 of the submitted papers.***

This could be assigned for the third class or done during the class (also anonymously**)**.

Post-task 2. ***In the Padlet, write the field specific words and expressions you have learnt/had to use in their interviews.***

The activity has great potential for further vocabulary work To add focus, the collected stock should be grouped either thematically or by part of speech.

With motivation, performance and development being the three criteria for task-based assessment (Ellis, 2020), the collected data should be exposed for examination. The collected **response-based data (ibid.)** is used as follows:

-the field-specific vocabulary lists collected in Padlets during pre- and post-task activities can be compared for signs of **development**; the same refers to the recorded answers before and during the interview.

- the student produced interviews can be evaluated against the established criteria for language and content in assessing **performance**.

In turn, the **student-based response (ibid.)** can be acquired through a closed questionnaire on different aspects of the task cycle made attractive through the use of smartphone apps - showing **motivation**.

In sum, the study points at the conditions that lead to the effectiveness of TBLT on the example of one module (i.e. task cycle consisting of pre-task, task and post-task) when teaching professional communication in the ESP course at university. The effectiveness is clearly determined by the integration of self- and peer-assessment in the task-cycle design at all stages, and supported by an underlying motivation to proceed with the task. The motivation, in its turn, is determined by the information gap present in the task. At a larger scale, the demonstrated conditions for the effectiveness of TBLT in an ESP university course facilitate self-directed and autonomous learning, making any task-cycle easily adaptable for the CM environment.

Conclusion

The task-based approach is instrumental for designing and implementation of university ESP courses and in addressing the uncertainties about course content and delivery. Despite multiple studies, TBLT application in the university context requires some adjustment, with the need in further research on the implementation of TBLT in fully online courses and elaboration of methodology through separate measurements of varying communicative competence and questionnaires among teachers and students. Further, “the need for cross-linguistically valid analyses” (Long, 2015: 99) poses the question of interfaculty and interuniversity cooperation.

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Peculiarities of Volunteers' Social Activity: International Humanitarian Programs

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Abstract
The article examines the data obtained as a result of a survey of participants in international humanitarian volunteer programs. The specific characteristics of different age groups activity are analyzed and compared. The result of the study was the identification of the main specific features of activity characteristic of specific age groups of volunteers.
Keywords: *volunteers, international volunteering, activity, leadership potential, innovation.*

Introduction

A modern rapidly developing society requires the emergence of new types of social activity. New professions and specialties are constantly appearing, public inquiries become obsolete and are replaced by new ones. The dynamic structure of society, the constantly accelerating rhythm of life, globalization - all this leads to the emergence of new forms of human activity aimed at maintaining the existence of society and a person in it. So, relatively recently, the phenomenon of volunteering has appeared. Volunteering is a royalty-free form of human activity for the benefit of third parties (Davis, 2014). Having appeared in the XX century, at the beginning of the XXI, the phenomenon we are considering continues to actively develop and conquer new spheres of human activity. If earlier it was possible to say that the concept of volunteering is identical to the concept of mercy, voluntary assistance, etc., now it is a full-fledged format of independent centralized activity in various spheres of society. The phenomenon of volunteers and volunteer movements in domestic and world science are also worth studying. In connection with the intensive development of this branch, as well as active public promotion of volunteering and volunteer movement, modern society receives a social request to study this phenomenon (Salamon, 2016). Since volunteering is one of social activity, its study must be carried out not only from theoretical positions, but also on a variety of practical examples presented in society. One of the types of modern volunteering practice can be called international volunteering or volunteering in the field of international cooperation. This phenomenon should be understood as the purposeful and conscious voluntary activity of people in the implementation of international projects of various directions (human rights organizations, refugee aid organizations, organizations involved in the protection, protection and restoration of the environment, including working with wild species) on a voluntary and unpaid basis (Dance, 2016).

This topic is one of the most relevant in modern humanities. As such, the concept of activity and its constituent components is currently at the stage of its development and is actively expanding the degree of its application. The study of this phenomenon on the basis of practical research will allow us to consider the problem from a new angle and obtain empirical developments in this area (Maleina, 2017).

In this regard, in the group noted above, it is possible to assume special characteristics of the activity carried out. For this study, the observed group was also limited by age characteristics: we studied the characteristics of youth organizations in the field of international volunteering. This choice was dictated by the relative "youth", as well as by the high activity potential of youth groups. Also, we used the principle of limiting the scope of international volunteering to volunteer organizations that support socially vulnerable groups of the population (migrants, refugees, unemployed, victims of humanitarian disasters, etc.).

Theoretical foundations of the study of the activity potential of volunteers

In the Soviet years, Russian scientists made a significant contribution to the formation of research on the issues of activity. The names of such researchers as L. S. Vygotsky, A. N. Leontiev, S. L. Rubinstein, V. D. Nebylytsyn, etc. allowed domestic scientists to form a holistic school, a direction that actively and effectively develops issues of activity, activity and their personal and dynamic aspects.

In modern humanities, there is some criticism of the established approach to understanding activity, but many works of modern authors confirm the fundamental foundations of this model. Now the concept of activity is developing as a system of related concepts, each of which exists in a mutual system of relations in the sphere of human behavior and life (Nosova, 2012).

The phenomenon of volunteer and volunteering is a new global trend. The development of practices for the implementation of gratuitous activities entails the natural development of related sciences. In our time, the trend of the "charitable revolution" continues, which involves an increasing number of people in the processes of volunteering.

The study of these processes and their specifics is especially relevant for such sciences as psychology, sociology, political science, linguistics, economics, management, etc. In this context, the interdisciplinary branches of scientific knowledge stand out especially since the phenomenon of volunteering is a complex socio-cultural phenomenon that, possibly, will characterize modern society.

Within the framework of modern research, such aspects of volunteer activity as motives, hierarchy, direction, statistical characteristics, etc. are closely studied. One of the characteristics of volunteer activity is activity itself. It is a complex collective concept that combines many components of activity (Maleina, 2017).

Speaking about the peculiarities of studying the activity of volunteers in psychology, two main directions should be distinguished:

1) Characteristics and features of the activity itself and activity in the volunteer environment and among volunteers

2) Characteristics of participants in volunteer movements (actually volunteers).

Then the study of the activity of volunteers and volunteering outlines a number of problems and trends in modern psychology.

We can say with confidence that the activity that exists within volunteer movements has a number of specific characteristics, starting with the components of the activity and ending with the concept of the result.

Research methodology

To study the leadership and innovative potential, 150 respondents were interviewed, each of whom answered the questions of four methods: the multidimensional questionnaire of personality innovation (MQPI) by Mikhailova O.B., the Kirton indicator method, the questionnaire for diagnosing the level of moral and ethical responsibility of the individual (DLMERI) by I.G. Timoshchuk and the questionnaire of personal readiness for changes by N.A. Bazhanova. As a result, the researchers received and processed 600 questionnaires of respondents. Quantitatively, 75 girls and 75 boys took part in the study, who were divided into two age categories: respondents aged 18-24 and 25-30 years. In the age groups, the sex ratio was as follows: the 18-24 group consisted of 90 people (45 boys and 45 girls), the 25-30 group was formed of 60 people (30 boys and 30 girls). The sample was formed from all participants in volunteer programs who took part in international programs in the framework of the humanitarian direction: ESC - European Solidarity Corpus, Center for International Volunteering "Sphere", Projects Abroad, GVI. Testing was carried out using the electronic service Google, participants filled out questionnaires on the territory of the forum, in the daytime, in electronic form (access to testing was provided by the link). Among the project participants there were no health problems (diseases, injuries, disabilities), they were citizens of the Russian Federation, their native language was Russian. Also, all respondents presumably had a high level of development of leadership qualities, because they were pre-selected by this parameter (without conducting test events), and also had a high level of development of innovative qualities, since they have shown themselves in active civil-volunteer activities and have already had experience in independently supervising projects for the introduction of new technologies or experience in working in initiative groups. Respondents under the age of 23 had incomplete higher education, after the age of 23, all respondents had higher education, except for 6 participants who received secondary specialized education.

To process the data obtained, we used the statistical processing programs MS Excel, SPSS Statistics and the following mathematical processing criteria were used: Mann-Whitney-Wilcoxon test, correlations by the Spearman and Kendall method. The choice of these criteria is due to the fact that the work studied independent samples (sample of respondents, divided into groups by age groups).
Research results within the framework of the conducted empirical research, the following factors were identified.

Table 1. Results of ER

Method		Group		Meaning	
MQPI	Scale	18-24 года	25-30 лет	U	p-level
	Risk for Success	25,76	19,48	212,3	0
	Resilience to change	25,01	25,97	378,5	0,14
	Persistence	24,67	24,07	199,6	0,55
	Independence	24,80	20,45	104	0
	Positivity	22,83	20,32	531	0,036
	Openness to new	24,84	19,93	36	0
	Intuition	24,79	26,90	482	0,425
	Creative focus	24,79	20,12	73,5	0,125
	Constructive leadership	24,60	20,53	170,5	0,013
	Social desirability	25,00	20,97	80	0,017
Kirton indicator		92,6	92,6	84,75	0,032
DLMERI	Reflection on situations	4,99	2,4	512,7	0,046
	Intuition	1,83	1,8	286,5	0,464
	Existential. aspect of responsibility	2,18	4,7	174	0,047
	Altruistic emotions	2,6	3,2	104,6	0,269
	M.-e. values	3,13	1,2	502,9	0
	Social desirability	3	3	351,5	0,001
Readiness for change	Passion	23,97	18,87	151,6	0,008
	Resourcefulness	17,18	20,03	334,6	0,013
	Optimism	22,63	19,67	196,7	0,05
	Enterprise	17,66	18,48	286,8	0,576

	Adaptability	17,80	20,13	324,1	0,238
	Confidence	18,37	8,97	368	0,116
	Tolerance for ambiguity	10,06	26,75	540	0,375
General index of innovativeness (MQPI)		247,09	218,73	540	0,014
The general level of development of personality traits		12,39	16,63	615,5	0
General level of adaptive capacity		127,66	132,90	216,5	0,005
significance level is 0.5					

Based on the data presented in the table, it can be assumed that the group of respondents aged 18-24 has a higher innovative potential, while the group of respondents aged 25-30 shows greater results on the scales of adaptability and responsibility, which are secondary characteristics of innovative potential in activity.

Based on the characteristics obtained, it can be assumed that respondents in the 18-24-year-old group show a greater inclination to such manifestations of innovativeness in activities as the creation of new ideas, risk for success, individual style of activity and openness to new things. In the group of respondents aged 25-30, on the contrary, there is a tendency to the following manifestations of innovativeness in activity: higher adaptability, striving for a strategic progressive process, completeness of project activities, and a higher degree of criticism in relation to innovations.

According to the criterion study, there are statistically significant differences in the manifestation of innovative potential between the two groups of respondents. Therefore, we can say that the respondents of each of the age groups have their own specifics of the development of innovative potential.

Volunteers of the studied groups have a developed innovative potential (the level is above average, according to the definitions of the methods). At the same time, the development of innovative potential is not in conflict with the level of adaptability of volunteers. Thus, the respondents of one of the groups have a high level of adaptability and, at the same time, are also endowed with a sufficiently high level of development of innovative qualities.

The volunteers who took part in the study have a characteristic developed profile, reflecting their manifestations of activity in the framework of volunteering. These profiles have significant differences, which is confirmed by the methods of statistical analysis (Mann-Whitney test). It can be noted that the distribution of respondents into groups was adequate to the objectives of the study, which was confirmed by the absence of statistical outliers at the stage of analysis.

The profiles of the groups of respondents have a pronounced specificity, which is observed in the result of the analysis of the set of methods. This fact is confirmed by the presence of two-sided correlations between the results of the methods.

The results of empirical analysis also show the dependence of the severity of certain qualities on the age group of respondents. At the same time, one can notice the factors corresponding to the normative age crises (a greater tendency to create new ideas, to take risks for the sake of success, to create and maintain an individual style, to be effective and open to new things for a group of respondents 18-24 years old and higher adaptability, a desire for a strategic progressive process, completeness of project activities, a higher degree of criticism in relation to innovations for a group of subjects aged 25-30).

The prospects for this study lie in the management of volunteers of these groups when organizing events. Depending on the specifics of activity, volunteers of different age groups will be optimally useful in different positions of supporting the organization.

Conclusions and practical recommendations

Since both groups of respondents were representatives of the middle-level volunteer movement (volunteer organizers), this specificity of the manifestation of activity will affect their professional activities. Thus, it can be assumed that volunteer respondents from the 18-24 age group will be more inclined to participate in one-time or new promotions, as well as in emotionally attractive areas (concerts, championships, including world championships, etc.). Volunteer respondents of the 25-30 year old group, in turn, will be more inclined to do work related to volunteering for the mentioned organizations (ESC, Sfera International Volunteering Center, Projects Abroad, GVI, etc.) on a permanent basis (work in the Youth Chambers, work with permanent volunteer organizations, including the “Lisa Alert” project, etc.). Thus, both groups of respondents, carrying out volunteer activities, not only have specific features of its manifestation, but also different motives, values, benchmarks and goals.

For groups of volunteers with a high level of initiative, innovativeness, high creative potential, openness to new things and a propensity to take risks, an updated range of tasks with high variability should be offered. Also, in order to maintain the harmonious and diversified development of the innovative qualities of such volunteers, one should offer them tasks with a gradual increase in the level of personal and group responsibility. Thus, at a certain stage, volunteers with this type of innovative development will also be able to develop uncharacteristic qualities for them and not create regressive tendencies in their development. In addition, we can say that for volunteers with a similar orientation, the roles of organizers on the ground are optimal, and in the described development perspective - project managers, since their specific developed characteristics of activity will compensate and “pull up” the downward components of activity to a higher level.

For volunteers with a high level of adaptability, an average level of innovation and initiative, and a developed sense of personal and group responsibility, one should adhere to a slightly different plan for the development of competencies. Due to the high level of adaptability, they can be offered diverse projects with both group and organizational participation, while each project will be completed. Thus, they will be able to master new competencies in working with a new project and at the same time rely on existing ones. Also, when working with these types of volunteers, it is possible to expand the scope of their contacts, which will allow them to study together with related persons: for example, organize coordination activities of projects, etc.

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Teaching translation from French to Russian: Analysis and systematization of causes of mistakes

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The relevance of this research is determined by the intensification of interlingual communication in all spheres of interaction of the world community and, consequently, by the growing need for a correct, complete and stylistically equivalent translation from foreign languages. Thus, the teacher’s main goal is to achieve the mentioned parameters. An important place in this training activity is given to identifying the causes of translation errors and eliminating them.

Following the erratology researchers, we believe that when in translation training a teacher should not limit himself or herself to correcting mistakes and referring to a dictionary or a grammatical rule, but should use special modern methods.

Theoretical basis of the research was provided by the provisions being developed in the field of cultural linguistics (Anna Wierzbicka, Yu. N. Karaulov); erratology (A.A. Alkhazishvili, V.G. Gak, N.K. Garbovsky, Michèle Debrenne, Genrik Yeiger, N.G. Korshunova, Jean-Pierre Astolfi (Astolfi, 1997), Louise Brunette, Daniel Gouadec (Gouadec, 1989), Michel Fayol, Gu Junling and Huang Zhonglian), methods of teaching translation (I.B. Chernysheva, M.Yu. Avdonina and N.I. Zhabo, A.B. Shevnin, Yu.V. Vannikikov, and others).

The purpose of the present research is to classify and investigate the causes of the most frequent mistakes and to suggest ways to prevent them based on the interaction of the student and the teacher.

In this study, we set the following tasks: to analyze and classify translation errors in written translation from French into Russian usually made by native Russians, to identify their causes and to propose methods to prevent them.

Methods: To solve these tasks, we used a comparative analysis of units of different levels: lexical, grammatical, syntactical and textual.

Material: Texts of social and political topics from the French media and their translations into Russian made by the C2 level students which are fluent in French as a foreign language.

Results

1. Grammar errors most often occur due to interference, that is the influence of the native language system on understanding and, as a result, translation.

The conjugation system of the Russian verb does not allow expressing the precedence of one action to another, for this purpose it is necessary to additionally use adverbs or pronouns: *do togo, posle togo, ran'she, pozzhe, zaraneye* (‘before, after, earlier, later, in advance’), etc.

Thus, in the Russian language there are no special forms of the past tense of the subjunctive inclination, expressing, in particular, the precedence. In the French language, however, there is a *Conditionnel passé*, which thus has no direct equivalent in the Russian language. As a consequence, students often did not give the precedence of an action to another one when translating, making gross semantic mistakes, for example:

Le chef d’État ***a annoncé*** *des réformes constitutionnelles. <…> Les* ***ministres n’en auraient pas été informés*** *(Le Figaro, 16.01.2020).*

For the correct translation, it was enough to enter an additional precedence marker, for example, the adverb *zaraneye*.

A similar problem for translators into Russian is created by the tense *plus-que-parfait*, which carries the same precedence and has no equivalent in the Russian grammatical system. For instance:

Les cinq membres permanents du Conseil de sécurité ***ont par ailleurs discuté****, sans aboutir, d'un projet de résolution <…>.La France* ***avait déclaré être prête*** *à modifier, dans certaines limites, son projet de résolution, mais entend maintenir l'option militaire sur la table (Le Point, 28.11.2019).*

The translation given by most of the students represented a gross distortion of the text content that might be corrected by the use of the word *raneye.*

At the same time, we believe that the main reason for errors of this kind is the lack of background knowledge. Obviously, they did not possess information about the real extra-linguistic situation that could have helped them avoid the mistake.

The trainees were also misled by the opposite phenomenon: the grammatical phenomenon in Russian does exist and is actually used to express an antecedent, while in French it is used less and less and is being replaced by a contiguous one that takes over its functions.

We are referring to the substitution of the participle *participe passé composé* by the *participe présent / gérondif* (participle / gerund) in modern French. For instance:

L'Afrique a connu un tournant au début du siècle <…>. Son modèle économique s'est diversifié, ***s'émancipant*** *des matières premières (Le Point, 28.11.2019).*

The trainees translated the highlighted form using a grammatically equivalent form of the Russian language, the gerund. However, this grammatically flawless translation did not take into account modern changes in the language. In a correct translation into Russian, it is necessary to use the past participle, active and frequent particularities in the Russian language. The translator could choose the value of simultaneity or precedence only on the basis of comprehension of the content of the whole text or possessing background knowledge.

2. Analysis of translations of texts on socio-political topics revealed a whole set of lexical errors which we classified on the basis of recurring factors that determine the appearance of such errors.

In some cases, we noted the paradoxical influence of the interference factor: it was not the influence of the native language system on the perception and translation of the French text, but, on the contrary, a good knowledge of French caused the erroneous forms and word combinations in Russian translation.

For example, the use of many abstract nouns in the plural is infrequent and sometimes impossible for such words as *informatsiya, napryazhennost', revnost', davleniye* ('information, tension, jealousy, pressure'), etc. In French, the plural of the corresponding nouns is used on a par with the singular (*informations, tensions, jalousies, pressions*). When translating into Russian such expressions as the following: *le réveil des nationalismes, les indépendences africaines, les principales incertitudes, les dernieres statistiques*, – learners used the plural as pebbles of the forms of the French language, and did not feel the fallacy of the use of non-existing Russian forms.

Abstract nouns in French social and political texts are often used for subheadings that break texts down, making them easier to read and be understood. Thus, the formal functions of these subheadings dominate over the semantic ones. When translating such subheadings, students were regularly choose erroneous forms. As our analysis has shown, the causes lie in the following: in Russian, subheadings most often are sentences, verbous phrases, and are much more specific (Ngoc Quan Tran, 2017). One needs a constant reading experience, otherwise a trainee finds it difficult to correlate a polysemous abstract word-subheading with the general content of the text.

For example, students noted difficulties translating subtitles such as *un déchainement; grande confusion; obeissance aveugle; avertissement; relachement; représentation de la diversité; verite par la rumination.* They have honestly admitted having often translated them out of connection with the text or without confidence that their value is correctly correlated with all the entire text.

A relatively small but still significant number of lexical errors were attributed by us to the “yes I know this word/expression” area as we call it. However, the authors of texts on social and political topics often use professionalisms and terms (words and expressions that denote narrowly specific concepts) of various fields of activity: military, technical, linguistic, historical, legal. These units were well known to the students in one of their meanings, and, confident in their knowledge, the trainees used this meaning in translation without resorting to special dictionaries (Avdonina, 2016).

Here are examples of such deceptively understandable units: *emporter la decision* (*milit.* ‘successfully complete the task’), *citation* (‘court summons’), *ouvrir l'enquête* (*jur*. ‘start an investigation’), where frequently used words are used in a non-frequent special meaning.

Professionalisms and terms may be used in their narrow meaning, but they might be resemanticized and acquire new meaning, unknown to the student and not recorded in the dictionaries.

We think that it is the reason for erroneous translations of words such as *tarmac* (codified word meaning: ‘tarmac, in the airport’), *sherp*a (a tribe of Hymalayan highlangs), *adventice* (‘weed’). The trainees were not aware of the new meanings of these words that appeared in the texts of social and political sphere, but in some cases they were translated correctly because the authors of the translations were able to determine their meaning from the context or had the necessary background knowledge (Kleiber, 2008).

Let us consider textual errors coming out of wrong understanding and, consequently, translation of texts related to the following difficulties:

• text division;

• structural and semantic integrity;

• lexical and grammatical units that ensure the cohesion.

Several reasons for the text level errors in Russian translations were identified.

The favorite big mistake was the fact that the trainees forgot the meanings of the already translated part during the translation process of the text: having completed the translation of a passage, they continued the translation without relying on the information contained in the previous parts.

Also, quite a number of errors have been related to the polysemic French logical connectors [Kleiber, 2008], the meaning of which depending on the context, such as conjunctions *alors que, ainsi, donc, d’autre part*, *par ailleurs*, *si.*

The personal pronouns (*il, elle*), pronouns *en* and *y*, demonstrative pronouns (*celui-ci, celui-la*) were the reason for mistaking.

First, because during the translation process, students had difficulty matching pronouns to previously translated subjects or phenomena, especially if the latter were in previous paragraphs of the text.

Second, they were hindered by interference: despite good knowledge of the studied foreign language, students were mistaken in the gender of nouns-cognates. For example, French words *visite, conservatoire, interview, oasis, image, chance* have similar sound and meaning in Russian, but the gender is different. Errors appear when there was a big interval in the text between the word and its substituting pronoun.

Discussion

Let us summarize the main causes of errors that we have identified:

1. Interference of the native language;

2. Interference of the language being studied (especially when translator is found in a situation of multilingualism);

3. Erroneous confidence in one's own linguistic competence;

4. Inability to combine translation of a part with comprehension of the whole text content;

5. Inattention to the system of meanings in the source text; understanding what the author says about the subject;

6. Lack of experience in regular reading of press texts;

7. Lack of extra-linguistic knowledge: about the situation, about the intentions of the addressee, about the addressee.

We have clearly demonstrated that it would be wrong to divide errors, as in the works of the authors we mentioned, into ones related to the linguistic competence of translators and to ones due to pragmatic competence.

When analyzing such errors together with the trainees, it turned out that in most cases they were not aimed at combining the two tasks they faced - the correctness of translation of text units and the transmission of the general idea of the author of the text.

The first stage of the work on the text should be "pre-translation" and include a preliminary reading of the text and a joint discussion of the following factors that influenced its content:

- the extra-linguistic situation that served as the informational basis for writing the text;
- the political orientation of the publishing house;
- the journalist’s communicative purpose;
- the target audience.

The second stage should be a joint discussion of the text's content, highlighting its main thought, analysis of its structure and logical and argumentation techniques.

In one of our works (Chernysheva and others, 2019) we propose to conduct this discussion in Russian for the preliminary formation of a set of Russian equivalents required for the correct translation of this text.

Learning to translate into the native language (Russian) of students who speak a foreign language (French) at the C2 level should take into account the fact that the reasons for the mistakes are often determined by their insufficient pragmatic competence, when the linguistic one is good enough.

Therefore, teaching methods should combine exercises aimed at 1) forming background knowledge, 2) learning to analyze the reflection and interpretation of the newsworthy event or occurrence in the text, and 3) at the contextual perception of the content of the entire text and its components.

The main task in teaching translation should be teaching translators the skill of their own pre-translation activities.

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Teaching Computers to Read, Understand, and Write Human Languages

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Abstract

This paper presents a contemporary linguistic challenge: how to teach computers to read, understand, and write human languages. Researchers in linguistics and artificial intelligence need to work together to address

this challenge. This paper outlines an attempt to address this challenge by creating an artificial intelligent system that can compose new English sentences to summarize documents. To process the documents conceptually to create abstractive summaries, the system makes use of one of the world's largest knowledgebase and one of the most powerful inference engines. The resultant AI system first uses natural language processing techniques to extracts syntactic structure of the documents and then maps the words of the sentences and their parts of speech into related concepts in the knowledgebase. It then uses the inference engine to generalize and fuse concepts to form more abstract concepts. The system then composes new sentences based on the key concepts by linking subject concepts with their related predicate concepts. The system has been implemented and tested. The test results showed that the system can create new sentences that include abstracted concepts not explicitly mentioned in the original documents and that contain information synthesized from different parts of the documents to compose a summary.
Key words: *Computational Linguistics, Natural Language Processing, Artificial Intelligence, Text Summarization, Knowledge Engineering.*

INTRODUCTION

This paper examines a contemporary linguistic challenge: how to teach computers to read, understand, and write human languages. Researchers in Computational Linguistics (including researchers in linguistics and artificial intelligence) have been working together to address this challenge that is also referred to as Natural Language Processing. However, this challenge involves not only Natural Language Processing of linguistic data, but also requires Knowledge Engineering (Choi 2021), which makes use of knowledge bases and inference engines to process knowledge. The ability to read, understand, and write human languages requires not only processing the given text data, but also requires commonsense knowledge. The additional knowledge required are encoded into computer programs and databases. Programs for parsing, encoded with the knowledge of grammar, read and analyze the given text data syntactically to produce parts of speech. Knowledgebases, encoded with the ontology of human knowledge, provide concepts that relate words semantically to their meanings. Inference engines, encoded with the knowledge of reasoning, deduce and generate new concepts from the contents of the given text documents and thus give rise to “understand”. Programs for writing, encoded with the knowledge of grammar, utilize the resultant new concepts and the relationships between concepts to compose new sentences.

This paper outlines an attempt to address the challenge by creating an artificial intelligent system that can compose new English sentences to summarize documents (Choi & Huang 2010). We describe how to build knowledge based automatic summarization system that can create abstractive summaries of the given documents by generalizing new concepts, deriving main topics, and composing new sentences. The system processes text data on documents and webpages and utilizes knowledgebase and inference engine to produce an abstractive summary. It generates summaries by composing new sentences based on the semantics derived from the text.

To process the documents conceptually to create abstractive summaries, the system makes use of one of the world’s largest knowledgebase and one of the most powerful inference engines. The system uses both the syntactic structure provided by the given documents and the commonsense knowledge provided by the knowledgebase. It performs deep syntactic analysis by using capabilities of advanced natural language processing techniques. It uses Cyc development platform as a source of background knowledge (cyc.com). The Cyc development platform consists of the world’s largest ontology of commonsense knowledge and a reasoning engine that allows information comprehension and abstraction. In addition, Cyc ontology serves as a backbone for semantic analysis, knowledge generalization, and natural language generation.

We attempt to develop a system that can compose new sentences for the summary. Our system generalizes new abstract concepts based on the knowledge derived from the text. It automatically detects main topics described in the text. Moreover, it composes new English sentences for some of the most significant concepts. The created sentences form an abstractive summary, combining concepts from different parts of the input text.

The system conducts summarization process in three principal stages: knowledge acquisition, knowledge discovery, and knowledge representation. The knowledge acquisition stage derives syntactic structure of each sentence of the input document and maps words and their relations into Cyc knowledgebase. Next, the knowledge discovery stage generalizes concepts upward in the Cyc ontology and detects main topics covered in the text. Finally, the knowledge representation stage composes new sentences for some of the most significant concepts defined in main topics. The syntactic structure of the newly created sentences follows an enhanced subject-predicate-object model, where adjective and adverb modifiers are used to produce more complex and informative sentences.

We have implemented our proposed system that was tested on various documents and webpages. The test results show that our system is capable of identifying key concepts and discovering main topics comprised in the original text, generalizing new concept not explicitly mentioned in the text, and creating new sentences that contain information synthesized from various parts of the text. The newly created sentences have complex syntactic structures that enhance subject-predicate-object triplets with adjective and adverb modifiers. For example, the sentence “Colored grapefruit being sweet edible fruit” was automatically generated by the system analyzing encyclopedia articles describing grapefruits. Here, the subject concept “grapefruit” is modified by the adjective concept “colored” that was not explicitly mentioned in the text and the object concept “edible fruit” is modified by the adjective concept “sweet”.

The sentence was created as the result of linked key concepts. The linked concepts are then mapped back to words to form the sentence. As we can see from the above example, the created sentence sound like made by a machine. Human writers might use the word "is" instead of "being" in the example sentence. In short, although our system can generate new abstractive sentences, there is much more research potential to further develop such a knowledge-based system to compose new sentences as summary.

KNOWLEDGE-BASED ABSTRACTIVE SUMMARIZATION

Our abstractive knowledge-based summarization system attempts to bring the machines one-step closer to the comprehension of the knowledge comprised in the text. The system performs text summarization in three principal steps (Figure 1): the knowledge acquisition, the knowledge discovery, and the knowledge representation (Timofeyev & Choi 2019).

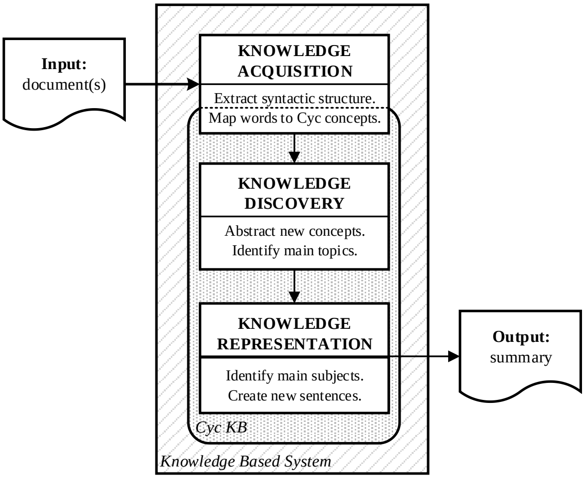

Figure 1. System workflow

During the knowledge acquisition step, the algorithm receives text documents as an input, performs syntactic analysis, and maps the words with their syntactic relationships into the Cyc knowledgebase. During the knowledge discovery step, the system performs a generalization of new concepts by propagating the concepts that were mapped into Cyc knowledgebase by the knowledge acquisition step. It also performs the task of the identification of the main topics of the text based on the mapped and generalized concepts. Finally, during the knowledge representation step, the system generates new sentences using knowledge derived from the input text documents and the capabilities of the Cyc inference engine.

Knowledge Acquisition

The knowledge acquisition step consists of two subprocesses. The first subprocess extracts the syntactic structures from the given documents (Figure 2). This subprocess serves as a data preprocessing and transformation step. It normalizes raw text data and transforms it into syntactic representation.

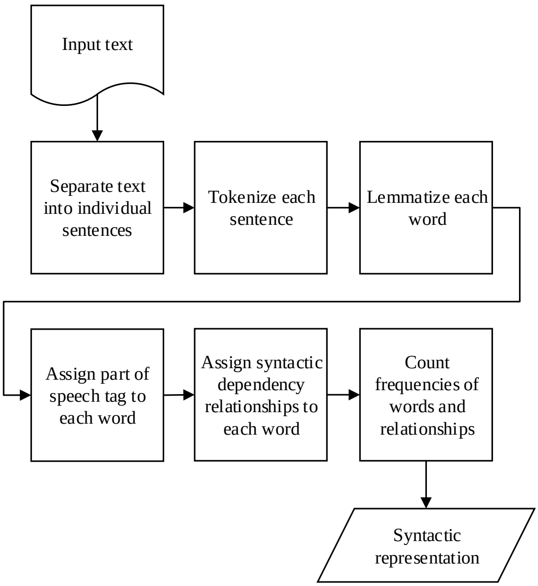

Figure 2. Syntactic structure extraction

The second subprocess maps words from syntactic representation of the text to Cyc concepts (Fig. 3). Mapped Cyc concepts are utilized for reasoning during subsequent steps of the algorithm.

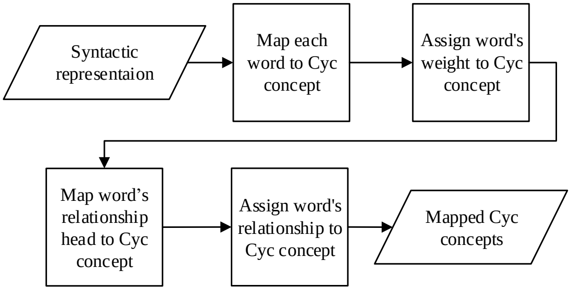

Fig. 3. Mapping words to Cyc concepts

Knowledge Discovery

The knowledge discovery step performs two subprocesses: it abstracts new concepts and identifies main topics described in the input text. New concepts abstraction subprocess (Fig. 4) generalizes the information derived from the text. It finds the ancestors of mapped Cyc concepts and assigns the descendants’ propagated weight and syntactic dependency relationships to the ancestors (Choi & Huang 2009). It is an important part of the abstractive summarization process as it allows deriving concepts that are not explicitly mentioned in the input text. For example, concepts like “cat,” “tiger,” “jaguar,” and “lion” are generalized into more abstract “feline” concept.

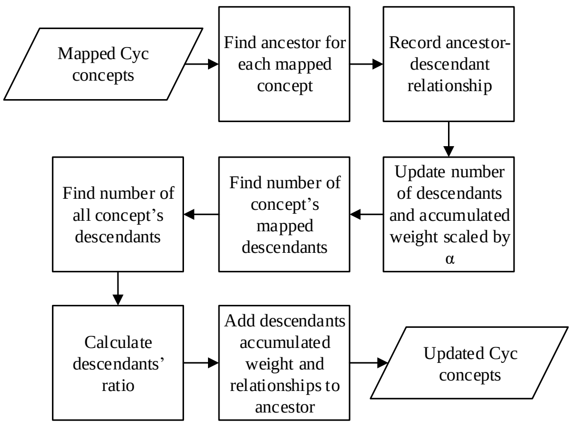

Fig. 4. New concepts abstraction

The main topics identification subprocess (Fig. 5) detects topics described in the text with an assumption that they are represented by the most frequently used micro theories. Micro theories form the basis of the knowledge organization in Cyc ontology being the clusters of Cyc concepts and facts, typically representing one specific domain of knowledge. For example, #$BiologyMt is a micro theory containing biological knowledge, and #$MathMt is a micro theory containing concepts and facts describing the field of mathematics. Each Cyc concept is defined within a micro theory.

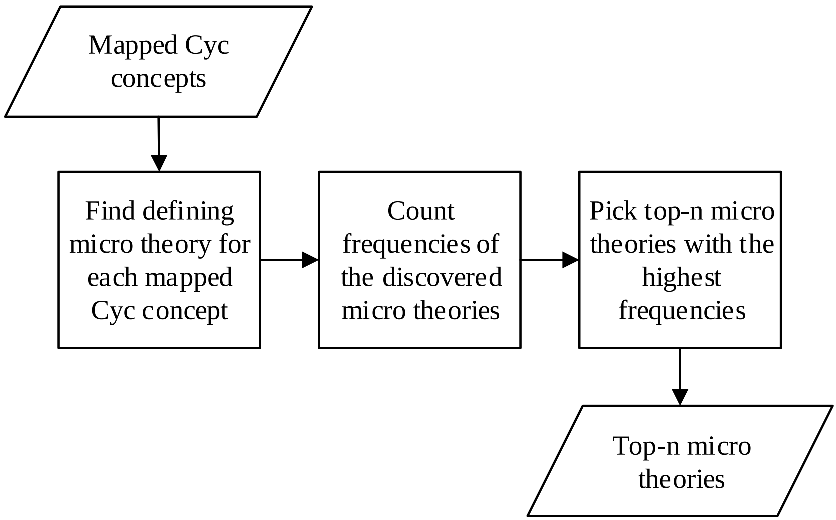

Fig. 5. Main topics identification

Knowledge Representation

The knowledge representation utilizes powerful capabilities of the Cyc inference engine to generate new sentences based on the information discovered during knowledge acquisition and knowledge discovery steps. This step uses mapped and generalized Cyc concepts, their syntactic dependency relationships, and the most frequent micro theories as inputs. The knowledge representation step consists of two subprocesses: candidate subject discovery and new sentence generation. The candidate subject discovery subprocess (Fig. 6) identifies significant subject concepts out of all the mapped and generalized Cyc concepts.

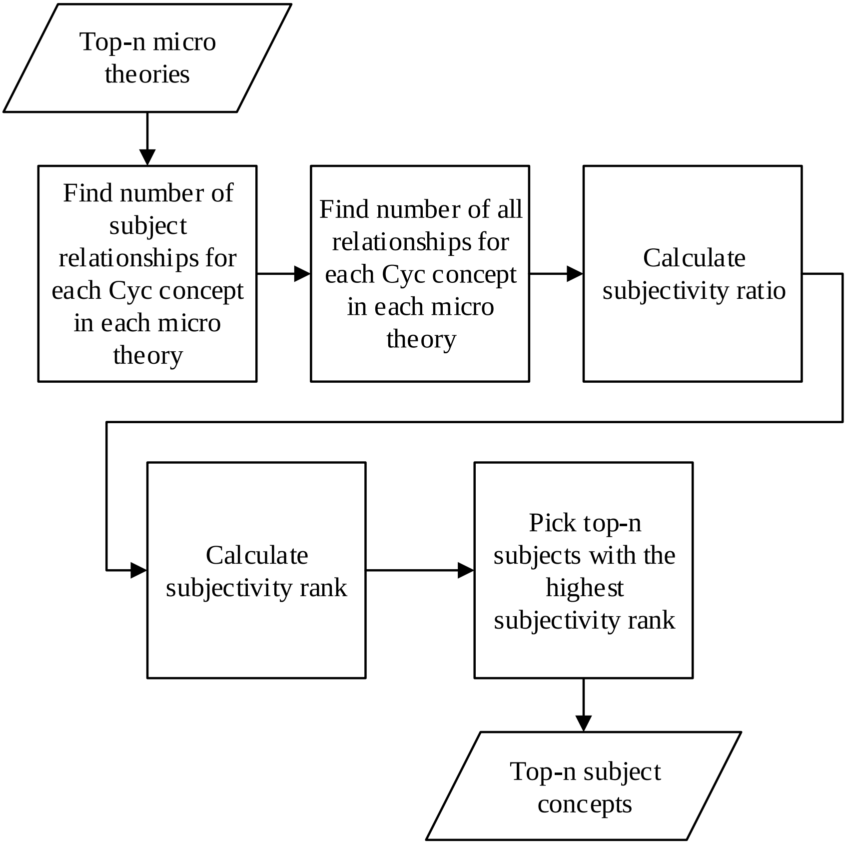

Fig. 6. Candidate subject discovery

The new sentences generation subprocess (Fig. 7) composes new sentences for each of the identified candidate subject concepts (Choi & Huang 2010). The generated sentences serve as a final summary of the input text.

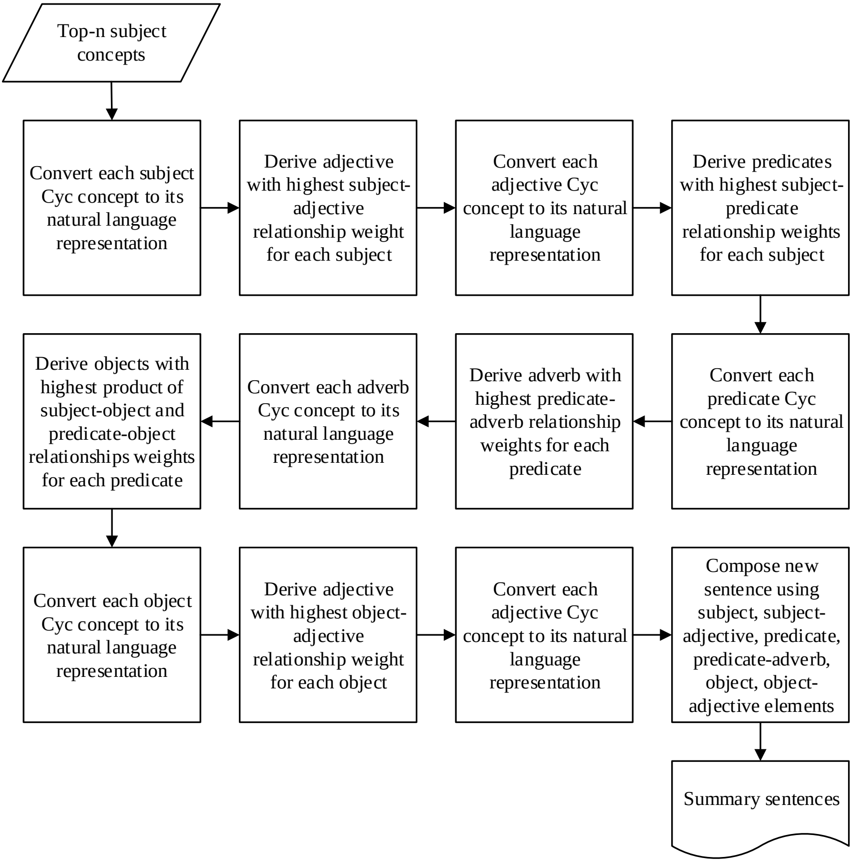

Fig. 7. New sentence generation

CONCLUSIONS AND FUTURE WORK

The system has been implemented and tested (Timofeyev & Choi 2018). The test results showed that the system can create new sentences that include abstracted concepts not explicitly mentioned in the original documents and that contain information synthesized from different parts of the documents to compose a summary. The task of producing an abstractive summary of a given text is considered challenging for humans and even more so for machines. Employing the semantic features and the syntactic structure of the text together with the world’s largest knowledge base shows great potential in creating abstractive summaries. Although our system can generate new abstractive sentences, there is much more research potential to further develop such a knowledge-based system to compose new sentences as summary.

Future research potential includes enhancing the domain knowledge since the semantic knowledge and reasoning are limited to the functionality and performance of the underlining commonsense knowledgebase. Our system is currently as knowledgeable as the capabilities of the Cyc knowledgebase that is currently the largest ontology of commonsense knowledge. For future improvement, a system could use the information derived from the whole World Wide Web as domain knowledge. This would possess challenging research questions such as information inconsistency and sense disambiguation. In addition, a robust inference engine would be required to process the information correctly and in a timely fashion.

Another potential research is to improve the process and the structure of composing new sentences. Our system currently uses subject-predicate-object triplets enhanced by adjective and adverb modifiers. It does not yet resemble the structure of the sentences created by human. The structure of newly created sentences can be improved by using a more sophisticated representation of the syntactic structure of the sentence, such as graph representation. Moreover, another future research direction is to compose several connected sentences to form a coherent abstract. Currently, the sentences created by our system are not directly connected to each other. One possible enhancement is by representing the whole document as a graph of connected concepts with various relationships among them and then creating new sentences based on these relationships. Much more research is needed for a machine to create a coherent abstract to summarize documents.

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The Influence of the Persian Civilization on the Vocabulary of the Chinese Language during the Great Silk Road

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The main way to enrich the vocabulary of the Chinese language throughout its development was the formation of new words based on the existing building material. However, there is another source of replenishment of the vocabulary of the language. These are foreign borrowings, 外来词, literally "words that came from outside" (Semenas, 2007). The influence of one language on another is most clearly expressed not in phonetics or grammar, but in vocabulary, in borrowing one language from another. New realities are usually borrowed along with their designations.

Throughout the long history of the Chinese language, many foreign-language words have penetrated into it. This process of borrowing is not a negative fact, on the contrary, it enriches the language, making it more capacious and expressive.

Entering the Chinese language, foreign lexical units were reformed in accordance with the internal laws of its development, they changed the sound composition in accordance with its phonetic system, if they had in their composition sounds that are not characteristic of the Chinese phonetic system.

The Great Silk road is the most important civilization project in the history of humanity. Up to now its significance has not really been studied or realized. The routes were not only caravans with goods, but an intensive exchange of ideas, culture, traditions and customs. The rise of the economy and culture, the development of countries and the transition from antiquity to the Middle Ages were largely due to the functioning of this major route, which connected States and peoples, sometimes located at different ends of the ecumen.

Iran, formerly known as Persia and also known as Parthia, had friendly contacts with China as early as the second century BC, and had economic and cultural exchanges through the "Silk Road".

For centuries The Great Silk Road was under the influence of the Sogdians. It was this policy that ensured the residence of the Persian-speaking and Turkic-speaking population in the regions of China in the past centuries. In turn, this circumstance was the reason for the appearance of the Persians in China. Historical sources say that the Persian tribes existed before the beginning of the reign the Tang dynasty (VII century) and moreover contributed to its development. Some historians mention the life of the commander An Lu-Shan (from the Sogdian word "Rukhshon"), Persian by origin, but it is advisable to conduct a more detailed analysis of this statement. Researchers note that in 1980, during archaeological excavations in the Ningxia-Hui region of modern China, in the village of Nan-Jiao, graves belonging to the Shi family were found. A list of 21 relatives was compiled, which all are Sogdians by origin, who came from the city of Kesh (Shahrisabz in Uzbekistan) and were related with the Kan family (Samarkands) and An (Bukharians). This fact is confirmed by one of the most authoritative scientific journals in the world - "Asian Act", published by the Institute of Oriental Culture of Japan .

The official language of Iran, known as Persian, belongs to the Iranian branch of the Indo-European language family. Persian is one of the oldest languages in the world. The modern Persian language is mainly based on the middle ancient Persian language, developed from a dialect of Farsi tribe in southern Iran around the 8th century. Avestan and Farsi are the names of Persian in different stages.

In the long-term development, Persian language has accumulated a wealth of literature, philosophy, history and other scientific works. In history, it had a great or small influence on the languages of both the East and the West. Many words in Chinese are from Persian. Here is a brief list:

狮子 *shīzi* lion: from ancient Persian “shir”. The book of the Han Dynasty “Han history”[11] mentioned that lions were born in Wuyi Mountain (mountain in the west) , an ancient country in Iran. Linguists believe that "lion dragon" in the "The Legend of the Son of Heaven Mu"《穆天子传》 may be the earlier writing method of lion. The translation of Huihuiguan in Ming Dynasty 《回回馆译语》is called “赊儿”"shēr". Today Iranians still call the lion as shir (Hu Zhenhua, 1995).

阿月浑子 *āyuèhúnzi* **pistachio**: pistachio, Iran is still the country with the largest export of pistachio. The Tang Dynasty

[11] History of the Former Han Dynasty, second of the 24 dynastic histories 二十四史[èr shí sì shǐ], composed by Ban Gu 班固[Bān Gù] in 82 during Eastern Han (later Han), 100 scrolls.

"All sorts of things from Youyang"《酉阳杂俎》[12] *yǒuyáng zázǔ* said: Hu Zhenzi 胡榛子, Ayue 阿月 was born in the Western Kingdom, Fanyan and Hu Zhenzi are on the same tree, one year is hazelnut, and the second year is Ayue" (Li Guowen, 2017). "Compendium of Materia Medica" 《本草纲目》 quoted the Tang Dynasty Chen Zangqi saying: "Ayue pistachio was born in the Western countries, and hazelnut is the same tree, one-year-old is hazelnut, and two years old is pistachio." According to edition "China & Iran", the name comes from the ancient Persian "agoz van", which is a nut and "van" is a kind of wild pistachio. However, it is far from "pistah", and some scholars think that "ayue" may be a Persian dialect. In the Yuan and Ming Dynasties, it was called "bisita / da" (Laofeier, 2001).

齐暾 *qítūn* olive: according to "Youyang's essay" : "Qitun tree was born in Persia, but also from Byzantine Empire. The tree is twenty-three zhang[13] long, the skin is blue and white, and the flowers are like pomelo. The seeds are like carambola. They are ripe in May. The people of the western regions press them into oil to cook cakes, as it's used in China. Iran still call zatun, and olive in English.

菠菜 *bōcài* spinach: also known as Persian grass and spinach in ancient times. It is native to Iran and has been cultivated before 2000. Later, it spread to North Africa and from the moors to Spain. According to 王溥 Wang Pu's "Tang Huiyao" 《唐会要》[14], it was recorded that " In Taizong[15], Nipal offered spinach,

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12《酉阳杂俎》[yǒuyáng zázǔ] collection of stories, legends, medical and other information of the 9th century, author - Duan Chengshi.

13 丈 [zhàng]- Chinese fathom is equal to 3.33 meters.

14《唐会要》[tánghuìyào]- "Compilation of Basic Information of the Tang Era".

15 太宗 [tàizōng]- the second emperor since founding of a country.

which was like red and blue, and was really like tribulus terrestris. The cooked spinach was good for eating. It can be seen that spinach had been cultivated in China in the Tang Dynasty. Finally, the English spinach of Persia also comes from the Persian "isfenaj".

巴旦木 ***b****ādànmù* **almond**: in "Youyang's essay", it was translated as "婆淡" "podan" and "badanmu" in Ming Dynasty.

古丽 *gŭlì* Guli: a common name in Turkic, from Persian, means flower. In different Turkic languages, the meaning is slightly different. For example, in Uighur, it refers to flowers in general, while in Turkish, it refers to roses.

孜然 ***zīrán*** **cumin**: in the late Tang Dynasty and the Five Dynasties descendants of Persian Li Xun's 《海药本草》 "The academic value of Extrinsic Materia Medica", insisted that "dill born in Persian state.". Dill also known as fennel, seed known as "cumin", is the transliteration of ancient Persian zireh. It is called jeera in Hindi, and there is a popular drink, jeera water. Now in the local languages and Uighur languages of India and Pakistan, the pronunciation of cumin is similar to that of ancient Persian. Cumin is often called "cumin" in other languages.

The process of influence cannot be considered one-sided. The Silk Road trade route had two-way traffic. From China to the West, caravans carried the famous Chinese porcelain dishes - vases, bowls, glasses, snow-white with graceful drawings. Only in China they possessed the secret of making the finest and sonorous porcelain, so it was very expensive. Still in modern Persian language porcelain call "chini".

The word ginseng also comes from the Chinese - 人参 *rénshēn*. It is a medicinal plant that is used as a general tonic. It is believed that drugs based on it prolong the life and youth of the body. In Persian, it sounds "rishe ginseng".

Feng Shui literally translates as wind and water: 风水 *fēngshuĭ*. The concept of Feng Shui implies the harmonious interaction of human, objects and nature. It teaches you how to properly manage energy for the benefit of yourself and others.

The history of The Great Silk Road is a history of discoveries, inventions and generosity, when the discovery of one becomes the property of others. And of course, this process affected the linguistic side of many nationalities. You can enumerate goods that went along The Great Silk Road, the names of which remained from the places of origin.

In 1998, the international organization UNESCO announced the start of a ten-year project. The goal was outlined-a broad study of the history of civilizations, the establishment of close cultural contacts between East and West, and the improvement of relations between the peoples inhabiting the Eurasian continent. It can be stated that the revival of The Great Silk Road is a renewal of the centuries.

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Does Coronacrisis Affect Word Associations in French?

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Introduction

We study associative norms[16] of French language since 2006, when the first project of associative dictionary of French was launched (Debrenne 2010). Dictionaries of words associations are widely used in Russia, where they were introduced in the 80ths of last century. Such dictionaries are based on data collected in psycholinguistic experiments, where the respondent has to give quickly his first reaction to one word. There are two forms of dictionaries - the direct one, presenting the stimulus and all the obtained reactions in decreasing order of frequency, and the reverse one, from the reactions to the stimuli. Several experiments carried out over the past 15 years allow us to present diatopic and diachronic variations in associative norms of French language, for example, a change in the variable part of the associative field of such emblematic words in the theory of associative dictionaries as "friend", or how much the composition of super-connectors (reactions associated with the largest number of stimuli) has changed during the last 10 years (Debrenne & Ufimsteva 2011; Debrenne 2016, 2020).

Dictionaries of word associations and, in general, soviet and Russian psycholinguistic happens to be criticized in Europe (Russo, 2014) mainly because of the core question, referring to the Whorfian effect between language and mind: are word

[16] This research has been granted by a joint project RFFI-CNRS №19-512-15001\19

associations strictly individual, or do they depend/reflect some regular patterns, shared by speakers of the same language. If such patterns exist, do they differ from one language/culture to another, or are they universal? As far as we are concerned, such dictionaries are nothing but a tool, allowing us to measure how words are linked together in the lexicon of a given language – French, in our case.

In 2020 life has given us an unexpected way to study which part of word associations is stable, and which depends on circumstances, because about 75% of our new dictionary of word associations of French has been collected among French-speaking students during the lockdown between March and July 2020. Comparing with associations to such words as « malade » (sick) in the first Dictionary of Associations in French (Debrenne, 2010, mentioned further as DAF-1) and to reactions given to this word at the beginning of the experiment for the new one (DAF-2)[17], we can see if the virus affected the way speakers of French language react to actuality. It cans give us a clue about how individual, immutable or versatile are word associations.

A new dictionary of word associations of French

For more than 10 years since the first experiment and the creation of DAF-1, the authors have improved their skills. Within the framework of a new project, it has been proposed, while preserving continuity with similar works, to create a new - electronic - dictionary which takes into account both the shortcomings of the previous one and the progress of digital humanities.

We started the collecting data in October 2018, using mainly mail lists and social networks. Each respondent had to give a written reaction to 25 stimuli. Our objective was to collect the same number of reactions (500) for each stimulus as it had been the case for the first Associative dictionary of French, so we needed to

[17] The different dictionary of word associations of French are to be consulted following this link: http://dictaverf.nsu.ru/

collect 500 000 pairs stimulus-reaction. We also wanted to keep the same pace as for the first experiment, so we had to close the data collection in 2020. By beginning of May 2020 we had only 172075 responses, so we needed to modify our collecting strategy. Due to the coronacrisis, we could not travel to France and personally meet students in partner universities, as we initially planned, so we turned to plan B, asking personally to about 7500 professors in partner universities to forward the link toward our questionary to their student. We also increased to 50 the number of stimuli in each form. Providing that by that time French professors got used to communicate with their students by mail, we succeeded to collect 500973 responses by end of June, before summer vacations.

The collected material was stored in tree forms: untreated, rectified for the direct dictionary and normalized – for the inverse one, as shown in the table below.

Table 1. Post-treatment of data for the DAF-2

stimulus	Untreated reaction	Rectified reaction	Normalized reaction
sol	Le fa !!!	le fa!	fa
assimilé	Graaaaaave	grave	grave
lettre	cachée	cachée	caché
lettre	s'exprimmer	s'exprimer	exprimer (s')
partir	s’en aller	s’en aller	aller (s’en)
continuer	ne pas arreter	ne pas arrêter	arrêter (ne pas)
gagner	plus for	plus fort	fort (plus)

Provided that semiautomatic proceeding of results is still under preparation, we did this post-treatment manually, which allowed us by the way to tag some types of reactions. For instance, we tagged toponyms, antroponyms, neologisms, answers given in a different language (separately – in English), quotations etc. A special attention was given to puns, which relatively frequent.

Finally, we decided to tag responses appearing to be due to the coronavirus crisis.

Coronavirus in the new associative dictionary of French (DAF-2)

First of all we want to compare the reaction obtained to the stimulus malade (sick) in the DAF-1 and DAF-2. In the DAF-01 538 responses were collected for this stimulus, representing 132 different lexemes. The most frequent were ‘hôpital’ et ‘lit’ (29 utterances each), then ‘grippe’ (27) and ‘médecin’ (22). The fifth place with a surprizing score of 21 was occupied by ‘imaginaire’, easy to understand thinking of the Moliere’s *Imaginary Invalid*.

Reactions can be presented in the following groups:

1) **Different types of sicknesses: ‘**maladie’ (10) **:** besides the above mentioned flu we find ‘cancer’ (7), ‘rhume’ (6), ‘sida’ (3), ‘angine’, ‘dépression’ and ‘gastro’ (2 each). Only one respondent thank of ‘peste’.

2) **Symptoms (1) : ‘**fièvre’ (20 + 1 ‘température’ and ‘fiévreux’); ‘vomir’ (9 + 1 ‘vomissements’), ‘ toux’ (5+ 2 ‘tousser’); ‘fatigue’ (3) ; to be sick gives pain - ‘mal’ (8 + 6 ‘douleur’ and ‘souffrance’) you can be dizzy - ‘malaises’, different parts of your body hurt ‘mal au ventre’ (+1 ‘diarrhéique’), - ‘cœur’, -‘dos’ ; It can occur often or not - ‘jamais’, ‘souvent’ .

3) **To be healed s**e ‘soigner’ (9+9 ‘soin’), you need to go to the hospital (29), to see a ‘médecin’ (22) or a ‘docteur’ (17), you need to go to bed- ‘lit’ (29 + ‘au lit’, ‘couché’, ‘couette’, ‘dormir’, ‘drap’ (one time each) , to rest - ‘repos’ (2), take a medicine ‘médicament’ (15 + plural 3) ‘médicament’, for instance Efferalgan’ (1). Those ‘remèdes’ (1) can be given by a ‘infirmier’ (1) or ‘infirmière’ (1). If it doesnt help, you can die - ‘mourant’ (4) ou ‘mort’ (12 + 2 ‘mourir’) .

4) **The sick person, the ‘patient’ (6)**, **can be described in different ways**, colors - ‘vert’ (9), ‘blanc’ (5), ‘pâle’ (3), ‘jaune’ (2) and ‘blème’ (1), but also ‘souffrant’ (12), ‘fou’(8 + ‘dingue’), ‘fatigué’ (8), ‘faible’(6), ‘alité’,’ triste’ (4), ‘infirme’,’vieux’ (3); ‘contagieux’, ‘diminué’, ‘ indisposé’, ‘mal en point’, ‘mauvais’,

‘pas bien’, (2) ‘cacochyme’, ‘cassé’, ‘contaminé’, ‘délétère’, ‘enfermé’,’ enrhumé’, ‘ grave’, ‘mal portant’, plaintif, , ‘usé’, ‘vulnérable’ (1). He can fight his desease , being ‘combatif’, ‘lutte’, but may also cheat - ‘simulateur’ (1).

5) **13 different reactions (representing 80 utterances) describe the opposite state - health: ‘**santé’ (20), ‘sain’ (**17)**, ‘guérir’ , ‘guéri’ (8), ‘bien portant’, ‘guérison’ (5), ‘bégnin’, ‘bien’, ‘bonne santé’ ,’ en forme’, ‘forme’, ‘vivre’, 1,

6) **Some lexemes describe notions linked with disease - ‘**virus’ (**6)**; ‘thermomètre’ (4), ‘épidémie’ (2) ; ‘assurance’, ‘convalescence’, ‘infection’,’microbe’, ‘symptôme’ (1) ;) others describe feelings disease can provoke - ‘peur’ (2), ‘danger’ ,’espoir’, ‘exulter’, ‘fatalité’, ‘fléau’ (1).

7) **Beside the play « Malade Imaginaire »** we find some other cultural allusions - the French rap singer ‘Grand Corps Malade’, ‘Sardou’ (because of the song «la maladie d’amour»), and Serge ‘Lama’ (because of the song « je suis malade »)

8) Some reaction were given to the word (not the idea), being translations into other languages ‘krank’, ‘sick’ or part of idioms ‘chien’ (because of malade comme un chien) ‘comme tout le, ‘tomber’, ‘tous’.

By the beginning of March 2020 100 reactions were collected to this stimulus and the associative field of this word was strictly the same as in DAF-1, only some hapaxes appeared ‘crève’ (2), ‘absent’, ‘âcre’, ‘côte’, ‘entropie’, ‘foie’, ‘gastro’, ‘gêné’, ‘Molière’, ‘patraque’, ‘pharmaceutique’, ‘refroidissement’.

By end June, we got 493 responses to the stimulus malade, representing 144 different lexemes, including 83 hapaxes. Here is the complete associative field of this stimulus in DAF-2:

hôpital 33; médecin 32; santé 25; maladie 18; sain, virus 16; docteur, grippe 15; fièvre, mental 12; imaginaire, mort 11; cancer, vomir 10; souffrant 9; guéri, médicament 8; lit, rhume 7; COVID, guérir, vert 6; fatigue, fou, guérison, mal, soigner, soin, triste 5; symptômes, thermomètre 4; alité, coronavirus, enrhumé, faible, masque, mentale, patraque, sick, soins, toux 3; affaibli, amour, atteint, COVID-19, crève, d'amour, douleur, fatigué, fiévreux, infection, malade comme un chien, mal en point, microbes, patient, repos, sale, souffrance, vie, vomi, vomis 2; absent, âcre, aigri, avoir besoin d'aide, bien portant, blanc, blessé, boutons, chanson, chiant, chronique, combat, comme un chien, complètement, confiné, contagieux, contaminé, corona, côte, courage, dormir, du COVID, en forme, en mauvaise santé, en pleine forme, enrhumer, entropie, épidémie, espoir, faiblesse, famine, foie, foncée, gastro, geindre, gêné, Grand Corps, grave, gravement, guéris, hôpitaux, hospitalisé, immunité, impuissance, infecté, infirmerie, infirmier, ivre, joyeux, laitue, Lara Fabian, maison, malade, malsain, mauvaise santé, médecine, médicaments, Molière, morbide, mouchoir, mourant, non sain, pâle, pas bien, pauvre, perfusion, personne, peste, pharmaceutique, pouvoir, problème, quand, réalité virtuelle, refroidissement, solitude, température, terrible, tête, touché, tousser, varicelle, vivant, vomit 1

As we can notice, the coronavirus is quite present among the reactions: 6 ‘COVID’ (+2 ‘COVID-19’ and one ‘du COVID’), 3 ‘coronavirus’ and 1 ‘corona’. One can also add 3 ‘masque’ as a new attribute of our life. Anyhow, those reactions represent only 3,25 % of the 493 reactions to this word. The most frequent reactions are the same as they were in DAF-1.

We must also notice the rank of the reaction ‘virus’, which rised to the sixth position with 16 utterances (instead of 6 in DAF-1). Anyhow, if we compare the 10 most frequent reactions with those from the DAF-01, we find almost the same words and scores ‘hôpital’, ‘grippe’, ‘médecin’, ‘fièvre’, ‘santé’, ‘docteur’, ‘sain’ (173 vs 158 reactions).

In order to measure the impact of the current epidemiologic situation on word associations we checked the amount of covid-neologisms in the reverse dictionary (not only linked to the stimulus ‘malade’).

Table 2. Neologisms linked to covid in DAF-2

neologism	Total amount	different stimuli
covid	29	17
covid-19	9	7
corona	6	4
coronavirus	26	16
confinement	41	26
confiner	6	4
déconfinement	10	7
Total	127	81
	0.03% of 506317 reactions	8.1% of 1000 stimuli

As we can notice, the number of reactions linked to the irruption of the covid-19 in the life of speakers of French language is still very small. If we compare the data from of DAF-1 and DAF-2 for such reactions as ‘virus’, ‘épidémie’ and ‘pandémie’, they were event less often given as reaction in 2018-2020 than in 2008-2010.

Table 3. Stimuli linked to reactions épidemie, pandémie and virus in DAF-1 and DAF-2

	DAF-1 total	DAF-1 different stimuli	DAF-2 total	DAF-2 different stimuli
épidémie	12	6	12	8
pandémie	6	3	8	4
virus	68	6	35	15

This unexpected result is due to the fact that the list of stimuli was not exactly the same in the first and second dictionary. The stimulus ‘sida’, figuring in DAF-1, gave alone 55 responses of 86.

The reaction ‘masque’ is an interesting example of changes in associative norms.

Table 4. Stimuli, giving ‘masque’ as reaction in DAF-1 and DAF-2

DAF-1	DAF-2
plonger 5; théâtre 4; africain, paraître, visage 2; africaniser, attitude, cacher, caractère, dieu, fer, fétiche, figure, jeu, personne, prétendre, retrouver, rôle, scène, sourire, teint, tromper 1; (32, 22)	protection 12; paraitre 6; malade 3; fournir, prétendre, sembler, soin, transport 2; création, distribuer, faux, influence, médecin, obliger, officiel, personne, santé, usage 1; (41, 18)

This lexeme became slightly more frequent as reaction in DAF-2 (41 vs 32) but the stimuli linked with it are completely different. In DAF-1 it is all about theater, in DAF-2 only one person thinks about “creation” – may be this reaction was given in 2019. All other occurrences of ‘masque” are about protection against the virus.

Conclusion

In word association dictionaries, reactions to a stimulus present always the same shape: almost 50% of the respondents give one of 5 -10 most frequent association, the other part are hapaxes. For this reason one can consider that researchers thinking that such dictionaries reflect some constant patterns in a language are right, so are their opponents, assuming that associations are individual and unique. In our case we wanted to show that some circumstances can affect the way people react to word stimuli, but this reaction is not very deep, and it does not modify the core links between words in the lexicon of a given language.

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International Funding Opportunities for Innovating Language Education

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Abstract: This paper provides an overview on the funding opportunities in the field language learning provided by the European Commission (EC).

The paper presents and describes the main characteristics of the most relevant European funding Programme addressed to higher education institutions in the field of promoting innovation in language teaching and learning.

Some examples of current international projects funded by the EC in the field of innovation in language learning are also provided.

Key words: *language learning, language teaching, innovation, European Commission.*

The European Commission policies for the promotion of language learning

The EU (European Union) Member States are committed to promoting multilingualism and improving language teaching and learning.

The European Commission (EC) is therefore cooperating with Member States and experts in language education to modernize and improve language teaching.

To do so, the EC is collaborating with the Council of Europe and its European Centre of Modern Languages that aims at promoting innovation in language teaching.

The EC is also assisting educational authorities in relating language examinations to the proficiency levels defined in the Common European Framework of Reference for Languages (CEFR). Furthermore, the EC awards the European Language Label to projects promoting quality in language learning.

Additionally, the Erasmus+ programme offers funding opportunities in the field of innovation in language learning as well as supports international mobility for educational purposes, also in the field of language learning.

The Erasmus+ programme provides funding opportunities for different types of activities. It is structured in three main Key Actions dedicated respectively to Mobility, Cooperation for Innovation and Policy reforms.

Key Action 1 is dedicated to finance mobility projects. It is organised according to the different target groups.

Mobility of learners and staff provides opportunities for students, teachers and staff of education institutions to undertake a learning and/or a professional experience in another country.

Key Action 2 promotes cooperation for innovation and the exchange of good practices. KA2 is structured in four sub-actions: Strategic Partnerships, Knowledge Alliances, Sector Skills Alliances and Capacity Building.

Strategic Partnerships focus on the promotion of innovation, exchange of experience and know-how between different types of organisations involved in education.

Knowledge Alliances promote cooperation between higher education institutions and enterprises to foster innovation and entrepreneurship.

Sector Skills Alliances promote the cooperation between vocational education and training systems and the Business sector to jointly design and deliver vocational training curricula.

Capacity Building is an action aiming to promote the cooperation between European and non-European Higher education institutions for their modernisation and internationalization.

Key Action 3 promotes policy reforms in the field of education and training.

The overall budget of the Erasmus + Programme is 14.77 Billion euro for the period 2014-2020, with KA1 being allocated around 63%, KA2 around 28% and KA3 around 4%, of the total budget.

The programme is now ending and Erasmus+, has been referred to as a success story. As 4 million participants were involved in learning mobility, 25 000 strategic partnerships were formed with the participation of 125 000 among universities, schools, training and adult education institutions, youth organisations and enterprises; 150 knowledge alliances joined 1 500 higher education institutions and enterprises in highly innovative projects; and similarly 150 sector skills alliances were set up between 2 000 vocational education and training providers and enterprises. At the same time, Capacity building projects were developed to foster cooperation among Higher Education Institutions based in EU and universities based in the rest of the world.

Further information on the Erasmus+ Programme is available on the European Commission's website[18].

The new Erasmus 2021-2027 programme is a continuation and an evolution of Erasmus+ 2014-2020, and it maintains similar objectives. That is to support the acquisition of relevant knowledge and skills, promote employability, promote inclusion, promote the implementation of a green economy, enhance European citizenship, foster innovation in education and modernisation of it.

The new Erasmus programme will further expand learning mobility opportunities for all those involved in education with a specific focus on HE students. Virtual mobility will also be implemented and supported to allow all individuals to participate in cross-border exchanges and collaboration.

The structure of the new programme will be very similar to the one of the current Erasmus + programme with the three key actions mentioned above.

The budget for the new programme should be around 30 billion euro for the period 2021-2027. This means that the funding opportunities will be almost doubled in the new programme as compared to the current one. This new budget, however, has not been approved yet.

The in-progress information about the new Erasmus 2021-2027 Programme is available on the European Parliament website under the EU Legislation in Progress section [19] [20].

[18] URL: http://ec.europa.eu/programmes/erasmus-plus/index_en.htm.

[19] URL: https://www.europarl.europa.eu/RegData/etudes/BRIE/2018/628313/EPRS_BRI(2018)628313_EN.pdf

[20] Further information will also be made available at https://eacea.ec.europa.eu.

Examples of successful projects in the field of Language Learning

DC4LT - Digital Competences for Language Teachers

The European project entitled DC4LT - Digital Competences for Language Teachers is coordinated by the Norwegian University of Science and Technology (NTNU) based in Trondheim and involves Pixel in the transnational partnership. The project was funded by the European Commission in the framework of the Erasmus+ Programme, KA2 - Strategic Partnership in the field of Higher Education.

The project is currently being developed, however, some of the results mentioned below are already available on the project web site[21].

The project aims at fostering a sustainable integration of digital technologies in language teaching and learning at Higher Education level.

Two activities, carried out by the DC4LT consortium, provide a clear picture of the role of digital skills in language teaching: the Market Study entitled "ICT in Language Learning" and the Digital Competence Assessment Survey for Language Teachers

The Market Study on ICT in Language Learning provides relevant information to identify and analyse the needs of the market, the market size and the competition. As the objective was to analyse the needs of the education market, the consortium identified in the available job announcements the best tool to understand whether the emerging needs (availability of digital skills and competences by language teachers) are taken into account or not. 854 relevant job announcements looking for language teachers have been identified in 11 countries (including Russia) and analysed. Concretely, do the job announcements looking for language teachers mention the requirement of digital

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[21] URL: https://www.dc4lt.eu/.

skills which seem to be almost mandatory today? While the project consortium was expecting a positive answer, the reality was very different, as almost 85% of the job announcements for language teachers do not require digital skills.

Taking into account only the left 15% of job announcements for language teachers that were mentioning digital skills as an essential requirement, the project consortium found out that more than half of them (59%) refer to generic digital skills (e.g. good IT skills, confident user of modern technologies, skilled user of PC, familiarity with new technologies); a quarter of them (26%) still refer to old-fashioned digital skills (typing speed, strong skills in PowerPoint, expert in Office) and only 14% of them refer to specific and updated digital skills and, when specific and updated digital skills are required, however, they are not mandatory.

In the framework of the DC4LT project, a survey was also carried out to assess Digital Competences for Language Teachers. The survey was conducted to understand teachers' perspective on digital competences in language learning. The survey was designed for two main target groups: language teachers (267 participated in the survey) and administrators or policymakers working in the area of language learning (24 participated in the survey).

Results of the survey are the following: 71% of teachers are not satisfied with their level of digital language teaching expertise; 95% of teachers are aware that they can improve their digital language teaching expertise by participating in an external digital literacy training program; language teachers require training to use methodologies like eclecticism, inquiry-based language learning, problem-based language learning, and collaborative knowledge building.; language teachers believe that experience exchange is the most effective way to improve digital literacy.

OPENLang Network – Open European Languages and Cultures Network

The European project entitled OPENLang Network – Open European Languages and Cultures Network is coordinated by University of Macedonia based in Thessaloniki (Greece) and involves Pixel in the transnational partnership. The project was funded by the European Commission in the framework of the Erasmus+ Programme, KA2 - Strategic Partnership in the field of Higher Education.

The project is currently being developed, however, some of the results mentioned below are already available on the project web site[22].

The OPENLang Network project addresses the needs for linguistic skills and culture awareness of students and staff involved in Erasmus mobility initiatives as well as the needs for educational resources of language teachers.

A research report entitled "Mapping the Language Learning Profile of the Erasmus+ KA1 Mobility Participants" has been produced at the end of an investigation activity that aimed to: identify, and analyse the language needs of the participants involved in mobility activities supported under Erasmus+, outline Erasmus+ KA1 participants profiles, provide higher education institutions, national Erasmus+ offices and Erasmus+ program officials with knowledge about the profiles of Erasmus+ mobility participants, helping them to design better Erasmus+ policies and strategies to support all the participants.

168 persons (mainly higher education students and staff) participated in the survey, providing their feedback about getting involved in mobilities. The main reasons behind their participation in mobilities' paths were: to gain academic, work or study experience in another EU country; to learn a new culture; to discover a new place; to improve their academic or professional qualifications; to improve or gain language skills; to improve or

[22] URL: https://www.openlangnet.eu/.

gain language skills for specific purposes. The biggest challenge they experienced was to be able to communicate in everyday instances. With reference to the learning preferences, most of the respondents preferred to have the information be presented to them in visual (using images, and spatial understanding) (23.2%) and interactive ways and to learn in groups or with other people (23.2%). A smaller percentage of respondents (17.1%) preferred the verbal-linguistic way, while 16.4% of the participants preferred the social way of learning. In addition to personal feedbacks, some data emerged quite clearly from the research report: participants in the Erasmus+ KA1 mobility need linguistic support: this is the main priority of the participants, as most of them have difficulties communicating in everyday instances in the language of the host country. The biggest linguistic challenge during mobilities' paths was communication with local people on everyday occasions. Linguistic needs for both outgoing and incoming participants were (and still are) an important factor for effective and successful mobility.

CLIL for STEAM

The CLIL for STEM project, funded by the European Commission in the framework of the Erasmus+ Programme- KA2 Strategic Partnership in the field of School Education, aims to address students under achievement in English and in STEM (Science, Technology, Engineering and Mathematics) subjects through the promotion of an effective strategy for teaching STEM with the CLIL (Content and Language Integrated Learning) approach.

The project is currently being developed, however, some of the results mentioned below are already available on the project web site[23].

The specific objectives of the project are to provide science teachers with teaching materials focusing on STEM (Science,

[23] URL: https://clil4steam.pixel-online.org/index.php.

Technology, Engineering and Mathematics) curricula that are developed for CLIL; provide STEM teachers using CLIL (Content and Language Integrated Learning) with necessary knowledge and skills to plan and develop their own teaching materials; provide teachers and students with a community of practice through which they can share their CLIL materials and tips for teaching STEAM in a foreign language.

The project has therefore produced a Video Library broadcasting native English teachers of scientific subjects while teaching specific topics, therefore using the most appropriate vocabulary. The specific scientific topics were identified among the ones that are shared by the teaching curricula of all partner institutions at transnational level (e.g. the photosynthesis or the force of gravity etc.).

The project is also currently developing the guidelines having the aim to help teachers and educators who use content and language integrated learning method for teaching STEM to access the necessary information to broaden their knowledge on the subject. The Guidelines will also provide teachers with information on how to create new materials and allowing them to become autonomous in creating their own CLIL resources for the students.

Representation of the linguistic mentality's peculiarities in the field of religion in Great Britain, Chinese and Russian political discourse

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To successfully achieve mutual understanding between representatives of different linguo-cultures, it is necessary to take into account not only the linguistic components of the communication process, but also cultural ones. In this regard, this study is carried out within the framework of discourse analysis, a relatively new group of paradigms and methods in social and humanitarian sciences. Research in the field of cultural linguistics can not only deepen the degree of mutual understanding between completely dissimilar countries, but also set a vector for the preservation of ethnic uniqueness in the context of globalization. The set problems in modern Russian linguistics are not touched upon, which gives our research a special significance. Taking into account geopolitical, historical and cultural factors in our work, we made an attempt to highlight the main features of linguistic mentality.

Under the influence of globalization, the modern information space in all spheres of our life, according to Yu. Ebzeeva, "acts as a system of actions and a system of communications", it is necessary to take into account the cultural characteristics of communicants (1). Speaking about the mutual influence of culture and communication, one cannot fail to mention "linguistic identity", that is, "typical features of speech behavior of representatives of different social cultures" according to T. Larina (2). However, in addition to the features of the speech behavior of an individual, the achievement of mutual understanding is influenced by the taken by society habits, beliefs and perception of reality, not always conscious, which makes it possible to appeal to mentality.

In the course of our research, the author analyzed text and video materials. The author has identified distinctive linguistic features, paralinguistic techniques and speech strategies that are characteristic of Great Britain, Chinese and Russian political discourse in the framework of linguistic, cultural and mental issues, as knowledge, norms, values, behavioral models, traditions, the historical background of linguistic personalities united by a common geopolitical border and language - all together form a personality, which is not always obvious to him/herself.

The issues of the formation of mentality in the modern scientific society are dealt within the framework of cognitive science, psychology, sociology, linguistics, cultural studies and related sciences. So, J. Le Goff in his research understands mentality as something “collective and spontaneous”, noting that “culture is located mainly at the level of actions, mentality - at the level of concepts” (3). According to Gubanov, mentality is "a set of attitudes of consciousness, habits of thinking, predispositions of perception, behavior and everyday beliefs of an individual or social group," which makes it an interdisciplinary concept (4).

A person's belonging to a particular culture determines his/her psyche as the basis for the perception of any other cultures and him/herself, usually through reading literature and intercultural communication. In intercultural communication, the linguistic picture of the world is a very important thing as a guide in the communication process between the person and society. The linguistic view of the world is the basis of personal self-identification and largely depends on the linguo-cultural specifics of society. This is the format of the language semantics of the code.

At the same time not every piece of information can be coded and recoded correctly. That is why we use another term - linguistic mentality. Under the linguistic mentality, the author understands a mentality that receives verbal and non-verbal expression, while just a mentality is not always recognized or emitted by the bearer of the culture and may not be read without observing certain conditions by other people.

Linguistic mentality, in turn, is one of the elements of the formation of ethnic and national consciousness and self-awareness, an interpretation of peoples' ideas about the world, combining both generational collective unconscious experience accumulated over the centuries, and individual ideas about the reality surrounding the people, expressed through language. Due to the fact that the terms “mentality” and “linguistic mentality” are not synonymous, the author in this study insists on the term “linguistic mentality”.

Understanding the features of the political linguistic mentality is necessary due to the need to consolidate ethnic groups living in the territory of one country, as well as to successfully build a multifunctional dialogue with other countries by politicians, form a certain image of the state and defend the interests of their people in the world arena.

The purpose of this study is to identify and then describe the discursive features of the speeches of politicians in Great Britain, China and Russia, taking into account their linguistic mentality. Particular attention is paid to the dichotomy “religion” – “atheism”, which is reflected in three languages. The study is based on materials from speeches by such politicians as Xi Jinping, Li Keqiang, Elizabeth II, Boris Johnson and V. Putin with A. Medvedev. In this work, the question of how the mentality of the politicians of the given countries is realized at the linguistic level through political discourse will be answered. The analysis revealed similarities and differences in the mentality of representatives of different cultures and ethnic groups of themselves and the world around them.

For centuries, in the minds of the Chinese, the idea of themselves as a people located in the center of the civilized world had been formed, it is reflected both in their official modern name

中国 - zhōngguó - (literally, "Middle State"), and in the name of the state in antiquity 中华 - zhōnghuá - ("Lushly Blooming / Prosperous Kingdom Xia"). At the same time, Xia is the name of the dynasty ruling in China during the period 2205-1765 BC which let us realize how strongly diachrony affects the state even today. In addition, Xia is homonymous to the Chinese character **"summer", "big", "huge"**. One more self name is used 天下 **- tiānxià - peace, light, universe, China, everybody in the world (all the people).** In China, the sky is the embodiment of higher powers. It was not for nothing that the future Emperor was called the Son of Heaven; he was even required to climb the sacred Taoist mountain as a sign of confirmation of his chosenness. There are some picturesque examples in language:

1) 天上不会掉馅饼，努力奋斗才能梦想成真 **- Tiānshàng bù huì diào xiàn bǐng, nǔlì fèn dǒu cáinéng mèngxiǎng chéng zhēn – literally: no pies fall from the sky or in other words, nothing ventured, nothing gained.** So, in order to get something you have to do something.

2) 指天画地 **- zhǐtiānhuàdì - 1) point to the sky and draw on the ground (arr. In meaning: to gesture); 2) Taoist. with spells to beg (demand).** What does it mean? Something like, I point to the high unknown and unseen powers, looking for the answer.

3) 民以食为天 **- mín yǐ shí wéi tiān - Food is everything for the nation or the sky.** Food is quite important for the Chinese, it is a kind of cultus due to the rush XX century, so that they equate food and the sky because they are equally important, they make human existence possible.

3) 一手遮天 **- yīshǒu zhē tiān - close the sky with one hand (sample 1) use unlimited power, single-handedly dispose of 2) keep the people in the dark, hide the truth)** is more close to political discourse, as China has a strongly-managed vertical system of power. Despite the fact that the country officially calls itself a republic, it is worth noting the power of the Communist

Party and, in particular, Chairman Xi. Substantial power is concentrated in his hands.

Turning to the UK, it is important to emphasize that the diachronic and synchronic aspects of their perception of modern and different things has not undergone significant changes over time. Religion in the UK is not the only one example of conservatism. In particular, in the national archives of Great Britain, in which many official documents of the country are in the public domain, the study found a note on migrants and immigration, in which foreigners are called aliens (literally, "unidentified flying object") (5). The trend in recent years is the rapid increase in the number of foreign residents in the UK with refugee status. The culture of most of them is diametrically opposed to the foundations of the native British, which can have a significant negative impact on their perception. Anyway, most of them are truly Christians, as we can see.

1) “I’m proud to be a Christian myself and to have my children at a church school” (6) said in 2014 David Cameron being a Prime-Minister of the UK. He underlined the importance of the religion making it a part of his life.

2) So, in particular, in her Christmas speech in 2018, Queen Elizabeth II often resorted to the role of religion in her life, identifying herself with her people, demonstrating her involvement in what is happening in the country: “At Christmas, we become keenly aware of loved ones who have died, whatever the circumstances. But, of course, we would not grieve if we did not love. <...>”

The Russian Federation is a state whose territorial composition has changed frequently. In the consequences of serious armed conflicts, many countries were first adopted in the composition of the Russian Empire, then the USSR. As a result, modern Russia is multi-confessional. Perhaps for this reason, there are practically no statements about religion or God on the Russian political arena. Moreover, according to the latest amendments to the Constitution of the Russian Federation, “The Russian

Federation, united by a thousand-year history, preserving the memory of our ancestors who passed on to us ideals and faith in God, [...] recognizes the historically established state unity”(8)

More detailed research in the field of linguistic mentality allows aim to achieve mutual understanding between representatives of different countries and cultures at all levels of communications. The acquired knowledge helps to achieve a better understanding of the mentality of the two countries through languages. Moreover, it is useful to take into account the obtained data when achieving pragmatic goals in political discourse, which can have a positive effect on diplomatic relations. Based on the analysis of political discourse, the features of interethnic and interethnic relations can be revealed, the peculiarities of culture and methods of conducting politics in selected countries, understanding of aspects of linguistic and cultural identity, which is in demand in psychology, philosophy, cultural studies, sociology, pragmatics, didactics, political science, discourse, etc. areas adjacent to them.

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The Role of Students in Creating a Manual in a Specialty Language and Role of the Manual in a Cultural Perception of the Concepts “Liver” and “Life” (Etymology and Medicine)

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Abstract
The Phenomenon of the loss of historical memory of the relationship of words with their cognates is of scientific interest in the context of the semantic changes of words (“liver” and “life” in English). Identifying lost relations between two words can reestablish through the concepts of “liver” and “life” were incorporated in a single cultural model in the perception of the people of western and eastern cultures. The author shows how the interdisciplinary interaction between different areas of knowledge helps a researcher to create links between them and use it for studying clinical terminology. The research results can be applied for teaching Greek to medical students and etymological dictionaries compilation.
Key words: *“liver” and “life”, deetymologization, metaphor, cultural model.*

The study of clinical terminology is an important step in the course “Latin and Medical Terminology”. Clinical terminology includes a complex of biomedical concepts related to the clinical pictures of diseases, impairment of physiological functions, structural changes in organs, as well as their treatment and prevention. The teaching experience of this discipline shows that a departure from the monotonous memorization of terminological components and an introduction their etymology and history give a more effective learning of the subject and the involvement of students in scientific projects carried out on the relationship between linguistics and medicine. This interdisciplinary interaction between different areas of knowledge contributes to the development of creative thinking and the formation of abilities to solve complex problems.

For example, the concept “liver” is a component of clinical terminology.

Let’s consider the relationship between the concepts “liver” and “life” in western and eastern cultures.

“Liver” and “life” in English

Historical changes of word meanings may reveal new insights into regularities of development of the vocabulary. The definition and interpretation of word meanings is the main objective of lexicography that is achieved by finding all the word meanings and methods of their formation. This is due to the fact that the formation of a new concept or a new understanding of the subject is carried out on the basis of the existing language material.

In the development of any language there is a phenomenon when the words begin to lose their kinship with cognates. In linguistics, this phenomenon has been called deetymologization. L. A. Bulakhovsky defined deetymologization as a change in the morphological structure of words when the etymological connection of the word with some non-derivative stem is lost for consciousness of native speakers (Bulakhovsky 1949, 147–209).

It is possible to use the comparative historical method of word study which allows us to identify the sources and examine the process of formation of the vocabulary of a language.

Scientifically this approach to learning vocabulary helps us to reveal regularities of development and functioning of the lexical system as well as prospects for lexical system update with new lexical units. The system representation of the vocabulary creates favorable conditions for the content analysis of any text which is the primary reality and the starting point of any humanitarian discipline (see Bakhtin 1986, 308).

Studying the impact of the cultural and scientific environment on the formation or the word meaning modification, would help to understand the natural process that had been used as the basis for these changes. For example, R. Antilla in his book «An introduction to historical and comparative linguistics», comes to the following conclusion, that English words “mint” and “money” come from the same root as Latin verb “monēre”, because money in Rome was made in the precinct of the Temple of Juno Monēta (Juno the Admonisher) (McMahon 1994, 175).

We use a similar approach to research the etymological connection of the words “liver” and “life” in English with the Indo-European root *leip with the inclusion of metaphorical mapping and cultural models in this approach. It will help us to establish a hierarchy of semantic origin of the word "life" from the word "liver". According to G. Lakoff, “mapping one domain into another by means of metaphor not only plays a role in human understanding but is a central process in that understanding” (Fernandez 1991, 59). Consequently, the metaphors constitute cultural models. N. Quinn describes metaphors do not constitute cultural models but they rather reflect them. In the opinion of Quinn “cultural models promise the key to linguistic usage” (Holland, Quinn 1987, 24).

For the foregoing reasons, the reasons of deetymologization of the words “liver” and “life” in English were “allegory or metaphor.”

I.A. Baudouin de Courtenay explained the role of metaphor in the case of oblivion of the etymological connection of words in the following way: as a metaphor is a mnemotechnic means that facilitates memorizing words with the help of associations by similarity, just as metaphor, in the case of oblivion of the etymological connection of words which have lost a significant connection, assumes clarity, expression, psychological persuasiveness. Words become more clear symbols (see Baudouin de Courtenay 1963, 240). G. Lakoff expressed a similar view. In his opinion “metaphor allows us to understand a relatively abstract or inherently unstructured subject matter in terms of a more concrete, or at least highly structured subject matter" (Lakoff 1993, 245).

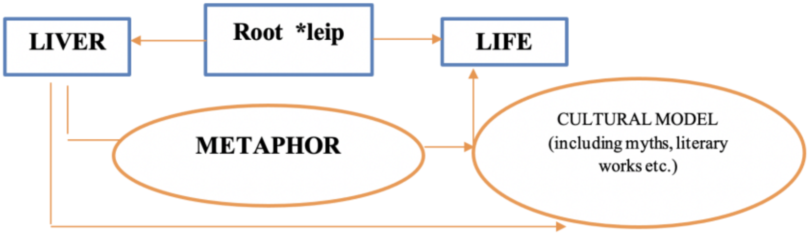

Figure 1. Word semantics formation model

Thus, the metaphor is one of the essential elements of our model of the kinship recovery of the words "liver" and "life" in the etymological group with Indo-European root * leip. This model can be used for other words in this etymological group, as well as for etymological groups with other roots. It serves as a universal model for building and explanations of etymological groups. The hypothesis validity of the origin hierarchy of the words "liver" and "life" is explained based on feedback which contains the cultural model including myths, literary works etc.

Liver as a metaphor for life in the perception of the people of western and eastern cultures

It is known that the liver has been a direct symbol of life since ancient times. It is not unreasonable to assume that the linguistic expression associated with the concepts of "liver" and "life" was incorporated in a single cultural model in the perception of the people of western and eastern cultures.

In the epic of Atrahasis and the Greek myth of Prometheus, the rebel deity is punished for his disrespect to the supreme god (Tablet I.208-30). Prometheus was immortal, but he was sent to Tartaros for all the heroic age (30000 years). The eagle flies each day to peck his liver, which at night grows back as much as is pecked during the day. It is obvious that this form of punishment is not chosen by chance, if we remember, what the value of the liver was for the ancient people. The Greeks following their neighbours in the Middle East have always regarded the liver as the seat of the soul and the life.

Hesiod in his “Theogony” drew attention to the metaphorical meaning of the liver, describing Prometheus’ torments: “he ate his **immortal liver** every day”. It is very important for us that Hesiod gives the epithet such as immortal liver (**ἧπαρ**… **ἀθάνατον**, τὸ δ’ ἀέξετο ἶσον ἁπάντη (Hesiod Theogony 520–24).

It is logical to understand this expression as follows: “he tore his **immortal soul** every day”. Hesiod thus shows the reader that Zeus gets to the heart of his enemy that is to say to his enemy’s soul.

Ancient people believed that the soul indestructibility were inseparably connected with the regenerative function of the liver (they could learn it from the practice of divination). Therefore, it is not unreasonable to assume that Hesiod, describing the suffering of Prometheus, was wary in the choice of words. He choses the verb ἀέξω (αὔξω), trying to show the endless repetition of the life cycle of the liver. Developing this idea the author probably wanted to show the endless repetition of life. J. P. Vernant notes this phenomenon, comparing the use of the term ἀέξω (αὔξω), which literally means “grow, flourish”, in the context of agricultural work in “Works and Days” with the story about Prometheus’ torment in “Theogony” (Vernant J-P 1989, 56). This unambiguousness, used by Hesiod, clearly indicates the algorithm, which was laid in the minds of ancient people. The metaphorical meaning of the liver for ancient people constituted a cultural model, which had impact on conceptualizing the liver as the seat of the soul, life and desire (see Fig.1). Consequently, this perception of the liver, which was widespread throughout the western and eastern world, could have impact on the origin of the word “life” from the word “liver” in English.

W. Burkert writes “the liver in particular, with its complicated and changing form, seems to invite attempts at oracular interpretation”. He notes that hepatoscopy, the process of "reading" the liver of the sacrificial animal, was a customary way of predicting the future in Etruria and Mesopotamia as well as in other places of the ancient Mediterranean. Developing this idea, he concludes: “Of course there are various ways to practice divination at sacrifice, but the observation of the liver is by far the most predominant… Greek iconography shows the seer examining the liver from about 530 B.C.; after Persian Wars Greek literature has hepatoscopy fully developed as the dominant form of divination. From Plato we learn that hepatoscopy enjoyed greater prestige than bird augury” (Burkert 1992, 48, 46, 49).

Plato in his dialogue “Timaeus” wrote that the liver had an intermediary function in the human body, as this organ, located in the lower abdomen below the diaphragm and filled with blood, was the seat of lower part of the soul namely the seat of passion, lust or ἐπιθῡμία (epithumia). According to Dr. Tiniakos from the University of Athens “in ancient Greek, the word “ἧπαρ”, also spelled “ἧδαρ”, may have its root in “ἡδονή” which means pleasure” (Tiniakos 2010, 358). It is important to note that the Indo-European root *leip, from which the words “liver” and “life” have been derived, had the meaning “desire”.[24] This meaning probably had impact on a metaphorical interpretation of the liver as the seat of desire. Thus the episode in “The Iliad” of Homer where Hecuba wishes to eat Achilles’ liver for his improper treatment with Hector’s body, can be interpreted as an act of a symbolic castration (Chen 1994, 755).

From this perspective, we could consider the punishment of Prometheus as his eviration. Perhaps, the most speaking proof of the above is the myth of the giant Tityus who was punished for the unlawful lust as he attempted to rape Latona. Gaius Julius Hyginus

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[24] See Pokorny head-word entries with page numbers, cross-references, and English glosses. Available from: https://lrc.la.utexas.edu/lex/master

writes “Because Latona had lain with Jove, Juno ordered Tityus, a creature of immense size, to offer violence to her. When he tried to do this he was slain by the thunderbolt of Jove [Zeus]. He is said to lie stretched out over nine acres in the Land of the Dead, and a serpent is put near him to eat out **his liver**, which grows again with the moon.”[25]

It is obvious that the formation of the concept of the liver as the seat of the soul and life was part of a cultural model that existed throughout the eastern and western world. Isidore of Seville (570-636 AD.), the founder of the medieval encyclopedism, wrote that the origin of the Latin word “iecur” (liver) was related to the word “ignis” (fire).[26] Indeed, ancient physicians believed that the heat of the liver was directly related to the human spirit.[27]

It is very important for us as it reflects the religious and cultural significance of this organ for different traditions that have developed separately from each other.

The Greeks probably received the traditional knowledge of Mesopotamian divination by traveling diviners. For example, some of these diviners might have been Chaldeans. They probably visited Plato in his last night alive (Kingsley 1995, 199). Canadian physician Sir William Osler pointed out that the anatomy in ancient Babylon was directly related to the art of divination. He wrote: “Of all the organs inspected in a sacrificial animal the liver, from its size, position and richness in blood, impressed the early observers as the most important organ of the body. Probably on account of the richness in blood it came to be regarded as the seat of life – indeed, the seat of soul… Many expressions in literature indicate

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[25] See Gaius Julius Hyginus *Fabulae 55* (trans. Mary Grant). Available from: http://www.theoi.com/

[26] See Isidori Hispalensis episcopi Etymologiarum sive originum libri XX, recognovit brevique adnotatione critica instruxit W. M. Lindsay (Oxonii : e Typographeo Clarendoniano, “Scriptorum classicorum bibliotheca Oxoniensis”, 1911): 28.

[27] See also Galen *De usu partium* VIII, 6.

how persistent was this belief. Among the Babylonians, the word "liver" was used in hymns and other compositions precisely as we use the word "heart" (Sir William Osler 1921, 18). A Neo-Assyrian incantation to the sun god Shamash states: "Shamash, the warrior, caused an unambiguous omen to be inscribed for me on the liver of the sacrificial animal" (Van De Mieroop 2015, 89). In the Bible, the prophet Ezekiel said: "For the king of Babylon stood at the parting of the way, at the head of the two ways, to use divination: he made his arrows bright, he consulted with images, he looked in the liver".[28] According to A. Lenzi "only the diviner had the authority to set the king's plans before the gods via an extispicy and to read the judgement of the gods from the liver and other extra of the animal" (Lenzi 2008, 55).

The study of the symbolism of the liver shows us that ancient people identified this organ with the gods. The liver of the sacrificial animal was considered as a mirror, which reflected the divine thoughts.

It is interesting to note that in the Shorter Oxford English Dictionary the liver is defined as "the seat of love or other passionate emotion, as anger, bitterness, etc." and also as "the seat of cowardice" (Siahaan 2008, 53). Macbeth calls the frightened servant "lily-livered boy", which literally translates as a boy with a white lily liver or a boy with cowardly liver.

Go prick thy face, and over-red thy fear
Thou lily-liver'd boy (Shakespeare 1821, 248).

In our opinion, the perception of the liver as the seat of life persisted in the XIX century. R. W. Emerson, an American essayist and philosopher, wrote: "I know a witty physician who used to affirm that if there was a disease in the liver, the man became a calvinist, and if that organ was sound, he became a unitarian" (Emerson 1851, 188).

[28] Ezekiel 21, 21. Available from: http://www.kingjamesbibleonline.org/Ezekiel-Chapter-21/

Thus, the interaction of etymology, cultural studies and medicine makes it possible to more deeply analyze clinical terms and their components, as well as to establish lost etymological connections caused by deetymologization.

Conclusion

Deetymologization is a natural phenomenon caused by the language development having influence on the semantic changes of words which have historical and linguistic connection.

Word semantics formation model, which we use for studying of the semantic dynamics of cognate words, is the scientific basis for the study of this important phenomenon for the formation of the vocabulary.

Metaphor, showing the concept of the essence of the subject in the semantics of cognate words derived from the base word, is an important element of this model.

Ancient texts provide great material for etymological research and the history of medical concepts.

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Specialty Language in Skill and Aptitude Development of Students Studying Creative Specialties (Concerning the Particulars of a Manual for Foreign Students Majoring in “Musical Education”)

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Abstract
The article analyzes the particulars and significance of the new Russian language manual for foreign students majoring in "Musical Education." The article sets forth a principle of selecting text material and specifics of building the contents of the manual. The role of students and future musicians in selecting the works of great musicians to record a musical disc, a special attachment to a collection, and the role of students, future artists, in painting sketches and portraits of great composers for this manual deserve special attention.
Key words: *world musical culture, Russian language as a foreign language, foreign students, musical disk, sketches, portraits*.

The Moscow Institute of Arts created on the base of Weinan Teachers University greeted Russian lecturers of Russian language as a foreign language in combined groups of 30 and more unmotivated students in each on the one hand, and deficit of schoolbooks and manuals in the language of the major on the other hand. The students were not motivated, according to the students, because of how difficult the Russian language is, absence of language environment and inability to use it after graduation.

The relevance of the research is based on the need to create a manual which would meet the requirements of faculty program and would provide methodological assistance to a lecturer during classes in a specialty language.

Goal – to create a manual in a specialty language, which would help motivate the students and develop their communication and speech skills and help them accumulate specialized terms.

Primary objective – to get the students interested and stimulate them by involving them in the project, creating the manual, internally increase their desire to work.

Specifics of this manual are such that students took part in its development during lessons of general Russian language as early as in the 1st year of study after passing the elementary level and students of the 2nd year during lessons of general Russian language simultaneously with a course in a specialty language.

The Moscow Institute of Arts created on the base of Weinan Teachers University includes in its curricula a specialty language “Russian language in professional occupation” as soon as the students pass the basic level. The special terms individually learned by heart often remain at a subconscious level and “resurface” during an exam and are forgotten with time. The content-rich texts are devised "to facilitate an all-around and integral development of personality of students, and their quality preparation for future professional occupation." (6:104).

Short beguiling stories, funny episodes from life of celebrities who dedicate themselves to art, reflections and short aphorisms, factoids from the world of musical culture trigger certain emotions in students. The impact on impressions results in self-motivation, and using terms in speech while reading and retelling results in involuntary remembering. For instance: *Mozart performed several difficult **passages** with his index finger, and then covered the **keys** with a towel and started to play as if the **keys** were open in front of him...* (2:2).

The new reading lesson in the general Russian language begins with the students listening to symphony work Morning in the Forest by Edward Grieg (Dagni Pedersen, daughter of forest ranger Hagerup Pedersen, when she turns 18). Question-answer after listening to the music:

- Do you like it?

- Yes, very much.

- Do you understand what it is about?

- This is the music for bride and groom, swans on the water, cranes fly, spring has come…

- Do you know who wrote this?

- No.

- A Norwegian ***composer, piano player*** and ***conductor***. This story tells us how he composed this music.

Such a start of a lesson engages the students, there is silence in the audience, thoughtful and curious eyes of students show to the teacher that immersion in the lesson began.

First, the teacher tells the story, later the work continues according to text. Taking into account the prevalence of random access memory as dominant in Chinese students, the tests are not overburdened with complex orthograms. The novel material is accompanied with similar lexical and grammatical commentary, all complex words and phrases are translated in to the Chinese language. No more than 8-9 after-text and pre-text tasks are provided for each text. In pre-text tasks the students translate some of the words into the Chinese language, comment on musical terms, and after-text tasks are aimed at consolidation. The terms and requirements of tasks are the same for all texts. The exercises are simple and are there for better understanding of the text, and can be performed with the help of a teacher or individually.

At home, the students can listen to the other works of the composer as well, can search the Internet for the history behind the piece of interest or simply prepare for the lesson. Later, during extracurricular lessons in the Russian language they select the music they like of the musician assigned by the teacher by voting along with the history of creating the musical piece to be included in the collection. Mandatory condition: there should be musical terms in the text and the contents should be interesting.

The university requirements are such that a teacher who is a specialist in Russian philology works not with one group with more than 30 students, but with a cohort of three groups. Therefore, the musical piece and the music are selected not by 30 students, but by about 100 students.

Therefore, by the end of the academic year it became possible to collect the material sufficient to create the manual with the help of musical students. It was decided to publish it along with a musical compact disk containing records of works of great musicians mentioned in the texts. There are easily recognizable short musical pieces by Beethoven, Khachaturyan, a musical play by Grieg, a work of Paganini, a symphony of Dmitry Shostakovich, opera choirs of Glinka and guitar performance of Gypsy, Jazz music and Spanish flamenco.

Another significance and distinctness of this manual is that sketches for texts and portraits of prominent composers of Russia are made primarily by second year students of the faculty of arts of the aforementioned university. The principle of engaging students of the arts faculty was a little different: it was decided to list the names of students of art willing to take part in the creation of the manual in the publication and present it to the students after the collection is published. The students were informed that the manual can be used in teams and groups when generalization and repetition of topics related to musical culture, fans of music and reading, as well as students from other countries.

The tasks were the following: via We chat a student receives a small fragment of the text, the student reads it and reproduces on paper the image that appears in student's head. For instance: *Once Haydn went to a fair. There were sold various musical instruments for children: clay owls, cuckoos, penny whistles, reed pipes, small pipes and drums, etc. Barefooted children gladly bought the toys from the vendor. Happy kids immediately started blowing, whistling and drumming.*

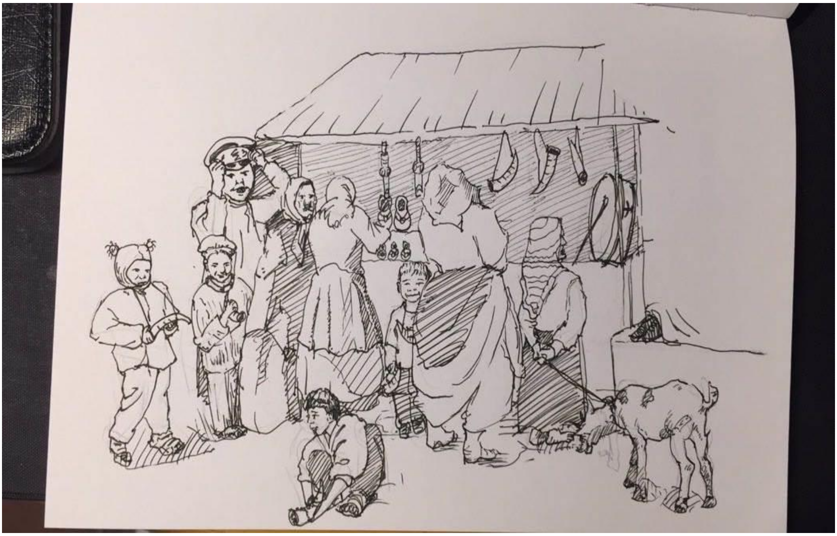

Figure 1. At the fair

They draw portraits of Russian composers from photographs.

The manual consists of four parts.

The first part engages the reader with famous names of virtuoso musicians: Mendelssohn, Paganini, Stradivari, Tchaikovsky, Shostakovich, Rachmaninoff and other great masters, as well as brilliant creators of musical instruments who intuitively perceived the laws of acoustics; information about appearance of musical instruments and country-specific information: events and epochs coincide here. Texts with bright memorable moments from the life of legendary musicians are particularly focused on.

The second part, "biographies of great Russian composers" informs readers about the greatest and most popular Russian composers, directors and educators, founders of the Russian classical music and creators of the composer school of Russia (Glinka, Tchaikovsky, Rachmaninoff, Tukhmanov, Pakhmutova and others); introduces the students to the difficulties and successes of celebrities in their creative journey. A lot of attention is paid to the heritage left by the Russian composers in global music.

The third part “They narrate...” includes small but fascinating texts-reflections on touchy and exciting power of music and its impact on listeners, about the state of human soul under the influence of music, about love for the country, beautiful nature, and reflections and different true stories from the life of the greatest classics of global musical culture; it provides texts-guidance for young musicians: the need for silence to listen to the music, concentration, ability to listen, love for music.

The fourth part "Every little bit helps..." is a small cabinet of curiosities consisting of 34 micro texts made up of two-four sentences each: about the usefulness of music for humans, about funny and entertaining facts of musical events, about ancient and modern, gigantic and tiny musical instruments. The fourth part includes small fascinating stories about competitions involving feathered vocalists and provides musical statistical data.

This collection is the first attempt to create a manual for Moscow Institute of Arts created on the base of Weinan Teachers University in the field of study "Musical education." The manual enables better organizing the studies and motivating the students to develop speech skills and aptitudes, as well as spontaneous remembering of mandatory terms in a specialty language.

The terms of tasks and difficult words of the collection are translated into English, German and French languages, and the manual can be used in multicultural audience. The texts were not abridged and are provided as they were in the sources y taking into account the motivation of students.

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A Call for Intercultural Dialogue as a Reaction to Prejudices against Immigrants: Mohsin Hamid's *Exit West*

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Abstract

In literary studies, a wide variety of fictional works problematize the issue of migration in relation to the Western biased outlook on the Eastern culture and societies. At this point, in the twenty first century literary context, while Salman Rushdie deals with the migration as an escapism from the insecure circumstances in the Orient in his *The Golden*

House, Hanif Kureishi focuses on the immigration with regard to the adverse effects of 9/11 terrorist attacks on the consideration of the immigrants as a threat to their social unity and peace in his short stories, particularly "Long Ago Yesterday" (2006). However, different from Kureishi and Rushdie, Mohsin Hamid deals with the immigrants' failure to meet their hopes for a modern and civilised life in the British society in not only socio-cultural but also individual sense in *Exit West* (2017). In the novel, Saeed and Nadia's residence with over fifty immigrants in a small house and the discriminatory approach of the housekeeper and the police embody their consideration as "outsiders" in London. The biased outlook on them not only leads to their disintegration with the British society, but it also causes a failure in the freedom to discover their individual selves. Hence, with its focus on the fractured selves and split relations of the immigrants in the Occident, Hamid's novel is a call for global harmony and solidarity as a response to socio-cultural prejudices.
Key words: *Mohsin Hamid,* Exit West*, immigration, "outsiders", globalisation, intercultural dialogue.*

Introduction: Theory and Literature Review

Globalisation is a major phenomenon that best represents the lifestyle of the present century. Its advent as a major contemporary phenomenon has been shaping the interaction among people and societies. In *Postnational Flows, Identity, and Culture*, Mike Featherstone (2001: 501) elaborates on the characteristics of globalisation as follows: "One of the vogue words of contemporary accounts of globalisation is the term 'flow'. […]. The concept of flow points to movement, mobility, to the speed, volume and intensity of interchanges in a globalising world".

At this point, migration is arguably one of the major outcomes of the mobility and constant flow in the twenty first century global context. Migration to different countries, particularly the West, derives from a number of factors and Elleke Boehmer (2005: 226) explains them in the following words: "The late twentieth century witnessed demographic shifts on an unprecedented scale, impelled by many different forces: anti-imperialist conflict, the claims of rival nationalisms, economic hardship, famine, state repression, the search for new opportunities". Ironically though, the immigrants cannot meet their expectations for a modern, civilised and prosperous life in security and peace in the host countries arguably due to the European biased approach to them.

In theoretical sense, it is possible to explain the continuation of the prejudiced view of the immigrants in the European host countries despite the basis of globalisation process on dialogue and communication with the "West-East" binary opposition. Stuart Hall (1992: 276-277)'s definition of the "West" in "The West and the Rest: Discourse and Power" embodies "West" as a term signifying more than a geographical location or direction: "Clearly, the 'West' is as much an idea as a geography. […]. By 'western', we mean the type of society […] that is developed, industrialised, urbanised, capitalist, secular, and modern. […]. Nowadays, any society wherever it exists on a geographical map, which shares these characteristics, can be said to belong to 'the West'". Considering industrialisation, urbanisation, capitalist and secular view of life as the stereotypical characteristics of the Occident, the West has a biased outlook on the Oriental societies as they are arguably devoid of these traits. The Occidental approach describes the Eastern people and societies with such characteristics as "laziness, aggression, violence, greed, […], primitivism, irrationality" (Loomba 2005: 93). While these qualifications embody the inevitability of prejudices between the West and the East, they also arguably signify a justification for the Occidental superiority over the Orient. As a matter of fact, in cultural sense, the West views the East as its "Other and "it is by defining the Orient as the dangerous, inferiorised civilisational Other that Europe has defined itself. […]. The West has needed to consider the Orient as its Other to constitute itself and its subject position" (Ahmad 1992: 178-182). Even if the contemporary society is based on dialogue, communication, interaction and harmony, the observation of the Western biased view concerning the immigrants from the Orient arguably makes the twenty first century a period of paradoxes.

The problems with the universal freedom, global peace and the failure to establish an intercultural dialogue and exhibition of a tolerant approach to immigrants on global scale have been the major subject matters of the British contemporary fiction writers. While Salman Rushdie elaborates on the terrorist attacks in Mumbai as a motive for the migration of the Golden family in *The Golden House*, Hanif Kureishi reflects his critical approach to the increasing insensitivity of the death of millions of people in Iraq following the 9/11 terrorist attacks in his short story "Long Ago Yesterday".

A Humane Need for Intercultural Dialogue as a Solution to Anti-Immigrant Approach: Hamid's *Exit West*

Different from his contemporaries like Rushdie and Kureishi, Mohsin Hamid focuses on the immigrants' disillusionment with their life circumstances and hence their possession of a split identity after migration to the UK for a civilised way of life in peace and security in his work *Exit West* (2017). In the novel, depicted as the two immigrants, Saeed and Nadia's failure to realise their expectations for the migration to the UK not only leads to a disappointment with their life circumstances, but it also causes a transformation in their outlook on each other in negative sense. Mohsin Hamid's *Exit West* epitomises his anxieties regarding the adverse effects of the prejudiced approach to the immigrants on not only the social relations, but the interpersonal interactions as well. Hamid's work invites reading for its focus on the immigrants' disillusionment with their expectations for their lives in the West as well as their fractured relations with each other as the results of the dominant prejudices in the host country.

Exit West deals with the transformation of the relation between two lovers named Nadia and Saeed, who live in an Oriental country dominated by strict social norms inhibiting their personal and social liberty. Early in the work, Mohsin Hamid elaborates on the restrictions against the individuality of the people in the society in relation to the authoritarian tendency of Nadia's family: "[W]hen after finishing university Nadia announced, to her family's utter horror, and to her own surprise […], that she was moving out on her own, an unmarried woman, the break involved hard words on all sides, from her father, from her mother, even more so from her sister, and perhaps most of all from Nadia herself, such that Nadia and her family both considered her thereafter to be without a family" (Hamid 2017: 17-18).

The sexual assault to which women get exposed despite the dominance of patriarchy in the social area pinpoints a paradox in Pakistani society. Hamid elaborates on this problematic issue in the case of Nadia's rape by the men while she waits for her queue at the bank as follows:

> *On the weekend she went at dawn to her bank and stood in a line that was already quite long, waiting for the bank to open, but when it opened the line became a throng and she had no choice but to surge forward like everyone else, and there in the unruly crowd she was groped from behind, someone pushing his hand down her buttocks and between her legs, and trying to penetrate her with his finger, failing because he was outside the multiple fabrics of her robe and her jeans and her underclothes, but coming as close to succeeding as possible under the circumstances, applying incredible force, as she was pinned by the bodies around her, unable to move or even raise her hands, and so stunned she could not shout, or speak, reduced to clamping her thighs together and her jaws together, her mouth shutting automatically, almost physiologically, instinctively, her body sealing itself off, and then the crowd moved and the finger was gone […] she went to a money changer […] and then headed home, only to find a man waiting at the entrance […] the man, who had been waiting all day, was Saeed. […]. She smiled at last, a half-smile, and asked, 'Do you have a gun?' (Hamid 2017: 59-61)*

The feeling of insecurity is not only related to sexual harassment of the women, but it is also a major problematic issue in terms of the social order and peace. The narrator's following words pinpoint this insecure social context: "Around the same time, a group of militants was taking over the city's stock exchange. […] But by the afternoon it was over […]. After the assault on the stock exchange of Saeed and Nadia's city, it seemed the militants […] began taking over and holding territory throughout the city […]. But one day the signal to every mobile phone simply vanished, turned off as if by flipping a switch. […]. Internet connectivity was suspended as well" (Hamid 2017: 40-55).

Hence, Nadia's failure in expressing her views about religious matters, her feeling of insecurity in the social area due to her gender, the state pressure to limit individual liberties, governmental restriction of communication between people come up not just as the problematic issues Hamid discusses in the novel, but they also establish the major motives that lead Nadia and Saeed to leave their homeland and migrate to the West for a humane, modern and civilised life.

Contrary to their expectations for a humane, modern and civilised life on the UK, Saeed and Nadia as the immigrants make efforts to survive within the inhumane circumstances imposed on them by the host society. Mohsin Hamid (2015: 24)'s arguments in *Discontent and Civilisation* represent the major paradox of the present century, i.e. continuation of the discriminatory outlook on the immigrants despite the basis of twenty first century on dialogue and tolerance: "Civilisations are illusions, but these illusions are pervasive, dangerous, and powerful. They contribute to globalisation's brutality. They allow us […] to claim that we believe in democracy and human equality, and yet to stymie the creation of global institutions based on one person-one vote and equality before law. Civilisations encourage our hypocrisies to flourish. And by so doing, they undermine globalisation's only plausible promise: that we be free to invent ourselves". The narrator's following description of Saeed and Nadia's residence embody the "illusion" of civilisation in contemporary period: "Unlike Nadia, he felt in part guilty that they and their fellow residents were occupying a home that was not their own […] the presence of over fifty inhabitants in a single dwelling. […]. All the food in the house was very quickly consumed. […]. The daily supplies at each of these were exhausted within hours, sometimes within minutes" (Hamid 2017: 129-131).

In addition, the immigrants are not welcomed as an integral part of the host society. Jonathon W. Moses (2006: 137-153)'s following views pinpoint the European perception of immigrants as a threat to unity an peace in the host culture: "People in the developed world are afraid of immigrants. They fear that immigration challenges their wealth, security, and sense of community. […]. People worry that their (national) cultural identity is threatened by immigrants". The housekeeper's discriminatory approach to Saeed and Nadia pinpoint the consideration of immigrants as a threat to social unity and peace: "The housekeeper screamed when she unlocked the front door, and the police arrived quickly after, two men in old-fashioned black hats, but they only looked in from outside […] When the police called over their megaphones for everyone to exit the house, most agreed among themselves that they would not do so, and so while a few left, the vast majority stayed, Nadia and Saeed among them" (Hamid 2017: 124-125).

The impossibility to return to the life in the past due to their disappointment with their expectations for the Western societies somehow causes a transformation in Nadia and Saeed's outlook on each other: "Saeed wanted to feel for Nadia what he had always felt for Nadia, and the potential loss of this feeling left him unmoored, adrift in a world where one could go anywhere but still find nothing. […] and when the warmth between them seemed lacking his sorrow was immense, so immense that he was uncertain whether all his losses had not combined into a core of loss" (Hamid 2017: 188).

Conclusion

Mohsin Hamid's *Exit West* is a dystopian representation of the immigrants' disillusionment with their discrimination in the host country. Saeed and Nadia's life in a house together with a lot of immigrants, the police intervention in their residence and the housekeeper’s view of them as a threat to social peace and order arguably embody the paradoxical nature of the twenty first century, characterised by dialogue, tolerance and communication thanks to globalisation. Hamid problematizes the immigrants’ isolation not only in socio-cultural terms but the individual context as well. Hence, Hamid’s work represents a humane response to the inhumane consequences brought by the biases of the Western countries about the immigrants, and thus a call for global solidarity and unity in the twenty first century.

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Mechanisms of the functioning of the media discourse at the age of artificial intelligence

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Modern society, characterized by the digitalization of its structural and content components, exists and develops in a huge media space, the basis of which is the Internet, print, television, radio, music and cinema (Croteau, 2014). It is impossible to imagine the 21st-century person outside the media environment, isolated and deprived of the opportunity to generate his own as well as someone else's media discourse; to express various subjective-objective views, his "Self" image and attitudes towards other people or events in the present-day media discourse.

Media discourse is the main form of existence of the language of modern media, as well as a special kind of term "discourse", defined as "speech acts" (van Dyck, 2009); "a form of using the language in real time (on-line), reflecting a certain type of human activity" (Uvarova, 2015); "a type of verbal communication involving a rational critical examination of the values, norms, and rules of social life" (J. Habermas) (cit. ex Uvarova, 2015).

We share the viewpoint of a Russian researcher O.V. Shiryaeva about the modern media discourse functioning in creolized and multimedia communication (Shiryaeva, 2017).

The modern media discourse space of the first quarter of the 21st-century sets as its paramount task not only to distinguish various types of human activity but also to contribute to their further development, thereby acting as an indicator of the evolution of human consciousness.

At the age of artificial intelligence, a person becomes extremely sensitive, and sometimes dependent on the world of digital media in the technological, educational, political, economic and entertainment spheres of public life. Thus, from the functional point of view, a modern media discourse can be comparable to a certain information matrix, which purposefully and intentionally penetrates human nature, dissolving and transforming it from the inside. The key objective of the present-day media discourse is to serve as a conductor of information policy as well as to constantly influence the consciousness and personal experience of an individual (Guslyakova, 2014). Accordingly, our study is aimed at analyzing such a scientific phenomenon as psychological mechanisms for presenting information in a modern media discourse space based on the cognitive, affective, and behavioural spheres of human consciousness.

The concept of "mechanism" came to psychology from psychophysiology, in which, along with the concepts of “reaction, a process”, it was used as the main one. For methodological substantiation of the concept of "psychological mechanism", the researchers use S.L. Rubinstein’s perception of the “mechanism” which is the process of awareness of a person's experience of his attitude to something very significant for him (Rubinstein, 2000). In addition to this interpretation of the concept of “mechanism”, in our scientific study we will also consider it, on the one hand, as a process of influence, driven by the inclusion of verbal and non-verbal systems to establish communication for the transmission of information that is necessary for joint activities (Brudny, 1977;

Guslyakova, 2013; Sokovnin, 1974; Bogomolova, 1978). On the other hand, the idea of the mechanism of interaction is revealed through the analysis of the psychological “contribution” of the participants of this interaction, “exchange of actions”, that is, through their mutual influence (Andreeva, 2007; Lomov, 1984; Dikaya, 1985).

The psychological mechanisms for presenting information in a media discourse space is, first of all, a hierarchical structure, which includes three basic mechanisms that influence an individual in the process of his interaction with a media discourse: the mechanisms of goal-setting, psychological setting and reflection (Guslyakova, 2013).

The goal-setting mechanism involves the identification of several key goals and objectives of the media content necessary for presenting a media discourse to the communicants with their "correct" (directed) perception and subsequent actions. Despite the existing randomness and spontaneity of the emergence and dissemination of information contained in the modern media discourse, by itself, it is a "directed" entity. Any media discourse is always created for a specific purpose and is accordingly oriented with a clear goal to influence the consciousness of a certain group of people. As an illustrative example of the use of the goal-setting mechanism of the recipient’s consciousness in its interaction with the media discourse space, one can cite the video clips of the famous Russian blogger and oppositionist Alexei Navalny, posted with periodic frequency on his Youtube channel. All video posts of Alexey Navalny have a pronounced critical attitude to the official authorities in modern Russia, to the so-called “Masters of the Kremlin” and directly to the head of the Russian state itself. The main message of the media discourse generated by Navalny and his team is the fight against corruption and the unfair distribution of income between representatives of different social layers in Russia. Accordingly, the goal that the addressees of this media discourse pursue is to bring to the awareness of as many people as possible the understanding that the state in which they live constantly misleads their citizens, hiding the true social, economic and political situation in the country. Thus, the mechanism for setting the recipient's consciousness in their interaction with the media discourse created by Alexei Navalny will reflect the extremely expressed goal of opposing the "negative, destructive activity of the legal authority in the Russian state" and "desperate attempts by the non-systemic opposition to save their country from crooks, thieves and corrupt officials ".

For the goal and tasks laid down by the addressees of a certain media discourse to reach the consciousness of its audience, another psychological mechanism of the individual's consciousness is important - the mechanism of psychological setting.

The mechanism of psychological setting is very well implemented in the political media discourse, especially when it comes to a variety of election campaigns, for example, the presidential election. For instance, the 45th President of the United States, Donald Trump, created a powerful psychological attitude in his election media discourse, which was later transformed into the presidential slogan "Make America great again!" for his audience of voters. The slogan, which was extremely simple in its sound, had a rather strong psychological impact on the consciousness of the American electorate, which resulted in the victory of Donald Trump in the next presidential election, despite a lot of criticism from his political opponents. Thus, a media discourse created in the media space with the right psychological setting and formulated goal, oriented to the selected audience of recipients, can have a strong impact on the cognitive, affective and behavioural spheres of consciousness of the recipients of the information message.

When interacting with media discourse space and perceiving media content in the minds of the recipient, there is an understanding and analysis of the information received. In this case, we are talking about the process of reflection on a perceived piece of information by the individual's consciousness. Therefore, correspondingly, the third important psychological mechanism of human consciousness - the mechanism of reflection - is involved.

Reflection in the modern world of digital technologies, innovations and media discourse space is the need to understand the inner essence of the 21st-century person; his values, ambitions, emotional experiences and achievements through the prism of interaction with the media environment, being influenced by this environment and innovative mass media.

The mechanism of reflection involves the comprehension of goals, motives, attitudes, relationships that are forming or can form between media content and its recipients.

Through this mechanism of consciousness, the addressee can answer the question of how important is the information received for him in the process of his interaction with the media discourse; what is his attitude to the perceived media content; how far its content is reliable and appropriate for personal and public use. The reflection mechanism is presented in the comments left by the recipients in their interaction with the media discourse space. In the electronic version of the media publication "Komsomolskaya Pravda" you can find a lot of readers' comments on certain information blocks. The publication "Business Ombudsman Boris Titov: We have enough oil for a long time. This is the problem" (Kozurov, 2019) has a large number of diverse readers' reviews.

For example,

*"Enough, but not for everyone. China without oil and gas in a historically short time has turned from a backward country to the leading country in the world. All this time, the Soviet-Russian rulers pumped oil and gas out of the country under the spell that this good is full and will last forever. Under the Soviets, money at least went to the state, and now only symbolically "(*ibid.).

"Both America and Norway are also full of oil. But there is just something that does not prevent them from engaging in other production. If we had no oil, these bureaucrats would explain the

backwardness of the country by its absence. They correctly say that something always disturbs a bad dancer ... " (ibid.).

As can be seen from the above comments, the readers actively enter into discussions of the problem of rational and non-corrupt use of natural resources of the Russian state in the media discourse of the Komsomolskaya Pravda media holding created by the addressee-journalist Dmitry Kozurov. Reflected by the readership, the problem of Russia's natural riches and their plundering cause recipients many negative emotions, which they transform in the form of their wishes, advice and commentary in the media discourse space. A similar stream of amateur commentary can be seen by reading and analyzing the electronic versions of the New York Times media publication under the heading "Trump Pressed Ukraine's Leader on Inquiry Into Biden's Son" (Barnes et al., 2019). This media discourse was created to discuss the problem of Joe Biden's diplomatic relations in Ukraine, as well as his son's business position in a gas company owned by the Ukrainian oligarch. Interest in this topic is reflected in the huge number of comments left in the media discourse space (around 2259). It is obvious that in the minds of American citizens the political processes taking place inside the country and beyond its borders remain in priority.

For example,

"Good for President Trump if true. Corruption in foreign countries by Americans regardless of whether they are a Biden should not be tolerated and should be brought to light and investigated. When Joe Biden mentions shenanigans while campaigning, hopefully, the American voters will recall the Biden ones." (ibid.)

Thus, the psychological mechanism of reflection of the recipient's consciousness is actively manifested in the process of interaction of the latter with the media discourse. It is important to emphasize that this activity of the functioning of the reflection mechanism does not have geographical, national, or other boundaries. The nature of its action is universal, as long as there is the consciousness of a rational person, capable of interacting with media discourse space.

A man of the third millennium, regardless of his age, national, racial and geographical characteristics, turns out to be an "embedded" representative of the new media world, and his cognitive, affective and behavioural properties of consciousness are closely connected with the existence of a new digital environment. It is this new media environment, which produces many diverse media discourses every second that activates the action of such psychological mechanisms in the individual's mind as goal-setting, psychological setting and reflection.

A competent construction of one or another media discourse must necessarily take into account the structural relationship of the psychological mechanisms of its participants’ consciousness to achieve the most effective result of the representation of information contained in the proposed media discourse space.

Therefore, studying the construction of a media discourse taking into account the psychological mechanisms of human consciousness in the process of its interaction with the media space will help to track both positive and negative qualitative and quantitative changes in the minds of modern people at the age of artificial intelligence.

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Interdisciplinarity in modern linguistic research (using the example of the study of dynamics ‘*der Fremde*’ (‘alien’) conceptual structure’s development in German mass media)

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Language is both an instrument of culture and one of its incarnations. The function of the language is to store culture and transfer it from generation to generation. It plays a significant role in the formation of a personality, national character, people, and nation [Ter-Minasova, 2000]. Language personality has linguistic and, accordingly, sociocultural mentality. Access to mental representations is provided by a study of such human cognitive ability as language. Linguistics has already adopted an approach to describe mental representations through categorization and the study of verbal structures. A prerequisite for the comprehensive coverage of research in the cognitive paradigm is interdisciplinarity [Zabotkina, Pozdnyakova, 2017]. It can be assumed that more and more linguistic studies are being conducted at the junction of different fields using methods of related disciplines. The purpose of this work is to prove this statement. The material for the analysis is our PhD research on the topic of “Dynamics of the development of the conceptual structure of *der Fremde* in German linguistic culture”, in which, on the one hand, we studied the experience of researchers who studied the mental structure ‘der Fremde’ in recent years, on the other hand, we conducted our own study using an integrated description of mental and linguistic representations of an alien.

The study of concepts has been one of the topical areas of linguistics for more than 30 years, which is proved by theoretical research of concepts (Likhachev, Kubryakova, Arutyunova, Telia, Stepanov, Alefirenko, Vorkachev, Karasik, Popova, Sternin, Slyshkin, Krasavskiy, etc), and their description (Karasik, Vorkachev, Stepanov, Vezhbitskaya, Vishnyakova, Krasavskiy, Koshkina, etc).

Each culture with its own scale of values is considered unique and forms its own stereotypes of consciousness and behavior based on view of the world. "The concept is like a condensation of culture in the mind of a person, and it is the way for culture to enter into the mind of the person. On the other hand, concept allows the person to enter into the culture and, in some cases, even affects it" [Stepanov, 2001: 40]. "Mutual understanding between peoples is achieved due to the existence of universal concepts. Since the most significant concepts are ethnospecific, they can be studied to compare cultures of different peoples in order to understand their specificity and universality" [Vezhbitskaya, 1999].

Analysis of theoretical material allows us to claim the existence of two main approaches to the study of concepts in modern Russian practice: linguocognitive and linguocultural. Moreover, the names of both approaches indicate the interdisciplinary nature of the study of concepts. According to Prof. S.G. Vorkachev, linguoconceptology arose at the junction of linguoculturology and cognitive linguistics [Vorkachev, 2002]. With the understanding of the concept as a construct that "is not recreated, but reconstructed through its linguistic expression and non-linguistic knowledge," it is an ideal phenomenon inherent in any consciousness [Telia, 1996]. The study of semantics of the linguistic sign into cognitive linguistics is a means of forming a meaningful content of the concept. According to linguoculturological approach, the center of research interest lies in semantic formations marked by linguistic cultural peculiarity, that is, reflecting the mentality of the linguistic personality of a certain ethnic group. In this approach, attention is paid mostly to the value, that characterize the concept. Thus, the very science of the study of concepts expressed by linguistic means suggests multiple directions of study and interdisciplinarity connecting: linguistics, conceptology and cultural studies. Moreover, non-verbal idiosymbols are also studied.

In our linguistic research, we have dealt with various cases of interdisciplinarity in the study of dynamic processes taking place in it over the past six years. The concept *'der Fremde'* is part of the '*der Eigene* - *der Fremde*' antinomy. Such oppositions are considered the oldest forms of modeling the world. Oppositions formed the basis understanting in most European cultures. No matter which culture is studied the Russian or the German one. They are associated with the structure of space (top/bottom, etc.), the structure of time (day/night, etc.), colour, social categories (including own/alien). In this regard, the opposition 'own – alien' is studied in various aspects depending on scientific interests: in philosophy, cultural studies, sociology, psychology, linguistics, anthropology, religion, mythology, history, folkloristics, intercultural communication, and at the junction of some of the above mentioned disciplines. The opposition 'Own-alien' in linguistic research, performed on the material of different languages, is interpreted as an antinomy, a concept, an archetype, an opposition, a contradiction, a disposition, a worldview universal, conflict-generating element, dichotomy, category. In linguistic studies, the perception of opposition is closely connected with the author's goals, his approach, object and subject of study. In our study, this is a philosophical basis, according to which each of the members of the opposition can be attributed to the basic values of human spiritual culture, which is universal in nature. At the same time, we assumed that the 'der Fremde' concept has a number of specific features in German linguistic culture, the definition of which can be traced on language resources.

Given the fact that the study of linguistic means reveals mental entities that represent cultural meanings, it can be concluded that ethnospecific characteristics of culture are recorded at the level of concepts. Thus, another example of interdisciplinarity is the connection of linguistics and cultural studies.

Many scientists state that in the schemes of perception of own - alien, which have long been fixed at the level of archetypes, lies the potential of ambivalent attitude to various parts of one's own socio-cultural space. As a result, any marking may change to strictly the opposite.

We decided to analyze the collocation of the adjective '*fremd*' in the media. To achieve a significant result, it was decided to use corpora data and corpus methods for identifying and determining compatibility. Based on significant amount of quantitative data, analyzing combinability wordlists, we obtain qualitative information about the unit.

Thus, 2084 cases of the adjective '*fremd*' used in the corpora of the newspaper '*die Zeit'* made it possible to scale the meaning of 'f*remd*' from positive to sharply negative. Such a scale can be the reason for representing variability in relation to everything that is 'alien' when activating the cognitive structure of '*der Fremde'*. Since the *'fremd'* trait is heterogeneous and has its own scale, this allows people to be perceived as more or less strangers at the cognitive level, to be assigned to different social groups. The heterogeneity of the feature can serve as a basis for changing the sign.

Another reason to use the knowledge of related disciplines was justified, firstly, by the discrepancy between the number of '*der Fremde'* names in lexicographic sources and the anthroponyms that we identified in the media texts by a continuous sampling method. Secondly, their semantic formation also had certain differences. It was necessary not only to set keywords from the list we selected, but also to be able to verify the results. Since a great advantage of the corpus is a large number of examples and contexts, we also used it to define keywords. The study revealed 67 anthroponyms correlated with the noun '*der Fremde'*. Units in question: *Flüchtlinge, Ausländer, Einwanderer, Migranten, Fremde, Asylsuchende, Asylbewerber, Zuwanderer, Geflüchtete* are characterized by high frequency of use and can act as contextual synonyms for the *der Fremde* lexeme and implement different frames.

Representing a certain substantive area "concepts directly correlate with the corresponding ideas, being narrow in content and function, logically organized structures embodied in the language through terminological units" [Vishnyakova, 2018:952].

It is impossible to establish unambiguous correlations between the text function and the linguistic means by which this function is implemented. That is why it is necessary to consider the discursive characteristics of this fragment of linguistic reality, which connects it with both mental processes occurring in the heads of communication participants and with all components of the communication process in this area as a whole [Dobrosklonskaya, 2010]. Therefore, for an adequate analysis, it was necessary not only to know the socio-cultural situation, the peculiarities of the functioning of media discourse, but also to add data from legal discourse, since the units under consideration were originally the terms of international law.

Based on this, we found that the core of the conceptual structure of *der Fremde* is the concept of *der Flüchtling*. The multiple cases of using its verbal representation - the term of international law *Flüchtling* as a generalizing lexeme for all citizens who cross the border and seek asylum, make it possible to state not only its transition to the category of general vocabulary, but also its getting the position of a hyperonym. At the same time, it can be noted that paradigmatic relations in this group are changing. The development of the potential of the sign in the context of its acquisition of co-meanings is also the case in the lexemes *Ausländer, Einwanderer, Migranten, Geflüchtete, Asylbewerber*. Correlating with the concept *der Fremde* in terms of content and evaluation, they form the central area of the *der Fremde* conceptual structure.

As a result of the influence of the socio-cultural context in various ways of linguistic expression: such as specific choice of words, the use indirect statements, the choice of positive or negative topics, ignoring, keeping silent about, the use of rhetorical means, references to authoritative opinions and competent sources, the construction of analogies, as well as non-verbal structures (illustrations, photographs, comments on photos), the formation of different semantic meaning of the conceptual structure *der Fremde*. That is *victim, martyr; the resource*, which determines the linguistic and cultural specifics of the representation of a stranger in German society. Features that make up positive characteristics of concepts become background under the influence of discursive factors, and negative ones form a new shape of the centre.

The formation of a certain attitude is also achieved by the emphasis of the recurrence of historical events in the press in order to learn from the 'lessons of history' and avoid negative consequences in future. The so-called *Erinnerungkultur* 'memory culture' is being formed.

Another example of interdisciplinary research in our linguistic study is the use of economic and psychological knowledge, since variability in assessments is due to the mobility of individual and public needs. This fact allows the sign to be changed according to the perception of the object, and, as a result, its value under certain discursive circumstances changes to the opposite. Thus, in order to calm the fears, pro-government media - *ARD, ZDF, tagesschau, Frankfurter Allgemeine*, etc., publish articles supporting and forming the frame: '*Refugee victims'* and *'Refugee resources necessary for Germany.'*

Thus, purely linguistic research in the context of globalization and the development of digital technology extends far beyond its limits and becomes the result of the interaction of knowledge in related fields. The study of the dynamics of the conceptual structure of *der Fremde* lies at the intersection of linguistic, cognitive, and cultural studies, and also involves the knowledge of history, psychology, philosophy, legal terminology, and intercultural communication.

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Artistic creativity of Kazakhstani transnational writers of the “new cultural wave” in the scope of reader's reception

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Many ethnic groups and diasporas coexist in Kazakhstan, which intersected in the true epicenter of the transnational culture of historical decades. In this polyphonic, multilingual and unified cultural space, a certain niche is occupied by Russian-speaking writers, Kazakhs by origin. Kazakh Russian-language today is a literary trend that has more than half a century of history. The co-existence of authors in the artistic space of the Russian language is evidenced by the work of famous Kazakh Russian-language prose writers B. Momyshuly, O.O. Suleimenov, S.K. Sanbaev, A.T. Alimzhanov, and others who entered the Russian "literary arena" in the 1960s and 70s of the last century. We are seeing the same transnational trends in contemporary literature in the Russian language. Today, it is important for modern writers of the Republic to understand the fact that the literary process of sovereign Kazakhstan continues the never-ending dialogue of cultures on a new level. In this regard, we quote the opinion of the Russian scientist U.M. Bakhtikireeva: “The ability to find an adequate way to describe in the language of another culture is a skill that is not acquired by reading grammars. It arises only as a result of the writer's equivalent assimilation of language culture and experience of classical (in this case) Russian culture”.

The work of the Russian-language literature representatives of Kazakhstan during the independence period is of a great interest to us. During the period of independence, an in-depth analysis of works is increasingly taking place, which shows the evolutionary nature of the foreign reception process. Although, a foreign perception of Kazakh literature sometimes still has a descriptive character, in-depth analysis still prevails.

Kazakh literature is going through a new stage of its development. The works of T. Abdibekov, T. Asemkulov, D. Nakipov, D. Amantay, A. Mekebayev and other authors of the “new wave” expand the time and artistic range of modern prose. Different stylistic trends are intertwined, the search for an experiment with the word continues, and the nature of the subtext becomes more complex in the spirit of universal provisions for the information age about an “open world without borders”. Coexistence in a common cultural space with Russian writers is bearing fruit.

Representatives of the “new wave” in Kazakhstani literature are searching for new ideas, aesthetically self-sufficient forms and principles of narration. The author's intentions of the “new Kazakh works” representatives are aimed at establishing interaction, contact, and dialogue of various literary and cultural traditions. Transnational theory pays special attention to translation issues. Thus, the main feature of the stage of Kazakh literature foreign reception in the period of independence is the appearance of young people’s work translations in foreign countries, such as the collection of short stories “Flowers and books” by Didar Amantai, “Paper skin” by Aigerim Tazhi.

A valuable artistic phenomenon during the literature development is the stage of interdependence of the Kazakh and Russian literature and familiarization with European literary forms through Russian culture.

Thus, the research interest in Russian-language fiction, which combines two cultures, actively contributes to the formation of a vision of the literary process on the scale of world artistic traditions and trends.

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The main economic-commercial translation problems

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Abstract
Due to the development of international contacts at all levels and their increasing role, translation activities has expanded on a scale never seen before. Scientific and technological progress that covers all new areas of life, international cooperation in various fields, the expected demographic explosion, and other major phenomena of civilization lead to an unprecedented development of all kinds of contacts between countries and multilingual societies. Under these circumstances, the role of translation as a means of serving the economic, socio-political, scientific, cultural, aesthetic and other relations of peoples is expanding. Due to recent changes in the world, the economic topic has become one of the most popular both for specialists and for amateurs in the area of Finance, credit, money exchange and production. Economists, politicians and businessmen of almost all countries have combined efforts for establishing anti-crisis programs to settle the financial crisis.
A wide range of articles, reviews, analytical reports and the latest news on this topic are published in economic journals of all countries. People of all ages and professions actively discuss this news and express their attitude to it.
The relevance of our research issue lies in the fact that the theory of special economic translation, despite the interest over recent years, remains poorly researched.
The practical significance of the work is the possible use of the research results in translating economic articles from English into Russian.

The purpose of our work is to define the linguistic features of translation of economic texts from English into Russian.
To achieve this goal, we set the following tasks:
• to study and analyse English economic articles;
• to identify the linguistic features that are typical for English-language economic texts, emphasize the points that deserve consideration when translating.

Lexical item-based translation

Some characteristic linguistic properties can be identified in the specific texts which have a significant impact on a process and a result of a translation. These are lexico-grammatical features of economic - commercial material that play a significant role in economic substance texts. First and foremost, it is a terminology and specific vocabulary (17).

Translation of terms and subject-specific vocabulary

In modern science, a definition of a term is formulated in the following way: a term is a non-emotive word or word combination, conveying a meaning of a concept in one or another field of science or technical field or concepts, denoting particular objects and notions, which are used by specialists in different fields of science. Terminology expresses a content of a subject more precisely and provides a proper understanding of the substance of the matter. Terms has a main semantic load in the literature next to common-literary words and functional words (17).

Technical vocabulary generally refers to words and phrases that are used and known mainly in a specific profession, trade or, for simplicity purposes, subject area. Because of its subject-specific nature, technical vocabulary varies significantly from one subject area to another. Furthermore, technical words are ubiquitous and highly frequent in professional language. As such, technical vocabulary constitutes a very important and required knowledge for those who work directly or indirectly in a subject area as well as for students studying the subject. The following critical issues related to technical vocabulary will be addressed: its definition, its identification, its role and importance in language use and learning, strategies and methods for learning and teaching technical vocabulary. However, the issue of the identification of technical vocabulary will be explored in much greater length due to its central importance in the study of technical vocabulary and its technical complexity. Technical vocabulary seems to be a straightforward term referring to lexical items used with specialized meanings in a subject known mainly to a particular community of users. Yet, a close examination of the research on the topic reveals a lack of true consensus on not only how to define but also how label technical vocabulary. Regarding its labels, technical vocabulary has been referred to variously as “discipline specific vocabulary”, “domain-specific glossaries”, “technical/ scientific terms, “specialised lexis”, “specialized vocabulary”, “terminological words, terms or simply “terminology” and “terminological units (20).

However, more recently “technical vocabulary” has become an established term in applied linguistics to refer to a specific category of specialized words different from academic vocabulary, another group of specialized words (21). As for the variations in the definition of technical vocabulary, first, there appear to be two views on the scope of subject areas that may be considered technical: a broader view and a narrower view. The broader view holds that technical words may occur in any subject and they include words of various types, ranging from those that are used almost exclusively in a subject area (e.g., arthrodesis and laparoscopy in surgery medicine) to those that boast a high-frequency in general language but are used with a subject-specific meaning (e.g., balance and interest in banking business) or are important concepts in a subject without a separate subject-specific meaning (e.g., neck and nose in anatomy. In short, in this broader view, “Technical vocabulary is subject related, occurs in a specialist domain, and is part of a system of subject knowledge” (21).

There are special terms in the science of economics, like in other fields of science. Basically terms are monosemantic, but it is more common when a term has several meanings. For instance, a term “economics” has the following meanings: 1. A science (political economy); 2. Economy (national economy); 3. Financial savings.

Let’s explore some term translations in articles learnt. “The announcement came after Chinese leaders met to create a five-year development plan for the state-directed *economy*”. “China’s Five-Year Plans, issued since the 1950s, are made to guide the rules and *industry* goals for the country’s *economy* in coming years. The Communist Party still heavily influences China’s *economy*, even after 40 years of policies aimed at making the system more market-driven”. “Carmakers from the United States and other countries are thinking about ways to manufacture and improve a technology called an e-axle or e-drive. This technology is fast becoming an area of competition in the automobile *industry*”. (27) “Japan's *manufacturing output* has fallen for the fifth straight month in February, official figures show”. (28) “Cuba reduced public transport and cut *industrial production* this month to save energy so it can provide oil for hospitals and food distribution programs”. (29) “To deal with the problem, Japan’s *Ministry of Economy, Trade and Industry* launched a program to support safety technologies. The program provides a logo that manufacturers can use to identify cars with the new safety aids” (30). “*Separate industry data* showed that *car production* in Japan dropped 56.2% last month from a year ago” (27). “Baca said that beginning next year, many countries will not accept U.S. waste *exports* because of a new international agreement”. (28) “Japan, which relies heavily on *exports*, has been hit as the *global downturn* has sapped *demand* for its goods”. (28) Separately, Japan's Finance Minister Kaoru Yosano said that Japan was prepared to implement an *economic stimulus package* that would "far exceed" 2% of its *gross domestic product*. (29) “The 2% target was set out by the *International Monetary Fund* (IMF) as a guide for the minimum that nations should inject into their economies to revive *economic growth*”. (32) “The Japan *Automobile Manufacturers Association* said that automobile production in February dropped to 481,396 vehicles, also down for the fifth month" (31).

In these examples you can see a large amount of economic terminology and subject-specific vocabulary. While translating from English into Russian, you can find Russian equivalents of the following economic terms. They are: *economy* – "экономика"; *industry* – "промышленность"; *manufacturing output* – "объемы промышленного производства"; *industrial production* – "промышленное производство"; *Ministry of Economy, Trade and Industry* – "министр экономики, торговли и промышленности"; *separate industry data* – "отдельные данные по отраслям промышленности"; *car production* - машинное производство; *exports* - статьи экспорта; *global downturn* –"глобальный экономический спад"; *demand* - "спрос"; *gross domestic product* – "внутренний валовой продукт"; *Automobile manufacturers Association* –"ассоциация производителей автомобилей"; *International Monetary Fund* – "Международный валютный фонд"; *economic growth* – "экономический рост".

The translation of other expressions depends on the context: *official figures* - официальные данные; "*…but rebounded from January's record 10.2% plunge"* - по сравнению с рекордным снижением на 10,2 % в январе. According to a dictionary ABBY LINGUO, the primary meaning of the term "plunge" is "submersion, diving", but it can also be translated as "reduction, abatement, decrease" where the context so admits; "*economic stimulus package"* – "экономический стимулирующий пакет"; "*far exceed" 2%* - "больше, чем 2%" (the primary meaning of the word "far" is "remote" , the word "exceed" means " outperform, overpass"); "*inject into their economies*" – "направить в свою экономику" (the main meaning of the word "inject" – is " to syringe, diffuse"); "*economy will contract by 5.8%*" – "экономика сократится на 5,8%" (the primary meaning of the word "contract" is "to sign an agreement", "to get into", "to assume").

Thus, the above-mentioned words demonstrate both polysemanticism, ambiguity of terms and dependence of the meaning on the context. So, while matching words at translation, we choose an appropriate meaning for a context.

A wide range of lexical and lexical-semantic meaning-changing transformations are available for the right translation.

Basing on the research performed, the review concluded that a large number of terms and subject-specific vocabulary represent a linguistic calque, i.e. reproduction of combinative, not sound, composition of a word or a word combination. That means that component parts (morphemes) and phrases are translated by using relevant components of the target language (11) For instance: *economic growth* – "экономический рост"; *global downturn* – "глобальный экономический спад"; *industrial production* – "промышленное производство"; *gross domestic product* – "внутренний валовой продукт" etc.

Rendition (transcription) is also used in translation: "export" – "экспорт", "import" – импорт; "outsourcing" – аутсорсинг; "marketing – маркетинг; "merchandiser" – мерчендайзер; "know-how" – "ноу-хау"; "depositor" – "депозитор"; "engineering" – "инжиниринг"; "clearing" – "клиринг"; "management" – "менеджмент"; "tariff – "тариф"; "sponsor" – "спонсор"; "pool" – "пул" (соглашение картельного типа между конкурентами); "facsimile" – "факсимиле".

Transcription is also used in translation of proper nouns and other names: "The Daily Telegraph" — "Дейли телеграф"; "The Daily Mail" — "Дейли мейл"; "The Electrical Engineering" — "Электрикал энджиниринг"; "Wall Street Journal" – "Уолл-стрит джорнал"; "General Motors Corporation" — "Дженерал моторз корпорейшен".

Generalisation, i.e. meaning extension of a linguistic unit is very rare in the economic-commercial translation. The aim of economic texts is to provide concrete and specific information. (4)

Substantiation, i.e. narrowing of initial values are also common for commercial texts: the term "manufacturing output" means not only volumes of manufacture, but “industrial production”.

Antonymous translation may be employed i.e. substitution of an affirmative construction into a negative one and vice versa (4): “It's coming, whatever governments do; but they can make it better or worse”. – “Это грядет, что бы правительства не предпринимали, но они могут повернуть ситуацию в лучшую или в худшую сторону”. (26)

The following devices are also popular: a supplement, a deletion, a metonymic translation, amends, narrative translation.

The translation of common lexis

In line with terms and subject specific vocabulary, common lexis can also be found in economic articles. The following considerations should be taken into account in this case: the translation of common lexis (work, company, office) does not pose any problems. Other cases for translation can be divided into the following groups (18):

1.Words with meanings, different from general usage. For instance, a verb “*to offer*” is used to mean “to resist” in techno-economic texts, not “to propose or suggest”; a verb “*to attack*” means “to face challenges” in this case, not “ to assault”; a verb “*to happen*” has the meaning “to prove to be” (not “to take place”); a verb “ *to run*” means “to govern, to control”. For instance: “Our company has had to change the way we do business,” Shamus said... in shopping centers, so in a way, we *run* it like a retail business…” said Zawadi Bryant, the company’s chief...” (31).

“If you have a sprinter’s mentality, you *attack* a problem with short, fast bursts of energy... You can do this because you know the project (or problem) will only last a short time...” (32)

A noun “state” has the meaning “a condition” not “a government, country”. [18] For example: “In February, the country declared a *state* of emergency over swarms of the... two offices in the U.N.’s Office for the Coordination of Humanitarian Affairs…” (29)

Co-significant words, such as for, as, since, after, before deserve special attention. A specific feature is that these words can function as different parts of speech and have different meanings within the same part of speech.

"For" can function as a preposition and a conjunction. As a preposition, it is translated as "для, в течение", as a conjunction – "так как". (19)

2. Words and word combinations, serving to express an author's attitude to the alleged facts or to clarify the facts. They are: "needless to say" – "не вызывает сомнения"; "unfortunately" – к сожалению; "strictly speaking" – "строго говоря"; "in a sense" – "в известном смысле"; "at most" – "в лучшем случае" etc. (18)

The number of bonds that a word can constitute is called the valence of a word.

A wide range of collocations, constituting unique micro-texts, can be identified in subject-specific vocabulary.

Here are some examples with a word "problem": basic (chief, main, essential, specific, difficult, complex, etc.) problem; This is a problem dealing (concerned) with (bearing on ..., relating to ...) computer science; The main aspects (the core, the essence) of the problem is the ... Основная (главная, существенная, определенная, трудная, сложная, и т.д.) проблема; Это - проблема, имеющая дело (заинтересованная) (опирающаяся ..., касаясь ...) информатика; главные аспекты (ядро, сущность) проблемы). (5)

3. It's necessary to note that there is a large group of words and terms called false cognates. They are: "data" – "данные", "decade" – "десятичный", "instance"- "экземпляр", "simulation" – "моделирование". Rendition results in distortion of the meaning of the translated words (24).

It's up to an interpreter to reveal the meaning of linguistic units and to get an overview of terminology, to carry out a structural, semantic and syntactic analyses of unknown terminological units, using appropriate reference manuals. (6)

The translation of abbreviations, acronyms, the names of organisations

Abbreviations and acronyms are typical for subject-specific texts, especially in economic texts and documents.

An abbreviation is a shortened version of a word or phrase. Shortened words or the so-called abbreviations represent a completely new type of word formation which entered into common use. Abbreviation serves as a way of nominations for the concepts, which were originally identified descriptively with the help of attributive word-combinations. Development of abbreviations is quite dynamic aspect of lexicalization. And it is needed to study it deeply. Abbreviations are most commonly formed by taking initial letters of multiword sequences to make up a new word. (23)

Acronyms are reductions, which are interpreted and pronounced as ordinary lexical units

An acronym is made from the initial letters or parts of a phrase or compound terms. In contrast to an abbreviation, it is usually referred to as a single word.

It is formed by means of portmanteau or syncopation of two words. (23)

The methods of interpreting abbreviations:

1)Translation of initial components of an abbreviation:

"*IMF - International Monetary Fund*" – "Международный валютный фонд". For example: "Egypt has asked the International Monetary Fund (IMF) for $8 billion in new loans this year". (34)

"*AIG − American International Group*" − Американская международная группа. For example: "The meeting was a bridge-building exercise by the Obama administration after coming under fire last week for allowing huge bonuses to be paid to *AIG* executives". (BBC NEWS, 20 March, 2009)

"ERP" – "Enterprise resource planning" − "корпоративная информационная система управления". For example: "It's only recently that computer hardware and software of the type needed to run enterprise resource planning (*ERP*) have become powerful enough to extend beyond the boundaries of a single firm". (33)

2) By means of transcription and rendition.

"*BBC*" is pronounced in many languages in the same way as in the English language.

"*UNESCO*" – "ЮНЕСКО"; "INTERPOL" – "ИНТЕРПОЛ" are also transliterated. For example: "*UNESCO* and ICOM say they will use this information to find ways to support institutions after life returns closer to normal".

3) Translation by means of reinterpretation of initial abbreviation.

"*SKU*" – "*stock-keeping unit*" – "единица учёта запасов, ассортиментная позиция". For example: "Capturing accurate, high-velocity information at the point of sale can replace the need to keep every SKU in inventory at every warehouse". (33)

SCM (*Supply chain management*) – "управление производственно-сбытовой деятельностью". For example: "*SCM* (*Supply chain management*) oversees the enterprise relationships in order to get the information necessary to run the business…" (33)

"SCOR" – "Supply Chain Operational Reference" − "Анализ преимуществ, проблем, возможностей, ресурсов". For example: "More recently, the Supply Chain Council established a long-term goal to benchmark cross-industry best practices based on a generally accepted *Supply Chain Operational Reference* (*SCOR*) model." (33)

It should be emphasized that an interpreter should look up a dictionary, a manual and Search Engine when translating.

Translation of grammatical structures

English texts on economic themes are full of grammatical features. A wide range of grammatical aspects are used more often in this style of speech thanin others. However, the use of words with specific lexical meanings is also typical for economic texts. (9)

Grammatical features

Definition of notions and description of real objects by means of denoting to their features are typical for English economic texts. It is supposed to use a wide range of simple two-member sentences with compound predicate, composed of a link verb and nominal predicate: "Profits is the revenue minus costs" – "Затраты вычтенные из дохода составляют прибыль". (29)

An adjective and a prepositional phrase are used as nominal predicates: "These materials are low-cost" – "Эти материалы по сниженной цене". (29)

Numerous attribute groups function as specific definitive: "separation payments" **– "**денежные выплаты при увольнении с работы", "service establishment" — предприятие сектора услуг (обслуживания)". (26)

Causative-consecutive conjunctions and structural constant in the beginning of a paragraph are characteristic of modern English economic texts. These words add logic to the text, linking its separate parts, and in some cases they are distinctive (have an emotional load). Conjunctions are used to highlight the most significant information, which must be reflected in the text. The following linking words are used more often: "firstly", "secondly", "still", "also", "consequently", "moreover", "nevertheless", "however", "yet", "likewise", etc. For example: "Moreover, Java's ability to work with different platforms is important in the fragmented cellular-phone market". – "Более того, способность языка программирования работать с различными платформами важна на фрагментированном рынке сотовых телефонов". (7)

"On the other hand, the share of investment in GDP increased slightly" – "С другой стороны, доля инвестиций в ВВП несколько увеличилась." (27)

Substitution of attributive clauses by post-position adjectives are also characteristic of economic texts: "… the materials available excellent properties never before attainable (материалы с доступными превосходными свойствами никогда прежде не достижимые)”; “all factors important in the evaluation of” (все факторы важны в оценке); “problems difficult with ordinary equipment” (проблемы с обычным оборудованием).

Forms of infinitive, functioning as attributes, have the same role in economic texts: “the properties to be expected” (свойства, которые ожидаются) (28).

The use of verbs in the Passive voice and in the Present Simple tense is also a specific feature: “… the problem is being aggravated…” – “…проблема с финансами еще больше обостряется в условиях…” a similar idea was included − аналогичная мысль звучала… (27). “The motives of invest and savings …… are defined both by the factors of microenvironment…” − “Поводы для вложения капитала и сбережений … определяются двумя факторами микросреды”.

In conclusion, we can state that we elaborated on the most common features when analysing economic texts from articles, news, economic overviews. Transposition, inversion, substitution of grammatical structures, substitution of different parts of speech, restructuring of a sentence are among the main grammatical features of economic texts.

Lexical particularities, characteristic for this type of texts, are specialised vocabulary, terms, buzzwords, common words with unusual meanings, characteristic of economic realm.

We concluded that difficulties arise when matching the appropriate meanings of words that is important for an adequate translation. It is necessary to take into consideration both grammar, lexical and stylistic features of economic texts.

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Функционально-семантические и этнокультурные характеристики карачаево-балкарских и башкирских заговоров от сглаза

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Аннотация

Статья посвящена рассмотрению заговоров от сглаза, отражающих важный сегмент карачаево-балкарской и башкирской национальных картин мира, в которых актуализированы архетипические представления этноса о недомоганиях/недугах,

связанных с указанным феноменом и средствах его исцеления. Выявляются и описываются наиболее релевантные лексико-семантические, структурные и этнокультурные характеристики корпусов заговоров от сглаза, зафиксированные у карачаево-балкарцев и башкир.
Ключевые слова: *карачаево-балкарский язык, башкирский язык, устное народное творчество, сглаз, заговоры, структура, семантика, этнокультурное значение.*

Заговорным текстам посвящена обширная литература. В современной филологической науке на материале фольклора тюркских и других народов освещены их различные аспекты, о чем свидетельствует ряд монографических и диссертационных исследований (Гильмутдинова 2004; Карабулатова, Бондарец 2005; Юдин 1992 и др.). Однако заговоры, связанные с недомоганиями, сопряженными с сглазом, все еще не нашли должного отражения в тюркологических исследованиях; сказанное относится и к исследованиям карачаево-балкарской и башкирской филологии. Заговоры обнаруживаются лишь в нескольких хрестоматийных работах, включающих в себя тексты устного народного творчества (Книга башкирских заговоров, 2006; Карачаево-балкарский фольклор, 1996, 62–67; Фольклор карачаевцев и балкарцев в записях и публикациях XIX – середины XX века, 2016, 469–475). В работах башкирских исследователей рассматриваемый феномен в определенной степени представлен в связи с изучением доисламских верований и обрядов (Сулейманова 2005), семейно-бытового обрядового фольклора (Султангареева 1998), традиционной этиологии (Хисамитдинова 2005). Защищена диссертация на соискание ученой степени кандидата филологических наук, посвященная языковым и стилистическим особенностям башкирских заговоров (Исхакова 2009).

Некоторые аспекты заговоров, в том числе и от сглаза, спорадически затронуты у карачаево-балкароведов. Так, известный фольклорист Х.Х. Малкондуев рассматривает их в рамках магической поэзии, которую интерпретирует как «особый песенно-стихотворный жанр» (Малкондуев, 1996, 15). М.Ч. Джуртубаев обращается к ним при изучении древних верований балкарцев и карачаевцев (Джуртубаев 1991, 15–17). Некоторые авторы выделяют в них универсальные архаичные рефлективные модели, релевантные для словесного творчества народов Северного Кавказа (Казиева и др., 2016). Имеет место исследование фоносемантических особенностей карачаево-балкарских и русских заговоров в сопоставительном аспекте (Казиева, 2009).

В работе предпринята попытка представить поливекторный контрастивный (сравнительный) анализ карачаево-балкарских и башкирских заговоров от сглаза с опорой на достижения современной тюркологии.

Известно, что лечением и исцелением больных у карачаево-балкарцев и башкир, как и у многих народов, традиционно занимались знахари и лекари, которые использовали различные магические приемы, что имеет непосредственное отношение и к сглазу. Одним из таких важных «исцеляющих» приемов считается *тюкюрген* (у карачаевцев и балкарцев), или *төкөрөү* (у башкир), букв. «плевание»; обусловлено традиционными представлениями народа о том, что причиной практически всех болезней считается сглаз. Его основными проявлениями считались боль в области головы, потеря аппетита, плач (у ребенка). Для избавления от них знахарями исполнялись такие действа, как дутье и окуривание (Карачаевцы. Балкарцы 2014, 667). Данные обряды носят универсальный характер и сопровождаются нашептыванием молитвы. Согласно воззрениям различных этносов, причина сглаза кроется в людях, имеющих «дурной глаз» (*Аны (аман) кёзю барды* (кар.-

балк.) «У него (дурной) глаз есть»; *Ҡаты күҙле кеше була* (башк.) «Бывает человек с сильным глазом»).

Понятие сглаз передается лексемой *кёз* (кар.-балк.) / *күҙ* (башк.), букв. «глаз», которая является облигаторным элементом фразеологических единиц типа *кёз тийди* (кар.-балк.) и *күҙ тейеү* (башк.) «подвергнуться сглазу (дурному глазу)», а также *кёз тийдириу* (кар.-балк.) күҙ тейҙереү (башк.) «подвергнуть сглазу».

В хрестоматийных работах, содержащих фольклорные тексты, заговоры в целом обозначаются следующими карачаево-балкарскими словами: *дууа* «дуа», *тилек* «просьба», *алгъыш* «благопожелание». У башкир же более употребительно дескриптивное слово с собирательным значением *им-том* «заклинание». Такого рода лексемы выступают как производящие составляющие для номинаций лиц, занимающихся исцелением от болезни, в том числе и от сглаза: *алгъышчы // алгъыш этиучю* «произносящий благопожелание (пожелание для избавления от болезни)», *им-томсы // им-том итеүсе* «знахарь, заклинатель болезней». Эти слова свидетельствует о достаточно глубоких корнях карачаево-балкарской народной медицинской терминологии, поскольку лексемы *алгъыш* и *им-том* сами по себе обозначают архаичные понятия.

Слова *кёз* и *күҙ* являются неотъемлемыми атрибутами карачаево-балкарского и башкирского речевого этикета, употребляясь в составе таких устойчивых выражений, как *Тюу машалла, кёз тиймесин!* (кар.-балк.) «Тьфу, чтоб не сглазить!»; *Ҡыҙың ҡалай матур, күҙ теймәһен!* (башк.) «Какая красивая у тебя дочь, чтоб не сглазить!». Подобные высказывания употребительны с целью избегания выражения чрезмерной любви и восхищения по отношению к чему-либо/кому-либо, особенно к ребенку, так как это может привести к сглазу, ср. паремию: *Сюйген кёз бек тиер* (кар.-балк.) «Любящий глаз сильнее сглазит».

В мире практически все может подвергаться сглазу. Однако из этого правила есть и исключения, о чем говорят следующие карачаево-балкарские паремические высказывания: *Алгъышлыгъа сёз тиймез, къаргъышлыгъа кёз тиймез* «Достойного похвалы хула не коснется, заслуживающего зложелания сглаз не возьмет»; *Къолан малгъа кёз тиймез* «Пестрой скотины сглаз не коснется».

Имеющийся фактологический материал дает возможность сделать вывод о том, что в карачаево-балкарском и башкирском этнокультурах тексты, связанные с сглазом, можно условно разделить на две большие группы:

а) тексты, ориентированные на репрезентацию конкретных действий, совершение которых необходимо для снятия сглаза;

б) тексты-заклинания, снимающие сглаз.

Первые имеют более широкую сферу применения и носят дидактический характер, т.е. в них наличествуют рекомендации для любого представителя этноса, чтобы тот не допустил сглаза по отношению к своим сородичам и к тому, что обеспечивает его жизнедеятельность, например, скот, урожай и т.п. Вторая группа текстов представляют собой непосредственно заклинания, произнесение которых способствует избавлению от различных недугов лиц уже подвергшихся сглазу. Можно говорить и о другой таксономии рассматриваемых текстов: а) заговоры и действа для детей; б) заговоры и действа для взрослых; в) заговоры и действа для различных аспектов традиционного хозяйствования и т.п.

В целом ряде текстов актуализируется то, что является средством для избавления от сглаза: *Юфкюрюу, юфкюрюлген туз бла сапын, суу чачдырыу сабийни кёзден сакълайдыла* (кар.-балк.) «Дутье (произнесение заговора и молитвы), продутые соль и мыло, обрызгивание водой спасают ребенка от сглаза*»; Өшкөрөү, өшкөртөлгән тоҙ, һабын, һыу менән йыуыу ҙа баланы күҙҙән коткарған* (башк.) «Нашептывание (заговора, молитвы), нашептанные соль, мыло, мытье водой тоже избавляют ребенка от сглаза». Подобные тексты представляют собой простые двусоставные синтаксические конструкции, осложненные однородными членами предложения, в данном случае однородными подлежащими.

У карачаево-балкарцев и башкир в значительной степени представлены тексты-превентивы, которые выражают рекомендации для того, чтобы не допустить сглаза по отношению к кому-либо: *Кёз тиймезге сабийни бёркюне жабышмакъ бутакъчыкъны такъгъандыла* (кар.-балк.) «Чтобы не сглазили, к шапке ребенка привязывали веточку боярышника»; *Күҙ теймәҫкә баланың тупыйына миләш ағасы тағып ҡуялар* (башк.) «Чтобы не сглазили, к шапке ребенка привязывали веточку рябины»; *Кёз тиймесин деп, сабийни боюнуна дууа такъгъандыла* (кар.-балк.) «Чтобы не допустить сглаза, на шею ребенка вешали дуа»; *Күҙ теймәһен тип, бала тупыйына ҡырҙағы ҡуяндың ҡолағын тегәләр ине* (башк.) «Чтобы не допустить сглаза, к шапке ребенка пришивали ухо дикого зайца»; *Кёз тиймез ючюн сабийни мангылайына къурум неда къазан къарасын жакъгъандыла* (кар.-балк.) «Чтобы не было сглаза, на лоб ребенка мазали сажу или копоть от казана»; *Күҙ теймәһен өсөн баланың маңлайына ҡором һөртәләр йә күмер һыҙалар* (башк.) «Чтобы не было сглаза, на лоб ребенка мазали сажу и проводили углем по лбу». Семантика превентива в таких текстах выражается фразеологизмом *кёз тиерге* «сглазить», ядерным конституентом которого является причастие будущего времени на -з. К нему присоединяются: маркер отрицания -ме, аффикс дательного падежа -ге, а также послелог *ючюн* со значением причины (*тиймезге – теймәҫкә, тиймез ючюн – теймәһен өсөн)*. В качестве варианта используется также императивный глагол с оптативным значением в сочетании с первичным деепричастием *деп – дип* (*тиймесин деп – теймәһен тип*).

Наличествуют тексты, репрезентирующие действа при наличии сглаза: *Кёз тийсе, дууа окъуп, сабийни бетин* *жууадыла* (кар.-балк.) «Если сглазило, прочитав молитву, моют лицо ребенку»; *Күҙ тейһә, ишек тотҡаларын сайып, тәҙрә быуын һөртөп, баланың битен йыуалар* (башк.) «Если сглазило, сполоснув ручки дверей, стерев оконный пот, моют лицо ребенку». Такие конструкции представляют собой сложноподчиненные предложения с придаточными условия, главная часть которых выражена обобщенно-личными конструкциями с семантикой действия. Придаточная же их часть состоит из вышеотмеченного фразеологизма со стержневым элементом в форме условного наклонения.

Носитель тюркской культуры, долгожитель, как правило, скрывал свой возраст, поскольку боялся сглаза, что нашло отражение в рассматриваемом пласте текстов: *Жылы келген адам, кёз тиймез ючюн, жыл санын букъдуруп болгъанды* (кар.-балк.) «Человек преклонного возраста, чтобы не быть подвергнутым сглазу, скрывал свой возраст»; *Оҙаҡ йәшәгән кеше күҙ теймәһен тип, йәшен йәшергән* (башк.) «Человек, проживший долгую жизнь, чтобы его не сглазили, скрывал свои годы». Для тюрков, как и для ряда народов, был присущ феномен сокрытия имени, возраста, что связано со стремлением древнего человека дистанцироваться от злых сил.

Рассмотренные карачаево-балкарские и башкирские заговорные тексты в структурном и семантическом отношении близки друг к другу и носят универсальный характер. Однако имеются и различия, которые касаются содержательного плана. Так, например, карачаевцы и балкарцы эффективным средством от сглаза считали молоко черной кобылицы: *Кёз тийгеннге къара байталны сютюн ичирирге керекди дегендиле, неда быстырдан бир журунчукъ алып, аны кюйдюрюп ийисгетгендиле, кёзню кетереди, деп ийнаннгандыла* «Говорили, что подвергнувшегося сглазу надо напоить молоком черной кобылицы или отрезать от материи лоскуток, сжечь и дать понюхать, верили, что это снимает сглаз».

Средствами от сглаза у башкир выступают хвост зайца, хвост гуся, осенняя трава и т.д.: *Күҙ теймәҫкә тип, бала* *тупыйына ҡортбаш бәйләйҙәр, ҡуян ҡойроғон да, суҡлап тәңкә лә тегәләр ине* «Чтобы не сглазить, к шапке ребенка привязывали ужовку (раковину), хвост зайца и подвеску денег пришивали»; *Күҙ теймәҫкә баланың тупыйына ҡаҙ ҡойроғондағы суҡты тегәләр ине* «Чтобы не сглазить, к шапке ребенка пришивали перья с хвоста гуся пучком»; *Күҙ үләнен яндыралар ҙа күҙ тейеп ауырыған кешене төтөнөндә тоталар* «Осеннюю траву поджигают и держат человека, больного от сглаза, в ее дыму» и др.

Небезынтересны непосредственно тексты-заклинания от сглаза. Они отмечены отличительными особенностями как в карачаево-балкарской, так и в башкирской этнокультурах. Ср. традиционный архетипический карачаево-балкарский заговор-заклинание: *Тейри! Тейриден тилегим: / Сабанчыла сары жауунну / Шишге чанчып шишлегинчин, / Эшекге мюйюз чыкъгъынчын, / Бууаз къатын кёкге басхыч салып чыкъгъынчы – / Аллай бирге кёз тиймейин турсун. // Акъ къой башы, къара къой башы, / Къалтырауукъ чёп башы, / Барындан да Тейри ахшы!* «Тенгри! Просьба к Тенгри: / Пока полеводы желтый дождь, / Нанизав на вертел, не поджарят, / У осла не вырастут рога, / Беременная женщина по лестнице не взберется на небо – / До тех пор пусть не сглазит. // Голова белой овцы, голова черной овцы, / Дрожащий стебелек, / Тенгри всех лучше». Подобные заговоры имеют следующую структурированную модель: обращение с просьбой к Тенгри – называние бесперспективных ирреальных событий – перечисление объектов окружающей действительности – восхваление Тенгри.

В карачаево-балкарских заговорах имеет место и противопоставление, благодаря чему лицо, подвергшееся сглазу, может самоизлечиться, имплицитно отсылая его к другому лицу: *Кёз менде жокъ – Дебеу улунда, Кёз менде жокъ – Дебеу къызында* «Сглаза у меня нет – у сына Дебеу, Сглаза у меня нет – у дочери Дебеу».

Специфика башкирских заговоров видна из текстов типа *Кемдең күҙе тейгән балаға? // Кем уйнатҡан баланы? // Ай ҡайтты, көн ҡайтты, // Күҙ эйәһе, һин дә ҡайт* «Чей сглаз тронул ребенка? // Кто с ребенком игрался? // Луна вернулась, солнце вернулось, / Хозяин сглаза, ты тоже возвращайся». В таких заклинаниях актуализируются: а) выявление виновника сглаза; б) вера в возвращение сглаза в «свои покои» по аналогии с восходом и заходом небесных светил; в) изгнание сглаза.

В заговорах активно используются так называемые «формулы невозможного», которые признаются фольклорными поэтическими универсалиями. Правда, они нами не обнаружены в башкирских заговорах от сглаза, что объясняется их более прагматической направленностью. В карачаево-балкарских же заговорах они наличествуют и обычно репрезентируются глагольными оборотами со стержневыми конституентами, выраженными вторичными деепричастиями на *-гъынчы/-гинчи: Къаурадан басхыч этип, кёкге миннгинчи – / Кёз тиймесин! // Арпа элек бла суу келтиргинчи – / Кёз тиймесин! // Тюпсюз челек бла суу келтиргинчи – / Кёз тиймесин!* «Пока, соорудив из сухостойной травы лестницу, не взберусь на небо – / Сглазу не подвергайся! // Пока не принесу воды в ячменном сите – / Сглазу не подвергайся! // Пока не принесу воды в ведре без дна – / Сглазу не подвергайся!». Представленные формулы связаны с такой темой, как «нарушение естественного порядка вещей и законов природы» (Агапкина 2010, 173).

В рамках данной работы релевантно и обращение к особенностям языка рассматриваемого жанра фольклора. В нем значительными функциональными характеристиками отмечены субстантивы и субстантивные дескрипции, обозначающие средства, используемые в народной медицине от сглаза. Приведем карачаево-балкарские примеры: артиш «можжевельник», билезик «браслет», бояу «краска», халы «нить, нитка», жабышмакъ «боярышник», жюзюк «кольцо», кёмюр «уголь», къайын «береза», къурум «сажа», къол жаулукъ «носовой платок», туз «соль», тюйме «женское нагрудное украшение», тютюн «дым», сапын «мыло», суу «вода», сыргъа «серьга» и т.п. При определенной корреляции башкирский пласт подобной лексики превалирует: артыш «можжевельник», беләҙек «браслет», буяу «краска», еп «нить, нитка», йөҙөк «кольцо», күҙ үләне «осенняя трава», күлдәк «рубашка», күмер «уголь», кәшәмир «кашемир», ҡаҙ ҡойроҡ «гусиный хвост», ҡайын «береза», ҡором «сажа», ҡортбаш «ужовка (раковина, которая употреблялась для украшения одежды)», ҡулъяулыҡ «носовой платок», ҡуян ҡойроҡ «заячий хвост», ҡуян ҡолаҡ «заячье ухо», миләш «рябина», мәшкә «башмак», тоҙ «соль», муйынсаҡ // әмәйҙек // яға «женское нагрудное украшение (с монетами, бусами, подвесками, надеваемое на шею)», сәсбау «косоплетка, накосник», сәскә «цветок», төтөн «дым», тәҙрә быуы «оконный пот», тәңкә «монета (серебряная)», һабын «мыло», һыу «вода», һырға «серьга», әмәйлек «неширокий женский нагрудник, украшенный серебряными монетами, драгоценными камнями, кораллом, надеваемый наискосок через плечо» и др.

В заговорах, хоть и немного, наличествуют лексические образные средства. Среди них можно выделить эпитеты, например, адъективы цвета, которые сочетаются с соматизмом глаз: *Къара, кёк, ала кёзден да кери эт* (кар.-балк.) «Держи подальше от черного, голубого и светлого глаза»; *Хара күҙҙән, ҡуңыр күҙҙән, зәңгәр күҙҙән һаҡла* (башк.) «От черного глаза, от карего глаза, от голубого глаза спаси». Любой цвет глаз в заговорах воспринимается как причина сглаза, поэтому данные адъективы употребляются со значением негации.

Необходимо обратить внимание и на олицетворение: *Жел келеди, жел келеди! // Жел атына минип, // Жел къамичисин алып. // Кесеу – кёзге, кёз – кесеуге! // Ол кимни кёзю эсе да, // Анга тийсин!* (кар.-балк.) «Ветер идет, ветер идет! // Сев на ветряного коня, // Кнут-ветер взяв. // Головня – глазу, глаз – головне! // Чей этот сглаз, // Того пусть и трогает!». В данном отрывке текста ветер наделен человеческими качествами. С другой стороны, можно говорить о том, что для изгнания сглаза знахарь пугает его силой природной стихии.

Из компаративных языковых единиц, относящихся к образным средствам, в карачаево-балкарских заговорах больше представлены восклицательные сравнительно-различительные конструкции, отражающие предпочтения носителей языка. Причем верховное божество Тенгри, которое всего превыше, сравнивается с объектами окружающей действительности, которые важны для жизнедеятельности этноса (домашние животные, растительный мир, мифотопонимы и др.): *Акъ къой башы, къара къой башы, // Къалтырауукъ чёп башы, // Барындан да Тейри ахшы! // Андыз чапыракъ, // Бусакъ къаура. // Иришки, Хумашки, Хашки, // Барындан да Тейри ахшы!* «Голова белой овцы, глова черной овцы, // Трясущийся стебелек, // Всех лучше Тенгри! // Девясила лист, // Осина сухостойная, // Иришки, Хумашки, Хашки, // Всех лучше Тенгри!».

Неотъемлемым элементом заговоров от сглаза выступают императивно-оптативные конструкции, совпадающие по форме с так называемыми классическими благопожеланиями, смысл которых заключается в обозначении процесса изгнания сглаза из тела человека: *Мындан сора аман кёз тиймесин, // Кёз Тейринг сени сакъласын! // Уф-уф-уф! // Бу уфу бла, уфу болуп, // Учхун болуп уфлансын! (кар.-балк.)* «В дальнейшем пусть дурной глаз не трогает, // Очей твоих Тенгри пусть тебя бережет! // Уф-уф-уф! // С этим уф, став уф, // Искрой пусть (сглаз) улетучится!»; *Ҡара кешенең ҡара күҙе теймәһен, // Ҡоңғор кешенең ҡоңғор күҙе теймәһен. // Ай ҡайтһын, көн ҡайтһын, // Ошо балаға күҙ тейгән, // Һурыҡ-һурыҡ-һурыҡһын* (башк.) «Черного человека черный глаз пусть не трогает, // Бурого человека карий глаз пусть не трогает. // Луна пусть вернется, солнце пусть вернется, // Этого ребенка сглазивший, // Сохнет-сохнет-отсохнет».

С течением времени заговоры от сглаза, как и другие жанры фольклора, подвергались трансформации, о чем свидетельствуют, например, вкрапления в их тексты лексики, связанной с исламской религией: *Мараучу, кёз тийгенди, ёлтюралмайма алгъынча деп, гурушха этсе, молладан дууа алып, дууа суу этип, аны ушкогуну быргъысына чачханды: «Аллах, манга заран жетдиргенни къурама, атханымы (жаныуарланы, кийиклени) къаны былай тёгюлсюн», – деп* (кар.-балк.) «Охотник если сомневается, что не может стрелять в дичь, как раньше, берет у муллы амулет, готовит амулетовую воду, брызгает в ствол ружья и говорит: “Аллах, не помогай тому, кто мне наносит вред, в кого (в животных, дичь) я буду стрелять, у того пусть кровь так брызнет”»; *Күҙ тейһә, ишек тотҡаларын бисмилләһир-рахмәнир-рахим, тип һыу менән сайҡатаһың да усыңа, маңлайыңа, ҡолаҡ арттарыңа һөртәһең* (башк.) «Если сглазило, сказав “бисмилляхи-рахмани-рахим”, ополаскиваешь дверные ручки и протираешь ладони, лоб и за ушами».

На современном этапе носители языка обычно для снятия сглаза употребляют коранические тексты, что связано с изменением религиозной парадигмы. Предпочтительны такие суры, как «Аль-Фатиха» (3 раза), «Аль-Ихляс» (7 раз), «Аль-Фалякъ» (1 раз). Приведем их:

Сура 1 АЛЬ ФАТИХА (Открывающая Книгу)
Бисмилляхи рахманир рахим
Альхамду лилля̓хи раббиль гъа̓лямин
Ар-рахманир-рахим
Ма̓лики йауми дди̓н
Ийака на̓гъбуду уа ийака настагъЫ̓ин
Ихдина ссыра̓таль мустакъы̓м
Сыра̓таль лязи̓на ана̓мта гъале̓йхи
Гъе̓йриль магъду̓би гъале̓йхим

Уа ля дда̕ллин. Ами́нь.
Во имя Аллаха, Милостивого, Милосердного!
Хвала Аллаху, Господу миров,
Милостивому, Милосердному,
Властелину Дня воздаяния!
Тебе одному мы поклоняемся и Тебя одного молим о помощи.
Веди нас прямым путем,
путем тех, кого Ты облагодетельствовал, не тех, на кого пал гнев, и не заблудших.
Сура 112 АЛЬ ИХЛЯС (Очищение (веры))
Бисмилляхи рахманир рахим
Куль хууа Аллаху ахад
Аллаху са́мад
Лям я́лид уа лям ю́ляд
Уа лям я́кун ля́ху ку́фуан ахад.
Во имя Аллаха Милостивого, Милосердного!
Скажи: «Он – Аллах – един,
Аллах **вечный**;
не родил и не был рожден,
и не был Ему равным ни один!»
Сура 113 АЛЬ ФАЛЯКЪ (Рассвет)
Бисмилляхи рахманир рахим
Къуль агъу́зу бира́ббиль фа́лякъ
Мин ша́ррри маа ха́лякъ
Уа мин ша́рри гъа́сикъин иза уа́къаб,
Уа мин ша́ррин нафа́сати филь ху́къад
Уа мин ша́рри ха́сидин и́за ха́сад.
Во имя Аллаха Милостивого, Милосердного!
Скажи: «Прибегаю к защите Господа рассвета
от зла того, что Он сотворил,
от зла мрака, когда он наступает,
от зла колдуний, дующих на узлы,
от зла завистника, когда он завидует».

Таким образом, рассмотренный фактологический материал позволяет сделать вывод о том, что заговоры от сглаза представляют собой закрытую систему, не подвергающуюся кардинальным видоизменениям. Исключение составляют заговоры от сглаза, языческий текст которых при принятии ислама заменился кораническим, хотя имеет место и комплексное их употребление.

В доисламских текстах обнаруживается репрезентация конкретных действий, совершение которых необходимо для снятия сглаза. С другой стороны, можно говорить о текстах-заклинаниях, снимающих сглаз. Содержание их дает возможность говорить о наличии заговоров и действ для детей и взрослых, а также для различных аспектов традиционного хозяйствования.

В заговорах от сглаза наблюдаются как общие, так и специфичные для карачаево-балкарской и башкирской этнокультур черты, что отражается в первую очередь в их лексическом составе и содержательной структуре.

Тексты собственно заговоров в настоящее время носят пассивный архаичный характер. Они представляют собой ритмически и тематически организованные глагольные построения с превалированием побудительных конструкций, характеризующихся императивно-оптативной семантикой.

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Towards a Multimodal Description of the Russian-Polish Lexical Parallels

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The formal lexical similarity in two or more compared languages evokes certain semantic analogies (Braun, Schaeder, Volmert 2003; Koessler & Derocquigny 1931: 235-236; Lipczuk 1992: 135-143; Wojan 2017: 41-70; Малаховский 1990; Tokarz 1998; Kusal 2003, Kaliszan 1997, 2015, 2017 et al). The formal compatibility (congruence) is understood broadly. It means the phonetic and/or graphic correlation of the compared languages. Phonetic and/or graphic symmetries can also be semantic, e.g. the Russian word *сок* (‘juice’) and Polish *sok* (‘juice’) are identical not only phonetically, but also in meaning. However, the Russian lexeme *дыня* ('melon') and Polish *dynia* ('pumpkin') are not semantically parallel. Thus, wrong decisions made in the process of translation and interpersonal communication may lead to misunderstandings which – as Christoph Schatte emphasises – create new communication barriers (cf. Schatte 1990: 93). These formally (graphically and/or phonetically) similar lexical units of two languages with full/partial correspondence of meanings or full semantic dissimilarity we call *lexical parallels* (Дубичинский, Ройтер 2015; Дубичинский, Ройтер 2017; Dubichynskyi, Reuther 2017; Дубичинский 2017; Kozdra, Dubichynskyi 2019).

The theory of lexical parallels does not seem to reach its full potential in practice due to numerous reasons that have not been adequately addressed. Therefore, an attempt to outline the multimodal description of the Russian-Polish lexical parallels has been presented in this paper. This innovative approach to the description of lexical parallels is able to solve the main problem, i.e. a more accurate and more understandable way of semantisation. The multimodal description of these lexical parallels encompasses the use of a multimodal definition. The multimodal definition differs from the traditional taxonomic, *genus-differentia* definition that is used in Russian and Polish dictionaries most frequently. In these dictionaries entries are textual and scientistic in nature, i.e. dictionaries' editors refer to scientific knowledge in constructing definitions. In such definitions, the *definiendum* is subject to scientific categorisation, and the *definiens* is limited to necessary and sufficient features. The multimodal definition involves connotational features, socially and culturally-entrenched, fixed and expressed discursively in oral/ written texts and images. Therefore, multimodal semantisation (the use of different semiotic channels) and corpus-driven illustrative examples should be included in the lexicographic description. Multimodality is understood as a set of means of transmitting communicative intentions using different semiotic modes: verbal and non-verbal. Meanings, as Carey Jewitt and Gunther Kress emphasise, are made, distributed, received, interpreted and remade not only through language but at the same time in interpretation through many representational and communicative modes (Jewitt & Kress 2003; Kress & van Leeuwen 2001; Royce 2007; Yen-Liang 2017). Modes are ways of representing information or the semiotic channels we use to compose a text (Kress & van Leeuwen 2010). Based on the above statements, a *trichotomy of multimodal defining* has been proposed: a verbal definition, an audio component and a visual module. Therefore, the multimodal description is an act of meaning explanation of a word or phrase with multimodal channels for achieving a better defining effect than language does alone (Lew 2010: 290–306). The multimodal description of the Russian-Polish lexical parallels allows not only to compare lexemes, but also the concepts behind them, linguistic worldviews, different ways of axiological conceptualisation, different tradition, customs and cultural artifacts. Thanks to the multimodal description of the Russian-Polish lexical parallels, it is possible to compare lexical units in terms of cultural differences. This is particularly important in the case of partial lexical parallels that contain *idiosemems* – meanings that reflect the cultural specificity.

The lexical parallels pose a great challenge for students learning a foreign language as they can cause false analogies and communication failures. Thus, the application of this description in a learner's lexicography will enable the construction of a user-friendly dictionary. Such a dictionary, supplemented with illustrative material in the form of illustrative phrases, collocations, will be able to function as an *active dictionary*, allowing not only to understand the meaning of the lexeme but also to apply it in communication. Thus, it will correspond to two types of skills important from the point of view of language acquisition – receptive skills and productive skills. Therefore, the proposed multimodal way of describing these units can be used to overcome linguistic interference and for better acquisition of a foreign language. The inclusion of multimodal information in the lexical description seems to be particularly important in bilingual and pedagogical dictionaries which confront not only two lexical systems but also two different cultures. The act of *three-modal defining* of the lexical meanings makes it possible to achieve the best effect in the process of learning a language. From a cognitive perspective, the non-verbal component can shorten the distance between the verbal definition and the defined word or phrase (Xiqin Liu 2015: 210-232). Different modes evoke many different emotions which are important in the process of learning a foreign language, especially in the process of memorising new structures (Sprenger 2005).

In conclusion, the structure of a dictionary entry, based on the multimodal model of describing the Russian-Polish lexical parallels, should contain the following elements:

1) an entry (heading) in Russian and its equivalent in Polish;

2) short grammatical information;

3) a multimodal definition of an entry in Russian and Polish (textual, audial and visual components);

4) illustrative material (examples of the use of all meanings of a given entry);

5) stylistic qualifiers (labels).

The following example is a proposed dictionary entry of the false Russian-Polish lexical parallel (with no common meanings) СЫРНИК (≈ ‘cottage-cheese pancake’) – SERNIK (‘cheesecake’) created with the use of multimodal description:

Picture 1. A dictionary entry СЫРНИК[29] – SERNIK[30].

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[29] Photo © https://dom-pchel.ru/recepty/syrniki-iz-tvoroga-recept-pyshnyx-kak-v-sadike-6-luchshix-receptov/.

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Creolized Text as an Object of Linguistic Research

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The object of the semantic perception of a creolized text research is a process of semantic perception of a creolized text which makes it possible to establish the dependence of the content formed by the subjects of perception in their minds on the structure of the object of perception: the image and the text describing this image. The process of analyzing the semantic perception of a creolized text is a very complex object of cognition, it includes “the subject of the semantic perception of a creolized text”, “the process of semantic perception of a creolized text”, “the result of the semantic perception of a creolized text as a mental formation in the recipient's mind” and a researcher who studies the “subject cognition of the semantic perception of the creolized text.”

The subject of the process of semantic perception of a creolized text is a person who has a body equipped with receptors, which in response to stimuli of the external environment allows him to form images of consciousness of visual and auditory psychic modalities that create the so-called sensory mass, which by perceptual standards - images of memory - gives the ability to build an image of semantic perception of a creolized text.

S.E. Polyakov writes: “In physical reality there is something transcendental and incomprehensible to us. It interacts with our body, and in our consciousness there is a representation of the interaction result which we take for this “something” itself. Representation does not “refute”, does not “copy” this “something”, but only correlates with it in a complex and incomprehensible way. And this representation is for us an “object”, a “thing” (Polyakov, 2011: 152).

Consequently, the image of the perceived object of reality is the reality around us, but reflected in our consciousness which is the only thing that allows us to judge the real world in which we live.

As a researcher, we can judge the process of semantic perception of a creolized text only by the results of this semantic perception of a creolized text which are described in a psychosemantic experiment with questionnaires filled in by subjects, who recorded the results of their semantic perception of a creolized text in the form of answers to the questionnaire. Consequently, we study the process of semantic perception of a creolized text indirectly, not directly, but indirectly in the course of analyzing the results of this perception. This is not surprising, since the external behavior of the subjects perceiving the creolized text provides few reasons for observing and fixing its parameters, and therefore the internal thought process is available for analysis only by its internal results which the subjects make available for analysis by fixing their reflection of internal images of their consciousness in questionnaires.

The analysis results of the semantic perception of a creolized text exist for the subject of this perception only in an internal form, accessible to the subject himself exclusively in introspection. An analyst who studies the process of semantic perception of a creolized text can gain access to someone else's consciousness only if the subject of this alien consciousness can present the results of his semantic perception of a creolized text in an external form.

The results of the semantic perception of the creolized text by different subjects are naturally variable, since they depend on the differences in the apperting mass of each subject. In order to obtain the introspection results that can be compared, the subjects fix the results of their semantic perception of the creolized text in the form of answers to the questions of a template questionnaire which makes it possible to identify certain patterns of the process that took place in the internal form and partly in a form that is obviously not reflected by the subject of semantic perception.

The subject of cognition of the semantic perception process of a creolized text is a researcher who studies the patterns of semantic perception of a creolized text on the basis of the very semantic perception of a creolized text, in Russian culture, by bearers of Russian culture and the Russian language, at the end of the twenties of the third millennium. The activity of a modern subject of scientific knowledge is described with categories: theory, method, fact, justification, picture of the world, and the like (Stepin, 2000: 632).

At the present stage of the development of science, three strategies of scientific research are distinguished, that correlate them with three types of scientific rationality: classical, non-classical and post-non-classical rationality.

V.S. Stepin gives the following definition to these three types of scientific rationality:

"The classical type of scientific rationality focuses on the object, seeks to eliminate everything that relates to the subject, the means and operations of his activity in theoretical explanation and description. Such elimination is considered as a necessary

condition for obtaining objectively true knowledge about the world" (Stepin, 2000: 633)

"The non-classical type of scientific rationality takes into account the relationship between knowledge about an object and the nature of the means and operations of activity. Explication of these connections is considered as conditions for an objectively true description and explanation of the world." (Stepin, 2000: 634).

"The post-nonclassical type of scientific rationality expands the field of reflection on activity. It takes into account the correlation of the knowledge gained about the object not only with the characteristics of the means and operations of the activity, but also with the value-target structures. Moreover, the connection between intrascientific goals and extrascientific ones, social values and goals is explicated." (Stepin, 2000: 635).

Summarizing the description of all types of scientific rationality, V.S. Stepin concludes that for the post-nonclassical type of scientific rationality it is characteristic that "the person himself is included as a special component" (Stepin, 2000: 636).

Probably, the main characteristic of the study of the semantic perception of creolized texts, which makes it possible to classify it as a post-nonclassical type of scientific rationality, is the conclusion that creolized texts are widespread in the practice of modern media, which are widely spread in them.

Thus, we are faced with the question of defining the body of scientific knowledge, hypotheses and verified theories that can be used to study our object area.

Our object domain is a complex object - a creolized text involved in the process of semantic perception and, therefore, we shall explain:

1. the process of human perception of the objective reality;

2. the relation of the image and the verbal text to reality reflected in the subjective reality of the cognizing person, that is, reflected in his mind;

3. the specifics of modeling in the external form of the same reality with the help of a) linguistic signs, b) iconic signs;

4. the process of contamination of images of consciousness formed during the perception of a speech utterance and an image that duplicates speech utterances.

The process of a person's perception of objective reality is studied in the psychology of perception, where perceptual and cognitive actions are distinguished [Zaporozhets, 1986, p. 131]

“Perceptual action is characterized by the allocation of features in an object that serve as elements when establishing connections and relationships when creating a holistic image. When the image is formed, it is possible to perform an identifying action, which is already based on the selection in the object of only individual (distinctive) features that allow it to be attributed to the appropriate class. It is important that in the first case, the process of identifying features is largely determined by the characteristics of the object, while the identification actions in the object use features that are significant from the point of view of the previously formed image. In this case, as a result of a directed search, the detection of signs is followed by identification” (Zaporozhets, 1986: 131).

In the initial perception, as A.V. Zaporozhets believes, the subject of perception strives with perceptual standards stored in the memory of the subject, to form a "holistic image" integrated into the image of the subject's world. In all subsequent acts of perception of this object, the subject, already having in his consciousness a previously formed image of the object, now uses it as a perceptual standard and relies on the "distinctive" features of the perceived object.

These general characteristics of semantic perception, formed by A.V. Zaporozhets with the example of perceptual and cognitive actions, can be considered valid when analyzing the semantic perception of verbal and non-verbal parts of a creolized text. See also (Zinchenko, 2010).

The general regularity of the process of semantic perception by a person of real reality is as follows:

1. The subject of perception shall have a body endowed with receptors;

2. The reality is available to a person only in the form of images of his consciousness;

3. A set of consciousness images of the subject of perception (the image of the world, according to A. N. Leontiev) equips, but at the same time limits his cognitive capabilities.

The process of semantic perception of the non-verbal part of a creolized text is a process of image perception that obeys the general laws of perception, which is determined by the images of memory as perceptual standards, as well as by specific operations of decoding figurative images that display objects of reality with iconic signs.

We pass on to describe the subject of our study. The concept of "subject of study" outlines the boundaries within which the described object is studied.

The subject area of our theoretical and experimental study is a set of phenomena described by the theory of semantic perception of a creolized text, which should include

a) the perception processes of the verbal text;

b) the perception processes of the figurative image;

c) the contamination processes of images of consciousness formed both during the perception of a verbal text (sound and written), and during the perception of a figurative image.

The subject area of study should include scientific knowledge, with the help of which the forms of existence of the object under study are described and explained. This scientific knowledge is outlined by the boundary of the subject area, crossing this boundary means incompetent intervention in the sphere of other sciences or the creation of a new scientific discipline (Novikov, A.M., and D.A. Novikov, 2009: 120).

The subject of study is one of the aspects of the object of study studied with the help of cognitive means of a specific science, and expressed in certain logical and sign forms [A.M. Novikov, D.A. Novikov, 2010, 118]. It is important to emphasize that the subject of study exists in the form of concepts, methods, approaches of a specific scientific discipline. Taking into account the specifics of the subject of our study, we point out that our study as a private scientific methodology is based on the theory of speech activity by A.A. Leontiev (Leontiev, 1997).

We shall point to those provisions of this theory in which the problem of consciousness is revealed, since the semantic perception of a creolized text is based primarily on the understanding of consciousness, which for us exists as a simultaneous scheme of images of perception, memory and representation.

Within the framework of the activity approach, the activity itself is described with the subject-object scheme, in which there is a subject - a person as a source of impact, an object - an object that perceives the influence of a person and an object -the tool that mediates this impact. According to this scheme, communication is also described, which is not an activity, since in communication the object of influence is another person, who in the process of communication himself effectively influences the subject. The subject himself, with the help of the object-sign, does not directly affect the substance of the person-object, but only presents to him this object-sign for semantic perception.

Understanding a text is a perceptual operation of forming an image or a set (scheme) of images that reflect a fragment of reality. According to A.A. Leontiev, understanding any text is “the process of translating the meaning of this text into any other form of its consolidation. It can be a process of paraphrase, retelling the same thought in other words. It could be a translation process into another language. This can be a process of semantic compression, as a result of which a minitext can be formed that embodies the main content of the source text - an abstract, annotation, summary, a set of keywords. Or the process of constructing an image of an object or situation, endowed with a certain meaning. Or the process of formation of personal-semantic formations, only indirectly related to the meaning of the original text. Or the process of forming an emotional assessment of an event. Or, finally, the process of working out an algorithm for operations prescribed by the text! In general, it is understandable that which can be expressed differently" (Leontiev, 1997: 141-142).

A.A. Leontiev proposes the concept of an image of the text content (which will be discussed below), which, in his opinion, is a process, and the listed methods of translating the dynamic content of a text are forms of text content that are convenient for quick comprehension and storage in memory.

The hypothesis of a theoretical and experimental study of the perception of a creolized text is as follows:

a) the semantic perception of the creolized text, both parts of which semantically duplicate each other, differs when the verbal and non-verbal parts of the creolized text are perceived separately;

b) the content of the creolized text, formed by the recipient in the process of its perception, is the summation of the contents of the verbal and non-verbal parts of the creolized text;

c) the content of the image as a part of the creolized text is constructed in the recipient mind as a visual image of the image based on the images of memory formed earlier by the recipient in the perception of similar images and in the perception of objects of reality, similar to those depicted in the figure that constitutes the non-verbal part of the creolized text;

d) the content of the verbal part of the creolized text that describes the image of the creolized text, is constructed by the recipient based on visual images of objects of reality, stored in the recipient's memory and designated (modeled) verbally;

e) the non-verbal part of the creolized text is an object of perception with rich sensory features, but with insignificant generalizing potencies, which makes the image of perception indefinite;

f) the verbal part of the creolized text is an object of perception, where linguistic means with a great generalizing potential have depleted sensory features limited by the subjective experience of the recipient in terms of perception of objects of reality;

g) the non-verbal part of the creolized text channels and, to a certain extent, objectifies the images of consciousness formed upon perception of the verbal part of the creolized text.

The conditions for the perception of a speech signal that affect speech recognition are reduced to the following statements: phonetic signs serve as a means of speech signal recognition under favorable conditions, semantic signs under average conditions, and word frequency under the worst conditions.

The current hypothesis of our study is as follows: in the analyzed creolized text with the help of linguistic and non-linguistic signs, the images of consciousness of the author of the creolized text are represented and reflect the objects of reality, while non-linguistic signs, being iconic signs, have similarities with the designated object, and, therefore, with an image of consciousness that reflects this object, in contrast to verbal models (linguistic signs), which model not the objects themselves, but their images in the mind of the author of the creolized text.

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Migration and Languages in the UK Industrial Relations

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Abstract
The paper is based on the research conducted by the author together with the teams of researchers within *IR Multiling* project[31] which addressed the issues of migration and languages in industrial relations in six EU countries. The current research investigates how the situation has been evolving in the UK in the last decade. The paper aims to establish and address some trends in migration and the use of languages in the current landscape of industrial relations.
Key words: *migration, languages, industrial relations, migration trends.*

INTRODUCTION

It is difficult to know where to begin to provide an historical overview of migration and the use of languages in the UK. It is tempting to go back as far as many thousands of years ago, however we will focus on the very recent migration to the UK. During the 2011 Census there were 7.505m people living in the UK who were not born in the country. It is important to note that 63% were in employment, a slightly lower level than the UK-born

[31] *IR Multiling (Industrial relations in multilingual environments at work)* project (2014-2016) was funded by the European Union's Employment, Social Affairs and Inclusion Directorate-General and addressed various issues of language use related to migration and the growing multilingualism, outcomes arising from language policy choices and whether the costs and benefits of linguistic diversity map differently for employers and managers than for employees. The project teams considered case studies in France, Germany, Italy, Hungary, Spain and the UK, for more information see http://www.irmultiling.com/en_GB/.

population (69%), largely due to the higher proportion who were studying.

In terms of occupational distribution, migrants are concentrated in health, manufacturing and construction sectors. There is segregation by sector, occupation and skill level. Areas such as food processing, hospitality and cleaning and low-processing jobs are the industries and occupations with the highest proportions of migrant workers (Migration Observatory, 2019).

Brexit had some impact on migration patterns. Since 2016 referendum on EU membership there has been a steady decrease in international migration, for example net migration in the year to mid-2019 was 44,000 which is 16% lower than in previous year. However, the 2019 Migration Statistics Quarterly Report points out that while overall long-term net migration, immigration and emigration have remained broadly stable since the end of 2016, we have seen a decrease in immigration for work alongside an increase in immigration for study (ONS, 2019).

UK LANGUAGE DATA AND TRENDS

In the 2011 Census, over 90% (92.3%) of people in England and Wales said their main language was English (or Welsh in Wales). 4.1m people reported a main language other than English (or Welsh if they lived in Wales). Although over 100 languages are reported, more than three quarters (77%) are accounted for by twenty languages. The top five languages were Polish, Punjabi, Urdu, Bengali and Gujarati (ONS, 2011).

Of those who have a main language other than English, just over one in five say they cannot speak English well or at all (21.45%). Significantly a higher proportion of people living in London and the South East say their English is good but because there are more of them, nearly half of those whose English is not good live in London and the South East (46%) (ONS, 2011).

The issue of language which was somewhat underestimated in previous reports receives more attention especially in preparation for the new Census in 2021. It was included in the

Census Transformation Programme and there was a report covering language related issues and discussing the formulation of questions for the 2021 Census in England and Wales (ONS, 2016).

CASE STUDIES

As part of the *IR Multiling* project there were two case studies which are briefly presented in this paper. The selection of case studies for the project was based on the number of migrants the company or organisation employ and the recommendation of trade unions. It is therefore, two case studies were selected for this research: nurses in the National Health Service (NHS) and employees of a waste recycling plant in Northern Ireland.

Nurses in the NHS: A London case study

It is important to note that the NHS was founded in 1948 and is one of the five largest employers worldwide now. The NHS in England employs 1.5m people, of whom 400,000 are nurses. The supply of UK trained nurses has declined and the shortfall in supply thus has fuelled a demand for nurses from outside the UK. According to an NHS survey in 2014, the overwhelming majority of overseas nurses were recruited from EEA countries, notably Spain, Portugal and Ireland (Jayaweera, 2015). From 2016, all nurses from within and outside the EU are required to pass an IELTS test at level 7. Although the standard of English language has been called into question, particularly in the case of some staff from the EU, so too has the usefulness and relevance of the test, particularly in terms of its ability to prepare and test staff for the demands specific to a health care setting.

Attitudes to English language support vary between NHS Trusts[32]. Some administer their own tests and those failing are required to meet the threshold within the first six months of their appointment. Others, following complaints from patients have

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[32] An NHS trust is a legal entity or an organisational unit within the NHS in England and Wales, generally serving either a geographical area or a specialised function, e.g. ambulance service.

provided English language classes which, until 2010, had been funded by Government. Since then, courses have either been funded by the Trust or by employees themselves. Colloquial English is not always the best preparation for IELTS, which is regarded as a more academically oriented test, but it may be more relevant in communications with colleagues and patients. Furthermore, general proficiency in English does not necessarily equip staff with vocabulary specific to a health care and hospital setting, and at least one Trust has provided a tailored course in hospital English to address this.

Filipino nurses who were interviewed in this study, whilst acknowledging their competence in English, also recognised their own limitations in the language. For example, they sometimes felt uncomfortable answering the phone, in case they were unable to understand the caller. They also readily admitted that they spoke informally with other Filipinos in their first language, despite the English-only policy. Although their standard of English was high, they had difficulties with accents and colloquialisms and hence their overall confidence was less than might be expected. In this respect IELTS clearly only provides part of the overall capacity to communicate in English. What is missing are familiarity with different accents and styles and speeds in speech, use of idioms and colloquialisms and different demeanours and body language.

In contrast, in the case of the Hospital's two acute wards, there was an acknowledgement that the plurilingualism of the staff was a resource that could work to the benefit of patients. The Matron for these wards, herself a Filipino, cited the case of a Congolese nurse, who spoke French and Italian and a Sri Lankan nurse who spoke German and English, both of whom were able to interpret for European patients. However, she also noted that this could cause friction and misunderstanding among staff.

The English-only policy applies to informal communications in the hospital too and managers are sympathetic to staff who complain that other languages are spoken in coffee breaks, in the staff room, etc. Such hostility and suspicion may well fuel discrimination and harassment, but as no records are kept it is hard to draw this conclusion.

There is a further corollary of the English-only policy, there are no circumstances considered by management in which the use of other languages could or should be encouraged, the only exception being interpreting and translation for patients or service users, with an insufficient grasp of English. Otherwise to promote multilingualism or plurilingualism would only interfere with the main policy objective which is to assimilate staff into the English linguistic community and the standards of behaviour and conduct deemed professional in a UK context.

It is also important to view policies and practices surrounding the recruitment and treatment of international nurses in a wider ethical framework, from the consideration the impact of recruitment on the source countries through the process of registration to day-to-day treatment to ensure that groups treated equitably and not disadvantaged (Buchan et al. 2005).

Employees in a Waste Recycling plant in Northern Ireland

Northern Ireland has the smallest percentage (4.5%) of foreign-born people of the four countries of the UK. 43.3% of immigrants are employed in food processing and waste recycling there. The company which was the focus of the case study is a waste recycling company employing 70 workers of whom 75-80% are Polish.

None of the focus group members felt they spoke English fluently and the interviews were conducted in Polish with a professional interpreter. Several spoke other languages other than Polish. Some reported that they had learned some English at school. The rest said that they had tried to learn at home from family and friends, books and online resources. They noted that long-working hours, shift work and cost were barriers to going on courses. They also thought that having an increasingly Polish workforce was a disincentive to learn English because 80% workforce spoke Polish.

There was no opportunity to speak English at home or work, but they were motivated to learn both for their future and current jobs.

The attempts to set up English language classes usually faced some challenges especially for workers outside Belfast. The trade unions mostly relied on bilingual workers to interpret but such arrangement could create problems if, for example, bilingual workers had a different agenda as in this case when one person combined several roles of being a senior supervisor, shop steward and an interpreter. Employees reported that it was often confusing to establish on which side he was. In this particular workplace, the focus group participants felt that issues were not being heard and dealt with because of their lack of English. It was felt that Polish workers were penalised for being more productive. There were other issues related to health and safety, that sometimes they were asked to do things which were unsafe.

The bilingual worker had become a Shop Steward because the workers agreed it should be the person who spoke the best English even though he was also the senior supervisor. The first problem was that the workers did not feel that the Shop Steward passed on all their issues to either management or the Union. This created some tensions and the workers thought that they would need to have an independent interpreter in order to communicate their views.

Language issues have become central because the workers thought that their concerns about pay and health and safety were not communicated properly. There were language specific forms of discrimination compounded by other issues of discrimination against immigrant workers. The resolution of the problem lies in improved communication of all parties involved in this waste recycling plant.

CONCLUDING REMARKS

These two case studies show that there were certain issues and major challenges in the way language planning was implemented. On one hand, the inability of authorities to effectively engage the immigrant population in developing their English language skills may lead to labour related conflicts, misinterpretation of health and safety procedures and even cases of discrimination. This raises the question whether the UK has to adopt a more proactive language planning approach apart from setting language standards for immigrants in some professional areas.

IR-MultiLing research findings confirm that responses to multilingualism vary considerably according to the type of companies considered. Language issues are different in each organisation, although language discrimination is found in all of them, especially in relation to access to employment and upward mobility. None of the companies researched had a single language culture and all had subgroups of workers speaking some unofficial languages. A hierarchical split was observed between professionals and managers working in English and low skilled workers speaking their national languages and to a certain degree English.

During the research, an analytical framework aimed at deepening our understanding of company policies was developed. For the purpose of this paper we will specify two models. The first one is the assimilationist model, characterised by voluntarism in terms of linguistic policies and a low level of tolerance towards informal practices. In such scenarios, a dominant language is implemented by management, which prohibits or denies the use of the migrant workers' mother tongue. The second one, the cohabitation model, is characterised by a laissez faire attitude. In this case, diverse cultural and linguistic communities are using their mother tongue but there is a low level of interaction between each community.

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Social Advertising as a Tool for the Formation of Tolerance in Society

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Abstract
This article examines the objects of social advertising, implemented in the countries of the European Union in the period 2016-2020. Examples of social advertising aimed at increasing tolerance towards migrants and refugees in the central EU countries (Great Britain, Germany and France) are analyzed. The result of the study was the identification of the main value components of social advertising (citizenship, patriotism, solidarity), as well as its main connotative messages.
Key words: *social advertising, tolerance, migration policy, the European Union.*

Currently, one of the most pressing social problems for a number of countries is migration and tolerance. This trend is associated with an increase in the migration flow to the EU countries, as well as with numerous migration crises in recent years. In connection with the EU regulation on the allocation of quotas for a number of countries for the acceptance of refugees in accordance with the UNHCR memorandum, the flow of migrants to European countries, in particular to the leading countries of the European Union (Germany, France, Italy, Great Britain, etc. .) has increased significantly in recent years (Asylum statistics 2000). The UN initiatives adopted to accept refugees and migrants from other countries cause controversial discussions among the population of the EU countries. In order to resolve and mitigate this issue, human rights organizations that support migrants have created a series of social advertisements aimed at increasing the index of citizens' tolerance to migration as a process and to migrants themselves (Boese, Moran, Mallman 2020).

Social advertising as one of the types of social suggestion allows forming public opinion in a certain channel, set by the customer, who acts as a regulator of public opinion on one of the topical issues. Unlike commercial advertising, social advertising discourse is aimed at forming opinions and views on an issue that does not require capitalization, i.e. the impact of an advertising product does not imply a call for consumption or propaganda, but most often concerns universal human or moral values, and therefore has a specific range of impact (Lazareva 2003).

The main functions of social advertising, like other types of advertising texts, are suggestive and addictive (Kalinina 2016). The first one is associated with instilling a certain message (text) on the addressee in order to form a certain position on the covered issue, and the second - with drawing attention not only to specific advertising positions, but also to the covered issues in general (Ibid).

Thus, a logical response to the aggravation of the migration issue was an increase in the share of social advertising that touches upon the issues of tolerance towards migrants and, in particular, towards refugees. Tolerance in this aspect is tolerance for otherness (in worldview, lifestyle, outward signs, religious or traditional values, etc.) (Solodovnikova, 2010). In the context of this study, we will understand tolerance as a format of relations between addresser and addressee, characterized by a high degree of acceptance of the otherness of each of them and the possibility of coexistence of different socio-cultural components in one environment (Østergaard-Nielsen, 2003).

Thus, according to INSEE data, the majority of migrants in the EU countries are Muslims (86%), refugees from eastern countries (72%), labor migrants from Eastern Europe (23%), as well as migrants from Asian countries (21%) (INSEE 2019). In this regard, there are several areas in which the citizens of the European Union can show tolerance or intolerance in religious, ethno-linguistic or economic aspects. Let's consider each of them in more detail.

Speaking about religious tolerance, it is necessary, first of all, to note the data of the latest sociological studies, according to which about 17-29% of the population of the central countries of the European Union (France, Germany and Great Britain) adhere to the Muslim religion, in connection with which the issue of religious tolerance in society is quite acute (Tyrberg, 2020).

Let us illustrate the above with the example of social advertising in the European Union countries, aimed at increasing the level of tolerance towards Muslims in society (Fig. 1):

Figure 1. Advertising against Islamophobia in different countries (UK, France and Germany)

The presented social advertising is polycode in nature and contains several visual components: a text with reference content that has the same connotation in the languages presented (English, German and French): I am Muslim, I am British / German / French. First of all, this concept allows identifying the subject (woman) from the point of view of religion, and then nationality. Thus, a message is transmitted to the potential addressee both about the presence of otherness (religious sign) and unifying features (nationality) (Blanche, 1989). Thus, the following content becomes a hidden or indirect message: let us profess different religions, but I am a citizen of the same country as you. The second component of this type of advertising is the image of the national flag, which is worn on the head of women like a scarf (hijab), which emphasizes the verbal message we have considered from the non-verbal side. The national flag allows us to associate with such value components as national unity, civic solidarity and patriotism, while the way of its demonstration is associated with the expression of religious motives, including external signs of belonging to a religious confession.

Let's take a look at another type of social advertizing created and implemented in the EU countries before the 2016 UEFA European Football Championship. Numerous sociological surveys confirm the fact that football fans are often representatives of ultra-left groups, which significantly increases the risk of conflicts on racial, ethnic and religious grounds, due to the intolerant sentiments of these groups of the population (INSEE 2016). In order to avoid riots and increase the level of tolerance, a special series of public service ads dedicated to this event was released in the EU countries (Fig. 2).

Figure 2. Advertising of ethnic tolerance dedicated to the 2016 UEFA European Football Championship

The graphic objects presented are also polycode in nature and include several components: text, slogan and a graphic visual image, which support each other, creating a single connotation with a specific suggestive appeal for tolerance. The considered social advertising also contains differentiating and consolidating features. Differentiating features include the image of the flags of the countries to which the personalities depicted on the advertising posters belong, as well as parts of words denoting ethnic or nationality, and the consolidating features - the way of their representation: a stitched flag and a form of word formation combining the names of two countries / nationalities. At the same time, the theme of football fan culture becomes a unifying motive: the image of flags in the form of a football fan's scarf and the presence of the symbols of the European Football Championship. In addition, here we can observe other components that allow us to talk about the central theme of this type of social advertising - tolerance: for example, the use of persons of different racial, gender and age as models (respectively, referring to racism, sexism and ageism) (Rolgizer, 2016).

Thus, we can talk about the special urgency of the problem of migration and, in particular, the issue of refugees for the EU countries. Such a problem gives rise to the opposite tendency - a call for tolerance, which is reflected in such socio-cultural phenomena as social advertising. In turn, social advertising related to the topic of tolerance is based on two basic principles: differentiation and consolidation. At the same time, such value components as civic consciousness, patriotism and solidarity act as consolidating components. The general connotative message of the examples of social advertising that we have considered, aimed at increasing the level of tolerance among EU citizens, can be indirectly represented in the slogan “We are all different, but we are all EU citizens”. At the same time, it is important that this message should not carry a call to abandon one's own cultural, religious, political traditions, views and values, but suggest harmoniously fitting them into the framework of peaceful coexistence.

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Этноориентированный подход к анализу художественного текста в арабской аудитории

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Современный подход к анализу художественного текста в процессе преподавания русского языка в иностранной (алжирской) аудитории предполагает, как известно, включение в процесс обучения не только материалов самого текста, но и соответствующих фоновых знаний, в частности, «лингвострановедческой, культурологической, исторической, биографической и иной информации, имеющей непосредственное отношение к тексту» (Кулибина, 1987: 119). Более того, чем шире будут полученные студентов фоновые знания, тем глубже будет и понимание им изучаемого текста (Лазарева, 2006).

Одной из ведущих проблем методики преподавания русского языка как иностранного является проблема оптимизации обучения. Методисты предлагают различные подходы и их варианты, которые позволяют добиться результативности учебного процесса. В частности, в связи с этой задачей в обучении русскому языку прочное место занял художественный текст.

Восприятие художественного произведения, точно так же, как и его создание, является актом творчества и имеет целый ряд особенностей. Работа с художественными текстами призвана способствовать гуманизации образования, формированию "способности к межкультурной коммуникации" у учащихся. Признание активной роли читателя в процессе осмысления прочитанного художественного текста влечет за собой требование помочь читателю-учащемуся при чтении иноязычного и **инокультурного** текста. В связи с этим анализ и интерпретация художественных текстов являются важнейшими условиями процесса осмысления прочитанного.

С другой стороны, процесс формирования фоновых знаний в значительной степени конкретизируется в случае использования этноориентированного подхода в процессе анализа художественного текста, базирующегося на ориентированных моделях обучения, в частности филологически, свободно, личностно, обогащающе, личностно ориентированных (Бондаревская, 2008; Селевко, 2012; Стоун, 2009; Кузнецов, 2009; Борисов, 2008; Рассел, 2013; Якиманская, 2011).

В них разрабатываются механизмы выявления и использования особенностей учащихся в процессе обучения языку. С точки зрения методики преподавания русского языка в алжирской аудитории речь может идти о поиске того, как можно использовать особенности лингвокультуры, психологии алжирских учащихся, изучающих русский язык.

В условиях внеязыковой среды обращение к оригинальным русским текстам, один из самых трудных видов учебной работы для студентов. Процесс прочтения произведения имеет несколько этапов. Читатель воссоздает, вслед за писателя, изображаемые предметы, факты, явления, картины или образы, направляющие его к идее текста. Анализируя и синтезируя основные взаимосвязи текста, читатель приходит к осмыслению произведения . От значений слов - к картинам или образам, от образов - снова к текстам, от текста - к идее. Этот процесс является очень сложным для иностранных студентов и читателей. Даже если студенты знают значение слова по словарю, часто у них не создается образ, соответствующий этому лексическому значению (или соотнесенный с ним ассоциативно). Это объясняется и слабым знанием языка, и отсутствием лингвострановедческих знаний. Для преподавателя русского языка важно, чтобы языковые и лингвострановедческие трудности не оттолкнули обучающихся от чтения оригинального произведения. Следовательно, актуальной для методики **РКИ (русский как иностранный)** остается задача определения путей и способов стимулирования интереса учащихся к чтению художественных произведений, поиска эффективных приемов презентации и проработки таких произведений на языковых занятиях.

Таким образом, задача преподавателя заключается в том, чтобы максимально облегчить путь учащегося к пониманию произведения. Существует много способов сделать это эффективно, не лишая учащихся стимулов к преодолению встречающихся трудностей. Одним из таких способов нам представляется обращение к переводу произведения на родной язык учащегося или язык-посредник (Лауэдж, 1997: 106-108).

Перевод художественного текста - это своего рода вид искусства, требующий высокой квалификации и даже таланта. Тем не менее, с переводом, как видом учебной работы сталкиваются все учащиеся, поскольку все упражнения по переводу в практических учебниках для вузов построены исключительно на материале художественной литературы.

Методисты отмечают, что существует "опасность" увлечения художественным переводом, «когда для успешной работы в этом труднейшем из всех жанров у студентов нет достаточных данных» (Смирнова Н.Ф. и др. 1985: 81). Между тем, есть несомненная польза от работы над переводом художественного текста, поскольку он с наибольшей полнотой отражает живую разговорную речь той исторической эпохи, а в случае с пушкинскими художественными текстами – дает образцы русского языка, признанные классическими.

Что же касается обращения к переводу, то знакомство с ним наглядно демонстрирует учащимся практическую ценность владения иностранным языком и тем самым повышает мотивацию к его изучению. Постоянное сопоставление в процессе перевода иностранного и родного языков способствует более глубокому познанию обоих языков, повышению рече-мыслительной культуры учащихся. Так как главная особенность художественной мысли - способность восходить к широкому обобщению, не покидая при этом конкретно-чувственной основы, то читательское "сотворчество" есть одновременно и конкретность, и способность к обобщению (Лепилова, 1994:155). Такой подход позволяет, во-первых, научить студентов более самостоятельно ориентироваться в текстах, во-вторых, дает им возможность проявить себя в методическом плане как будущих преподавателей русского языка и литературы.

В свою очередь, этноориентированный подход в процессе анализа художественного текста в алжирской аудитории предполагает учет специфики национального мышления, языковой личности алжирского студента. Одна из сложностей здесь состоит в особенностях алжирской этнопсихологии, обусловленных различными факторами исторического, культурного, конфессионального характера. Вместе с тем, при более детальном рассмотрении ряд параметров русской и алжирской этнопсихологии выявляет схождения, которые могут и в определенной степени должны использоваться при реализации этноориентированного подхода в процессе анализа русского художественного текста в алжирской аудитории. Так, русский менталитет традиционно ориентирован на общину, коллектив, страну, алжирский – народ, племя, мусульманский мир. И в том, и в другом случае прослеживается приоритет общества над личностью. Таким образом, прослеживается определенное схождение носителей русской и алжирской лингвокультуры. Близкие или схожие параметры систем национального восприятия окружающей действительности, языковой картины мира, миропонимания и семиотического самовыражения необходимо использовать в процессе анализа русского художественного текста в алжирской аудитории. На отличительных параметрах преподавателю необходимо обращать больше внимания.

С этой точки зрения весьма интересным представляется анализ текста повести А.С. Пушкина «Капитанская дочка».

А.С.Пушкин – явление глубоко национальное и одновременно общечеловеческое. Он интересен иностранному читателю благодаря нравственной и эстетической ценности его произведений. Но при недостаточном владении языком и дефиците времени учащиеся лишены возможности понять своеобразие его творчества, его образную систему и искусство слова.

Прежде всего, алжирские студенты должны получить основные сведения об анализируемом тексте. Увидев, что это произведение для носителя русской лингвокультуры считается образцом прозаического художественного текста на русском языке, в котором повествуется не только о грандиозном крестьянском восстании в России во второй половине XVIII века, но и содержится глубокий философский смысл, который заключен, например, даже в эпиграфах к главам. Значение анализируемой повести для русского языкового сознания так велико, что уже почти два века большинство носителей русской лингвокультуры знакомятся с давно прошедшими событиями чаще всего и даже нередко исключительно посредством прочтения этого произведения. Здесь можно провести определенную параллель между крестьянской войной под предводительством Емельяна Пугачева в России и войной Алжира за независимость, закончившейся в 1962 году.

Подобная параллель с возможными подробностями данных войн укрепляет в сознании алжирских учащихся важность чтения и может лучше понять анализируемый текст повести.

Общие сведения о повести могут быть дополнены историей ее создания, соответствующим разбором ее жанрового своеобразия. Можно сообщить, что за литературную разработку темы пугачевского восстания А.С. Пушкин взялся под влиянием романов известного английского писателя В. Скотта.

Для сбора материала А.С. Пушкин намеренно поехал по Уралу и Волге, где происходили основные исторические события того времени. Именно в этой поездке Пушкин встретился со старой крестьянкой, которая видела Пугачева, нашел прототипы для главных героев повести. Так, прототипом Петра Гринева стал царский офицер, боровшийся в то время с восставшими, - Вашарин. Образ Швабрина ему навеяла судьба другого офицера – Шванвича, некогда присягнувшего Пугачеву на верность и отказавшегося служить императрице Екатерине II. Образ Марии Мироновой возник под впечатлением беседы с молодой дворянкой Марией Борисовой.

Характеризуя жанр повести, можно сообщить студентам, что это произведение по своей сути является романом и принадлежит к реалистическому направлению в литературе.

При этом повесть имеет черты романтичного направления, так как действие перенесено в необычную для читателя культурную и историческую среду. Эта повесть является практически идеальным образцом исторического романа, потому что исторические личности, например, Пугачев, Екатерина II, здесь показаны не прямо (эксплицитно), а имплицитно – посредством переживаний и впечатлений главных героев – обычных людей. Именно такой подход в описании истории может быть предпочтителен в английском историческом романе.

В качестве материала для сравнения имеет смысл привести романы классиков алжирской литературы Ахмеда Рида-Хуху «Девушка из Мекки», Мухаммеда Мани «Голос любви». Оба произведения посвящены трагическим судьбам молодых женщин на фоне некогда разворачивавшихся событий. Можно найти совместно со студентами параллели главных героев данных романов и пушкинской повести. Проведение таких параллелей поможет студентам лучше разобраться в поступках и характерах главных героев, в основном конфликте произведений.

Необходимо остановиться и на смысле названия, и на эпиграфе к повести. «Береги честь смолоду» отражает идеалы, которые для автора выступают в качестве основных в трудной жизненной ситуации, как это случилось с главным героем повести Гриневым. К ним можно отнести гордость, достоинство, душевное благородство человека, верность долгу и присяге. Всеми этими качествами наделен Гринев. В концентрированном виде эти же идеалы прослеживаются в лирике алжирских авторов Мухаммеда Аль-Ида и Мухаммеда Аль-Лаккани. Поэтому при комментировании пушкинского эпиграфа в качестве параллели можно зачитать строки из произведений вышеназванных поэтов.

Композиционно повесть «Капитанская дочка» считается одним из лучших образцов планирования текста. В ней нет ни одной лишней сцены, ни одного лишнего персонажа. Все части текста гармонично связаны друг с другом.

Необходимо сказать и о синтаксисе текста. В нем практически нет больших сложных предложений. Все это облегчает понимание текста. Но в этих простых предложениях заложен глубокий философский смысл.

Повествование в повести выстроено по принципу контраста. Роли персонажей по ходу действия меняются по отношению друг к другу. Например, в начале произведения находящийся в зависимости от Гринева обыкновенный казак Емельян Пугачев по ходу развития сюжета получает над ним полную власть. Маша Миронова, которая в начале повести ощущает себя по статусу как бы ниже Гринева, к концу повествования оказывается дочерью героя, тогда как сам Гринев получает статус арестанта, без прав и обвиняется в государственной измене.

Как известно, художественный текст часто основан на конфликте. Если алжирские студенты обучаются по специальности «Филология», то они должны быть об этом осведомлены. Именно поэтому тема конфликта повести «Капитанская дочка» может быть рассмотрена, но без дополнительного анализа.

Получивший офицерский чин Гринев был отослан своим строгим отцом не в столицу, а в далекую крепость, расположенную на окраине страны. По дороге к месту службы он попадает в снежную бурю (глава «Буран»). Ему помогает казак Пугачев.

В крепости шестнадцатилетний главный герой влюбляется в дочь коменданта крепости Машу Миронову, расположения которой добивается другой персонаж – капитан Алексей Швабрин. Конфликт между ними приводит к дуэли.

Крепость захватывают мятежники под предводительством Пугачева. Выживших заставляют принять присягу царю-самозванцу Пугачеву. Соглашается Швабрин. Комендант крепости, отказавшийся это сделать, погибает на глазах у жены и дочери. Гринев готовится к смерти, но Пугачев узнает офицера и разрешает ему уехать.

Позже Гринев узнает, что Швабрин хочет жениться на Маше. Он едет к Пугачеву и просит освободить любимую девушку и отпустить ее с ним. Пугачев дал согласие.

После разгрома восстания Гринева по ложному доносу Швабрина арестовывают за связь с царем-самозванцем. Маша едет в Петербург к императрице, встречается с ней, объясняет ситуацию и вымаливает у нее прощение для любимого человека.

После проведения общего анализа текста повести, характеристики основных персонажей, на основе пред-, при- и послетекстовых упражнений можно рассмотреть идеи повести, попытаться связать это с темами и идеями традиционной алжирской лингвокультуры. Преподаватель должен подвести учащихся к тому, что проблематика повести «Капитанская дочка» многогранна, интересна и увлекательна для носителя как русской, так и алжирской лингвокультуры. В повести раскрываются проблемы человеческого достоинства, нравственности, которые сконцентрированы в следующих универсалиях:

- честь. Пушкин своим произведением утверждает, что главное в человеке – это чувство собственного достоинства, верность данной клятве, отказ от унижения и лукавства. Именно сохранить себя, свое достоинство, свою любовь, а в целом, жизнь Гриневу помогает его честь. Его верность и любовь, честность, отказ присягнуть самозванному императору даже под угрозой смерти подкупили Пугачева. Все это заставило последнего сохранить Гриневу жизнь.

- нравственный долг. По мнению автора повести, благородного человека отличает следование своему долгу. Гринев в отличие от Швабрина обладает этим качеством.

- любовь. Любовь, по мысли автора повести, может быть только честной, чистым самоотвержением. Следование любви – неотъемлемая черта истинно честного и благородного человека. В повести мы видим именно неподдельную, настоящую любовь Маши и Гринева.

- народ. Народ в глазах Пушкина наделен противоречивыми чертами. Автор показывает, с одной стороны, великодушие, глубину, талант и в то же время его бессмысленность, жестокость. Известно высказывание А.С. Пушкина о русском бунте – «бессмысленный и беспощадный».

- доброта. По А.С. Пушкину, в основе жизни человека лежит доброта. В повести писатель утверждает ценности гуманистического общества, главными из которых являются доброта, милосердие и любовь.

- совесть. Важнейшей универсалией русской лингвокультуры выступает совесть. Человек, живущий и поступающий в соответствии со своей совестью, совершает правильные поступки. Эта тема возникает во взаимодействии Гринева и его слуги Савельича.

- милосердие. Помощь ближнему и милосердие, милость – важнейшие универсалии человеческой личности любой конфессии. Милосердие – черта благородного человека, живущего по законам чести.

- воспитание. Для автора повести личность человека формируется в результате воспитания. Отец Гринева, как показано в повести, очень серьезно относился к воспитанию своего сына.

- справедливость. По всей видимости, чувство справедливости – одна из главных, если не самая главная, универсалия русской лингвокультуры. Тем не менее, как показывает автор повести, без нравственных ориентиров справедливость может перейти в жестокость, насилие.

Все эти и другие универсалии помогают выделить главную мысль повести А.С. Пушкина «Капитанская дочка», которая заключается в том, что в любых обстоятельствах человек должен оставаться человеком, должен соблюдать законы нравственности, следовать собственному пониманию чести, совести, добра, любви. Безнравственность, низость не имеют оправдания даже тогда, когда человек оказывается перед лицом смерти.

При анализе этих и других универсалий необходимо использовать как в предтекстовых, так и в при-, послетекстовых упражнениях соответствующую лексику повести.

Таким образом, этноориентированный подход в процессе анализа художественного текста в алжирской аудитории, изучающей русский язык, предполагает учет использования особенностей ее национального мышления, национальной лингвокультуры. Реализация такого подхода предполагает поиск схождений ряда параметров русской и алжирской этнопсихологии. Анализ художественного текста должен носить системный, комплексный характер. Одной из основ такого анализа может быть выявление и характеристика основных, содержащихся в тексте лингвокультурных универсалий.

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Degrees of Iconicity: from Theoretical to Empirical Evidence

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Abstract
The current research adopts an interdisciplinary approach to understanding the nature of iconicity in language processing. We integrate the notion of iconicity into the framework of psycholinguistics, by combining empirical and theory-based research from cognitive psychology, neuropsychology and linguistics. The present study contributes to this area of research by investigating the visual recognition of Russian imitative (iconic) words by Russian native speakers. We build on the previous research by taking into consideration different stages of de-iconization (SD) (Flaksman, 2017). The Lexical decision task was

performed using iconic words at four SDs as target stimuli, and non-iconic and non-words as control stimuli.
The results have shown that SDs influence the speed and accuracy of visual recognition of iconic words. The least de-iconized words (SD-1) are recognized significantly slower than the words, which undergo a loss of association between form and meaning (SD-2, SD-3), and the words, which have lost this link (SD-4). We present an account of our findings within the framework of cognitive research.
Key words: *interdisciplinary approach, iconicity, de-iconization, cognitive research.*

Introduction

Iconic (imitative) words exhibit resemblance between form and meaning. Being a part of the lexicon, they follow the same patterns of development as arbitrary non-imitative words. Changes in form and meaning contribute to the gradual weakening of the iconic form-meaning link, which results in their de-iconizaton, i.e. loss of iconicity.

M. Flaksman (2017) distinguishes four stages of de-iconization (SDs), with words at SD-1 being most and words at SD-4 being least iconic in the present-day synchrony. To determine an imitative word's SD, we need to establish:

(1) structural adjustment and syntactic integration of an imitative word (whether it functions as an interjection or other part of speech, whether it follows the phonotactic constraints of a language, etc.);

(2) whether the word has undergone regular sound change(s);

(3) whether the word has lost its original (sound-related) meaning.

We differentiate the following SDs in the synchrony:

SD-1 words are imitative interjections having a number of non-systemic features, e.g., *Fu!* (Rus) 'Ugh!' (expression of disgust);

SD-2 words are content imitative words, which have not yet undergone any regular sound changes and still retain their original (sound-related) meaning, e.g., *pisk* (Rus) 'squek';

SD-3 words are content imitative words, which have not undergone any sound changes but lost their original (sound-related) meaning, e.g., *zhuk* (Rus) ‘a bug’;

SD-4 words have undergone both regular sound changes and semantic shifts, which results in the complete loss of the iconic link between their form and meaning, e.g, *drozd* (Rus) ‘a thrush’.

The previous research has shown that iconic words were recognized slower than non-iconic ones (Tkacheva et al., 2019). However, the degree of de-iconization was not included into the experimental design, which might have been a confounding variable interfering with the results. We have tried to overcome this methodological shortcoming by including words at different de-iconization stages (SD1 – SD4) in order to gain a better understanding of iconicity in a language system and to examine the cognitive mechanisms of their visual recognition.

Our main research questions are:

1) Are there differences in the process of visual recognition of iconic words at different SDs?

2) Do iconic words differ from non-iconic words in terms of speed and accuracy of their perception?

3) Is there a similarity between words at SD-1 and non-words in terms of the speed and accuracy of recognition?

Participants, materials and methods

106 native speakers of Russian aged between 18 and 50 (M = 23.75 years, 35 males, 71 females) participated in the experiment.

The target stimuli (N=32) were divided into four groups according to four SDs (8 words per group); the control stimuli included non-iconic words (N=32) and non-word items (N=64).

The selection of the target stimuli was done as follows: 1) selection of words marked as ‘imitative’ in the dictionaries (Vasmer, 2009; Shlyakchova, 2004; Koleva-Zlateva, 2008); 2) exclusion of the words marked as ‘dialectal’ and ‘obsolete’; 3) grouping of the selected words according to their SD applying the method of diachronic evaluation of the imitative lexicon (Flaksman, 2017). The control group of non-iconic words was selected from the Dictionary of Contemporary Russian (Lyashevskaya & Shavrov, 2009). The target iconic and control non-iconic stimuli were matched for grammatical category (mainly nouns) and frequency of use – target stimuli 4.6219 imp., control stimuli 5.9594 imp. (instances per million of words in Lyashevskaya & Shavrov, 2009). The control group of non-words matched the phonemic composition of the iconic and non-iconic stimuli.

The lexical decision task (e.g., Ratcliff et al., 2004) was used to collect the data. The participants used a personal computer with the pre-installed software 'Longitude' (Software Longitude, Version 19, production of LLC 'Longitude', S-Petersburg, Russia) (Ivanova & Miroshnikov, 2001).

Data analysis and results

Statistical analysis was performed with SPSS Version 26 statistic software package. The assessed dependent variables included participants' response times, the number of correct, incorrect and late responses.

The difference in response accuracy between iconic and non-iconic words was not statistically significant (Chi-Square = 3.539; df = 2; p=0.170). The effect was tested for each SD group. It turned out to be statistically significant for the groups SD-1 (Chi-Square = 26.001; df = 2; p < 0.001) and SD-3 (Chi-Square = 6.672; df = 2; p<0.036): the response accuracy for these words was lower than that for non-iconic words. For SD-2 group, the response accuracy was significantly higher than that for non-iconic words (Chi-Square = 28.953; df = 2; p < 0.001). For SD-4 group, the result was not statistically significant (Chi-Square = 3.902; df = 2; p = 0.142).

Iconic word groups were statistically different from each other in terms of response accuracy (Chi-Square = 69.842; df = 6; p < 0.001): SD-2 group was characterized by the highest (90.9%), and SD-1 group by the lowest (76.1%) response accuracy rate. The groups SD-3 and SD-4 were recognized equally well (80.8%).

The response accuracy for non-iconic words was lower than that for non-words (Chi-Square = 393.883; df = 2; p<0.001). The response accuracy for non-words turned out to be higher than that for the groups SD-1 (Chi-Square = 149.321; df = 2; p<0.001), SD-3 (Chi-Square = 81.730; df = 2; p<0.001), and SD-4 (Chi-Square = 71.179; df = 2; p<0.001). It was not statistically different from SD-2 group (Chi-Square = 3.677; df = 2; p=0.159).

To control for the effect of the type of SD-stimuli (Parameter) on word recognition time, the Repeated Measures ANOVA was used: we fitted the model with the fixed factor *parameter* (5 levels: non-iconic words, SD1, SD-2, SD-3, SD-4) and *time* (*ms*) as a dependent variable. A statistically significant main effect for *parameter* was found (F (4; 102) = 10.401; p < 0.0001). The time of the stimuli recognition significantly depended on the stimulus type. The effect was large: partial Eta Square = 0.290, explaining 29% of the reaction time variance.

Figure 1 demonstrates mean time (in *ms*) of word recognition for all stimuli groups including non-words.

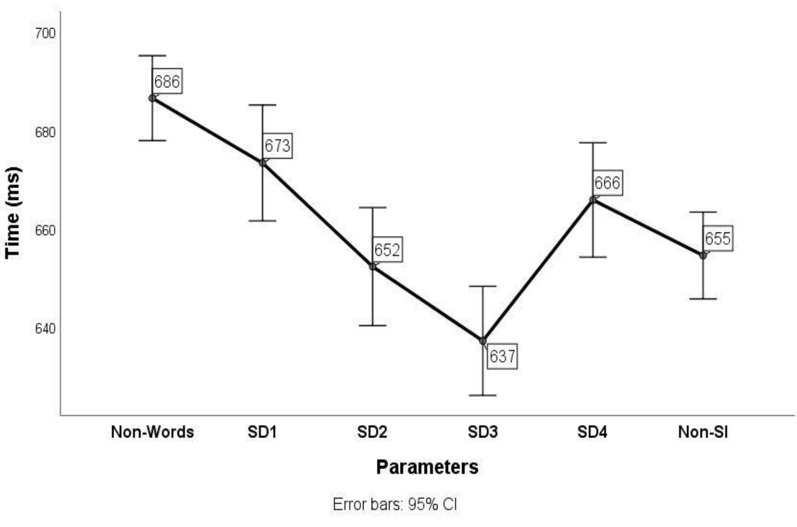

Figure 1. Word recognition time (in ms) depending on the type of the stimuli

To determine the differences between the reaction time (RT) to non-iconic and iconic words, the Simple Contrast method was used. The results are shown in Table 1.

Table 1. Descriptive Statistics for the Stimuli Time Recognition Depending on Their Type

Parameters	Type III Sum of squares	df	Mean Square	F	Sig.	Partial Eta Squared
SD-1 vs. non-iconic	38642,286	1	38642,286	14,793	,000	,125
SD2 vs. non- iconic	349,015	1	349,015	,204	,653	,002
SD3 vs. non- iconic	30593,956	1	30593,956	15,821	,000	,132
SD4 vs. non- iconic	12677,769	1	12677,769	5,425	,022	,050

The mean RT to the groups SD-1 and SD-4 was significantly longer than that to non-iconic words; the RT to SD-3 was faster than that to non-iconic words; the RT difference between SD-2 and non-iconic words did not reach significance.

The RT to the non-word stimuli was compared with that of the iconic and non-iconic words. The Repeated Measures ANOVA and the Simple Contrast Method were applied to compare the first level of the factor parameter (non-words) with the other 5 groups (non-iconic words, SD-1, SD-2, SD-3, SD-4). Table 2 demonstrates the significant effects for all groups of words.

Table 2. Comparison of the RT to Non-Words and Target Stimuli

Tests of Within-Subjects Contrasts							
Source	Parameters	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Parameter	Non-iconic vs. Non-Word	108139,124	1	108139,124	70,922	,000	,403
	SD1 vs. Non-Word	18329,416	1	18329,416	5,475	,021	,050
	SD2 vs. Non-Word	123952,707	1	123952,707	46,091	,000	,305
	SD3 vs. Non-Word	257412,860	1	257412,860	99,528	,000	,487
	SD4 vs. Non-Word	45271,328	1	45271,328	13,844	,000	,116

The mean RT to all the stimuli groups was significantly faster than that for the non-words. The Partial Eta Square varied: the strongest effect was observed for non-iconic words, SD-3 and SD-2 groups (more than 30% of variance), the weakest – for SD-1 (5% of variance) and SD-4 groups (11.6% of variance).

The accuracy rates for the words ‘lunch’, ‘putsch’, and ‘puff’ from SD-4 group turned out to be statistically lower than for the other words from this group (Chi-Square = 11.943; df = 2; p=0.003). The mean reaction time to these three words was also significantly longer (t=3,431; df=683; p=0,001).

Discussion

1) Are there differences in the process of visual recognition of iconic words at different SDs?

SD-2 and SD-3 word groups were recognized much faster and with fewer incorrect responses than SD-1 group, which confirms our hypothesis that the stage of de-iconization affects recognition parameters. We assume that both the stage of de-iconization and the morphological makeup of the words influenced the accuracy and speed of their recognition. The words at SD-1 are most iconic and purely emotive. They differ from other lexical categories and do not enter into syntactic relations. SD-1 words had the lowest accuracy rate and the slowest response times among all SD groups. The words at SD-1 are yet to become integrated within the lexical system, which is supported by the findings our experiment.

In contrast to SD-1 words, SD-2 and SD-3 stimuli are grammatically categorized, which leads to their higher frequency of use. The participants showed the fastest response time to SD-3 group whereas SD-2 group was recognized most accurately. Interestingly, the words at SD-3 were recognized faster than non-iconic words and words from SD-4 group. We assume that a high degree of sensitivity to iconicity is associated with the cross-modality of their perception (Parise, 2016).

2) Do iconic words differ from non-iconic words in terms of speed and accuracy of their perception?

There was a significant difference in the RTs to iconic and non-iconic words whereas the difference in response accuracy turned out to be not statistically significant. Against our prediction though, the most de-iconized words at SD-4 were recognized nearly as slowly as SD-1 words and statistically slower than the non-iconic words. This might be explained by the fact that the words ‘lunch’, ‘putsch’ and ‘puff’ (which constitute 37.5% of the group) are borrowed words. They were recognized slower and with a greater number of mistakes than the other words from SD-4 group, which has affected the speed and accuracy of word recognition of the whole group.

3) Is there a similarity between words at SD-1 and non-words in terms of the speed and accuracy of recognition?

Constructed according to the phonotactic constraints of the Russian language, the non-words carry no meaning. SD-1 words carry meaning but, as opposed to the other iconic groups, they are syntactic and lexical isolates. Our assumption that it might result in slower RTs for both groups was borne out by the results: non-words and SD-1 stimuli were the slowest to be recognized.

The results of the study have provided empirical support in favour of the classification of iconic words according to the stages of de-iconization: the speed and accuracy of the visual recognition of iconic words are directly dependent on a SD. The words at SD-1, characterized by non-standard morphosyntactic features, are recognized significantly slower than words with a defined grammatical category (SD-2 – SD-4 groups).

Acknowledgments

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Hedging strategies in academic writing of the two Americas

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INTRODUCTION

For the past two decades, research into the hedging strategy has been on the upswing in Latin America (Brazil). The functions of hedges – reducing commitment and negotiating meaning – have been studied in different types of discourse (Evanildo. 2009; Furtado da Cunha et al., 2015; Bruna, 2019) including academic (Sun Yuqi, 2015). In North America the earliest discussions of hedging go back to the 60s. U. Weinreich (1966) was the first to mention hedges calling them "metalinguistic operators" (U. Weinreich, 1966: 163). He also pointed to the universal character of hedging. The term *hedge* first appeared in 1972 in G. Lakoff's, American cognitive linguist, article *Hedges: A Study in Meaning Criteria and the Logic of Fuzzy Concepts* where he claimed: "For me, some of the most interesting questions are raised by the study of words whose meaning implicitly involves fuzziness – words whose job it is to make things fuzzier or less fuzzy." (Lakoff, 1972: 195).

THEORETICAL BACKGROUND

Academic discourse in general can be viewed as a balance between fact and evaluation, as writers seek to present the information discussed in an accurate and objective way, making unproven claims with caution and softening categorical assertions. The of cited features of academic writing are clarity, explicitness, informativeness, impartiality, rigid logical arrangement, accuracy, objectivity, and simplicity of presentation Namasaraev, 1997). Apart from being in line with the general characteristics of academic written discourse, Brazilian academic writing (the Brazilian variety of Portuguese) possesses its specific features, notably the frequent use of language items belonging to regional varieties or dialects of the North and South, which, in their turn, accentuate the difference. Besides, Brazilian academic discourse includes such a genre as formal "ensaio" (formal essay), which combines the features of both academic speech (problems, goals, conclusions) and prose (De Oliveira, 2014).

Hedging is employed by academic writers to distinguish between the actual and the inferential, to claim that the proposition is based on the writer's plausible reasoning rather than knowledge, e.g. *we suspect that, possibly, it now seems possible that,* etc. Besides, hedges are used to blur the link between the writer and the proposition expressed by them when referring to speculative possibilities. This is usually achieved through agentless structures (passives, formal subjects, means of attributing judgements to other conducted research), e.g. *it is assumed, the data indicate, the model implies*, etc. The use of hedging strategies in this way can be justified by doubtful evidence, imperfect measurements, uncertain predictions, or preliminary results. Finally, hedges contribute to building Writer – Reader relationship, addressing the need for cooperation.

The aim of hedging strategies used in oral discourse is to mitigate the illocutionary force of the speech act and in this respect, it is linked to the expression of strategic politeness. In academic writing the author has to consider both the effect their piece of writing will produce on the reader in terms of ratification of the writer's claims and the need to conform to the expectations of the scientific community in terms of limits of self-assurance. Categorical claims in this case will be perceived by others as excessively categorical and inherently face-threatening (Brown & Levinson, 2014). These perceptions can be put down to the distance between the author of the text and the addressee, which results in a lack of feedback from the reader making them a reticent recipient of the writer's claims. Explicit reference to the writer's opinion (by means of epistemic verbs, for instance) makes the statement an alternative viewpoint, awaiting verification, e.g. *we propose that*, *I believe that*, etc. The use of these hedges produces an illusion of the reader to be a partner, capable of evaluating the given information on the one hand and indicates that the findings the writer presents are provisional and need acceptance by their peers, on the other. Hedging strategies enable researchers to declare their membership in the scientific community. Therefore, research into hedging is likely to contribute to deeper understanding of principles of academic writing.

Cross-linguistic studies of hedging in academic discourse prove that they are pervasive across different linguistic environment (Vassileva, 2001; Burrough-Boenisch, 2004), which points to the universal character of hedging as a communicative strategy, however means of its realization in different languages are culture-specific. Arguably, if misused, hedges may lead to cross-cultural communicative failure.

Despite numerous studies on hedging in academic discourse from European countries, little is known about the functioning of hedges in South America's scientific community, including Brazil. It is of critical importance to understand the ways researchers with different cultural and linguistic backgrounds negotiate their identity in the scientific community. The present study is aimed at 1) analyzing the distribution of hedges in research articles from the leading English and Brazilian journals; 2) tracing culture-specific traits underlying the choice of hedging devices in academic discourse.

MATERIALS AND METHODS

The empirical materials for the present comparative research have been obtained from journal articles written within the period 2010 to 2020. The Portuguese corpus contains samples of academic discourse obtained from scientific articles written in the Brazilian variety of Portuguese (BP) in Brazil's leading Universities of (UNB, USP, UFRJ, UFSC) referring to three domains of science: linguistics (80680), economics (78349) and construction (55578). The volume of the Portuguese corpus is 214607 words. The English corpus contains samples of academic discourse obtained from scientific articles published in *The Journal of Pragmatics, IEEE Transactions on Biomedical Engineering* and *The International Journal of Electronics.* The volume of the corpus is 215043 words. The issues discussed in the journals pertain to the three domains of science: linguistics (71681), electronics (70553) and engineering (72809). Data processing and statistical analysis were conducted with WordSmith 8.0 (natural language analysis software). The direct method of sample analysis was used to verify the obtained data.

DISCUSSION AND RESULTS

The Portuguese corpus

In the Portuguese corpus the following lexical hedges were observed:

1) The indefinite pronouns *alguns/algum/alguma/algumas*
2) The adjective *possível*
3) The adverb *talvez*
4) The conjunctions *todavia, contudo*[33]

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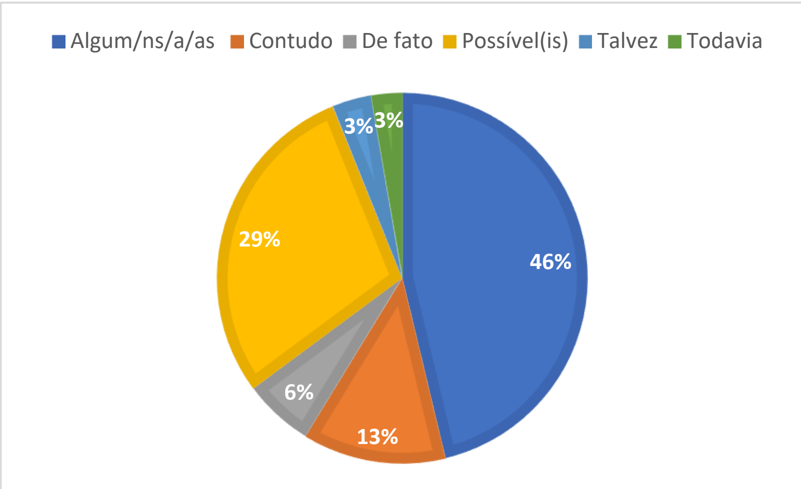
[33] It is noteworthy that the conjunctions todavia and contudo can express either contrast or soften the proposition (the same is true for the English though, even though and although).

5) The preposition *de fato (usually used as part of the nominative construction)*

Table 1. The use of lexical and lexico-grammatical hedges in Brazilian academic writing

Hedge	Linguistics	Engineering	Economics	Total
Algum/ns/a/as	69	43	92	204
Contudo	20	6	29	55
De fato	12	5	10	27
Possível(is)	35	45	48	128
Talvez	9	0	6	15
Todavia	7	1	4	12



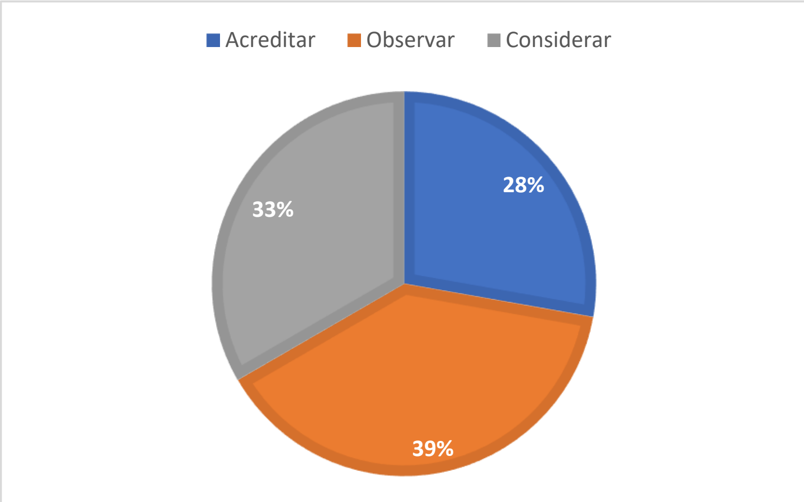
Pie-chart 1. The use of lexical and lexico-grammatical hedges in Brazilian academic writing

*Em **alguns** momentos**, contudo**, foi **possível** compreender que os textos davam margem para uma exploração multimodal crítica, mas as atividades de interpretação não exploraram esse potencial.*
*Nem todas as organizações identificam a necessidade de interação e socialização no ambiente de trabalho, **talvez** por que não se disponha de profissionais qualificados.*

Reporting verbs also performed the hedging function in Brazilian academic writing (Table 2).

Table 2. Hedging verbs in Brazilian academic writing

Hedge	Linguistics	Engineering	Economics	Total
Acreditar	4	0	1	5
Observar	7	0	0	7
Considerar	4	0	2	6



Pie-chart 2. Hedging verbs in Brazilian academic writing

> ***Consideramos*** *que seus princípios justificam a relação que há entre essas áreas, a multimodalidade e a interculturalidade, que vinculam a linguagem a aspetos e a ações dos sujeitos social e culturalmente situados.*
> ***Acreditamos*** *que, ao fazer isso, o livro dialoga com a semiótica social.*

The conducted analysis allows us to conclude that amongst the lexical hedges found in Brazilian academic writing are the indefinite pronoun algum and the adjective possível.

Grammatical hedging is equally widespread in Brazilian academic writing, it manifests itself through:

1) Modal verbs, where the verb *poder* being the most common. In modern Portuguese *poder* has rather an abstract meaning and is used to express epistemic modality (Da Cunha et al., 2015)

Table 3. The use of the verb poder in the hedging function in Brazilian academic writing

Hedge	Linguistics	Engineering	Economics	Total
Poder	55	94	188	337

Podemos observar ainda *que a letra da canção emana carinho, respeito e amor, um verdadeiro sentimento de patriotismo pelo Brasil.*

2) The use of Condicional simples

Table 4. The use of Condicional simples in the hedging function in Brazilian academic writing

Hedge	Linguistics	Engineering	Economics	Total
Condicional simples	36	6	52	94

Outra estratégia que ***poderia*** *ser utilizada* ***seria*** *a omissão de rendimentos.*
Seria*, portanto, desejável que o professor apresentasse diferentes estilos de aprendizagem dentro do grupo de aprendizes*

The English corpus

The statistical analysis has shown that most hedges (79%) mitigate categorical statements.

Therefore, it ***could be argued*** *that, conceptually, Coordinated Antonymy is the more complex discourse function,* ***even though*** *it involves less grammatical sophistication than Ancillary Antonymy.*
Obesity is ***probably*** *one of the main risks for this disease.*

A noticeably lower number of hedges (21%) are used by authors to affect the truth conditions of the proposition.

The distribution and magnitude of power losses are ***somewhat*** *unusual* (reference to less representative members of a category).
A pooled analysis of data from eight prospective studies shows that the window effects on the spectrogram are ***almost*** *eliminated* (imprecise measurements).

In the English corpus the following lexical hedges were observed:

Table 5. Distribution of Lexical Hedges in the English corpus

Hedge	Linguistics	Engineering	Electronics	Total
Epistemic Adverbs	80	52	66	198
Epistemic Nouns	115	82	50	247
Epistemic Adjectives	117	90	84	291
Epistemic Verbs	302	289	276	867
Pronouns	315	296	290	901
Adverbs of approximation	270	385	392	1047
Concessive conjunctions	202	130	215	647

Grammatical hedges are represented by modal verbs and the use of conditionals.

Table 6. Distribution of Grammatical Hedges in the English corpus

Hedge	Linguistics	Engineering	Electronics	Total
Modal verbs	580	536	491	1607
Conditional clauses	120	104	151	375

These disfunctions ***might*** *be* ***slightly*** *overestimated (modal verb, quantity adverb).*

Although *the results are preliminary, there is good agreement between literature values and the measured diffusion coefficients obtained in this work (concessive conjunction).*

In a minority of cases ***it*** *was not* ***possible*** *to identify glottalization or linking, which may have been caused by aspects of the segmental environment (impersonal pronoun, epistemic adjective).*

Working on the ***assumption*** *that vowel duration is essentially responsible for perception of speech as stress- or syllabletimed, Low and Grabe (1995) measure vowel duration in successive syllables in Singapore English and British English (epistemic noun).*

It seems *that intervals* ***may*** *be perceived as isochronous if they deviate less than to 20% from the length of an immediately previous interval (impersonal pronoun, epistemic lexical verb, modal verb).*

The cause of the discrepancy ***might look uncertain, probably*** *due to small samples under analysis* *(modal verb, epistemic lexical verb, epistemic adjective, epistemic adverb)*

CONCLUSION

Academic writers belonging to the two cultures employ similar groups of hedges: lexical and lexico-grammatical. The differences observed pertain to the use of epistemic modal verbs. The system of Portuguese epistemic modal verbs appears to be less developed than the English one. English authors tend to use modals to express tentativeness, whereas in Brazilian texts lexical hedges prevail.

The total volume of hedging is by far greater in English academic writing than in Portuguese. This correlates with the findings of other cross-cultural research (Burrough-Boenisch, 2004, Vassileva, 2001) which prove that users of languages other than English generally employ fewer hedges in research articles compared to native English writers.

In the English corpus epistemic adverbs, nouns and adjectives are more common in the domain of Linguistics, whereas, adverbs of approximation prevail in the domain of hard sciences. The distribution of grammatical hedges across the three fields of science is relatively equal. In the Portuguese corpus the most common hedges are pronouns and the epistemic adjective *possive*l, while the least hedged domain is Engineering

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Development of the Internet Corpus of the Kazakh Language (problems and solutions)

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Our research involves the development and implementation of a fundamentally new structure of linguistic resources – the creation of an Internet-corpus of the Kazakh language in a convenient modern virtual form.

Within the framework of the State Program for the Development of the Languages of the Republic of Kazakhstan (2011–2050), as well as in a number of program documents that set the project of digitalization of Kazakhstan, there is an urgent need to create various products using information technologies. As the President of the Republic of Kazakhstan Kassym-Zhomart Tokayev noted, “digitalization is not a fashion trend, but a key tool for achieving national competitiveness”. In this direction, the development of the Internet corpus is of particular importance as one of the independent linguistic corpuses, consisting of virtual texts constantly posted on the Internet. It should be noted that the texts in the Internet space, which has become a wide virtual platform not only for posting various information, but also a kind of communication environment, are constantly updated, supplemented, texts of a new genre appear, which must be recorded with appropriate linguistic analysis and meta-information.

The project is aimed at creating an Internet corpus of the Kazakh language of marked-up texts of the Internet space. The Internet Corpus is not analogous to the National Corpus of the Kazakh Language. It is an independent linguistic resource, a reference and information base of electronic texts of the Internet space. The Internet corpus will allow you to quickly receive answers to many questions of the real use of the language, raise new problems that were not included in the range of problems of linguistics of past years, revolutionize the work with linguistic material for the prospective creation of a full-scale Internet corpus of the Kazakh language. The development of the Internet corpus will allow to improve the systems of automatic morphological, syntactic markup, automatic systematization and classification of texts, machine translation of texts from Kazakh / into Kazakh language, teaching on its material and, in general, to improve intellectual systems that collide with the Kazakh language.

The creation of the Internet corpus makes a certain contribution to the development of the corpus representation of the Kazakh language and is an innovative tool that reduces the time spent on technical work on the study of linguistic phenomena and makes it possible to find reference information in a matter of minutes. The Internet corpus proposed for development is one of the most significant new objects of corpus linguistics, but it is not just a technical support for linguistic research. This is a reference and information base on the modern Kazakh language of the Internet space, which allows you to get answers to many questions that arise before a wide range of consumers who use and learn the Kazakh language, as well as pose new problems that were not previously included in the range of linguistics problems, revolutionize work with linguistic material for the prospective creation of an Internet corpus of the Kazakh language, which is planned for implementation by the authors of this project.

Within the framework of Kazakh linguistics and applied linguistics of Kazakhstan, the research and development of the Internet corpus is of particular interest, which is determined by the insufficient development of the problems in this area. So, considering the study of the corpus of the Kazakh language as a logical continuation of the tradition of its study, nevertheless, one can appeal to the lack of polyfunctionality, the elaboration of the Corpus of the Kazakh language, which is characteristic of such corpuses as the National Corpus of the Russian Language, the British National Corpus.

Despite the achievements in this area (an attempt to compile a corpus with the necessary markings, the presence of many scientific studies in the form of monographs, dissertations, textbooks of the Kazakh language), the boundaries of research do not go beyond the framework of traditional linguistics, which limits efforts to develop a corpus or reduces them to a mechanistic identification differences of the Kazakh language. It must be stated that we do not have a full-scale multifunctional corpus of the Kazakh language in free access. Consequently, the efforts of various research institutes and universities are required to form various types of corps. We need a modern research mechanism and a practical tool, which will be facilitated by the development of the

Internet corpus of the Kazakh language. The problem of improving automatic morphological, syntactic markup, automatic systematization and classification of texts, machine translation and learning on the material of the Kazakh language is acute. In addition, computer-assisted language learning focuses on activities that stimulate new approaches, such as authentic texts that can be accessed in the language corpus. These facts testify to the objective reality and relevance of the problem of creating various types and types of corpora of the Kazakh language, including the Internet corpus of the Kazakh language. In the Republic of Kazakhstan, to date, corpus linguistics as a scientific and applied direction is at the stage of formation and has not yet received its proper development. Accordingly, the creation of the National Corpus of the Kazakh language on a national scale remains an urgent issue. It should be said that the Internet Corpus is not an analogue of the National Corpus, it is an original independent type of corpus.

The above-mentioned gaps associated with the development of the Internet corpus of the Kazakh language determine the relevance of the undertaken scientific and applied research and can be solved by the members of the working group of the proposed Project, which includes specialists working with information technologies and linguistic specialists with experience in processing linguistic data for the purposes of corpus linguistics.

The project promotes fundamental applied research of the Kazakh language both from the point of view of modern linguistics and using information technologies, the introduction of their results into the educational process in order to optimize the study, research, teaching of Kazakh and foreign languages. The project will make it possible to implement an online electronic Internet corpus consisting of the texts of the virtual space in the Kazakh language. During the execution of the Project, both linguistic methods of analysis of the Kazakh language (morphological, syntactic, semantic, lexicographic) and methods of corpus linguistics are used: text inventory, lexicographic processing, primary text markup, tokenization, lemmatization, morphological analysis.

The results of the project are intended to support the work of linguists, lexicographers, journalists, translators, literary scholars, specialists in the field of computer research, experts, specialists in the field of jurisprudence, politics, economics, who monitor the emotional, consumer mood of society, organize the educational environment in order to study and research of the Kazakh language by a wide range of both domestic and foreign consumers.

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Межкультурный рефрейминг в преподавании русского языка как иностранного в отсутствии языковой среды[34]

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Любое слово является отражением другого мира и культуры: за словом находится представление о мире с точки зрения национального сознания (опять же иностранного, если слово иностранное) [Сысоев: 25].

Глобализация межкультурных контактов, интеграция русского языка в мировое сообщество существенным образом повлияли на задачи формирования коммуникативной компетенции иностранных студентов, изучающих русский язык. Для изучения коммуникативных возможностей студентов необходимы поиски новых технологий обучения, способствующих активизации речевой деятельности.

Наше исследование посвящено внедрению в образовательный процесс обучения РКИ заданий, основанных на межкультурном рефрейминге, под которыми мы понимаем задания, направленные на сопоставление культур изучаемого и родного языков.

Анализируемые задания опубликованы в учебном пособии «Русский язык для учащихся стран Западной Африки (Сенегал, Гамбия, Мали)» и предполагают обращение к опыту

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из собственной культуры на основе полученных знаний о культуре изучаемого языка. В данном учебном пособии обучение иностранному языку рассматривается как диалог культур, поскольку овладение иностранным языком есть приобщение к новой культуре. Пособие ставит своей целью формирование межкультурной компетенции - умения видеть сходство и различие между культурами, развития навыков межкультурного диалога. Тексты и задания учебного пособия отражают современные реалии жизни стран Западной Африки и России, учитывают возрастные, этнопсихолингвистические и лингвокультурные особенности учащихся, соответствуют принципам коммуникативной методики.

Межкультурный рефрейминг в пособии происходит уже через названия тем учебного пособия: Культурные центры России и Сенегала (Москва, Дакар, Санкт-Петербург, Сен-Луи), Государственные символы, География России и Сенегалаю

Рубрика учебного пособия «Это интересно!» содержит увлекательные факты, в которых сопоставляются реалии России и Сенегала. Например:

> Это интересно!
> 1. В Москве живет 12000000 (двенадцать миллионов) человек, а в Дакаре 1800000 (один миллион восемьсот тысяч).
> 2. В Москве 80 (восемьдесят) музеев и много театров. В Дакаре один театр и один большой музей.
> 3. В Москве есть метро. Московское метро работает с 1935 года. Каждый день на метро ездят более 7 миллионов пассажиров.

На основе заданных конструкций с примерами о России предлагается составить предложение, отражающее реалии Сенегала. Например:

> Найдите и выпишите из текста о Москве предложения с конструкцией что – (это) что. Составьте несколько предложений о Дакаре, используя эту конструкцию.

Ряд текстов в пособии предлагаются парами: текст о России и подобный текст о Сенегале. Например:

Прочитайте тексты о Санкт-Петербурге и Сен-Луи. Что общего у этих городов?

Санкт Петербург

Санкт-Петербург — один из красивейших городов России. Город был основан в 1703 году как столица России. В Санкт-Петербурге находятся крупнейшие коллекции русского музея, дворцы царской России, много театров, гранитные набережные и мостовые. В городе более 200 музеев. Самый известный из них –Эрмитаж. Это один из самых больших музеев России и мира.

Санкт-Петербург – это знаменитые белые ночи (они начинаются 25-26 мая и заканчиваются 16-17 июля). Это время, когда светло почти круглые сутки.

Санкт-Петербург известен своими поэтами, писателями и композиторами. Здесь жили Александр Сергеевич Пушкин, Николай Васильевич Гоголь, Федор Михайлович Достоевский, Николай Степанович Гумилёв, Александр Александрович Блок, Анна Андреевна Ахматова.

Город является самым крупным северным мегаполисом России. Это важнейший экономический, научный и культурный центр России

Сен-Луи

Сен-Луи — историческая и культурная столица Сенегала. Это старейший город страны и первое европейское поселение в Западной Африке. Сен-Луи был основан в 1659 году. С конца XIX века город был важным коммерческим центром. С 1872 по 1957 год здесь была столица Сенегала. В городе сохранилось большое количество старых домов, Губенаторский дворец с площадью Файдербе, Кафедральный собор.

Центр города — остров на реке Сенегал. Его длина — 2 километра, а ширина — 400 метров.

В Сен-Луи два музея. Каждый год в мае-июне проходит знаменитый фестиваль джаза, который длится неделю. Сюда приезжают известные музыканты и певцы со всего мира. Концерты и встречи со «звездами» проходят по всему городу. Этот фестиваль считается крупнейшим во всей Африке.

Задание. Прочитайте предложения. О каком городе идет речь?

1. В городе сохранилось большое количество старых особняков, Губернаторский дворец с площадью Файдербе, Кафедральный собор.
2. Каждый год в мае-июне сюда приезжают известные музыканты и певцы со всего мира.
3. Город является самым крупным северным мегаполисом России.
4. В городе много театров, гранитные набережные и мостовые.

В том случае, если первым дается текст о Западной Африке, учащимся предлагается самостоятельно дополнить его знакомыми им сведениями, а затем прочитать текст о России на заданную тему. Например:

Задание 1. Прочитайте текст о государственных символах Сенегала и дополните его недостающими сведениями.

Государственные символы Сенегала появились в 1) … году, когда Сенегал получил независимость. Слова гимна Сенегала написал первый президент страны 2) … .Музыку для гимна написал Эрбер Пеппер, который написал гимн и для Центральной Африканской Республики. В названии гимна Сенегала есть музыкальные инструменты, на которых исполняют мелодию национальной песни. лаг Сенегала состоит из трех полос зеленой, золотой и красной. В центре золотой полосы находится 3) … пятиконечная звезда. 4) … цвет флага связан с надеждой и является цветом Пророка; 5) … с богатством, решением экономических проблем;

6) … цвет напоминает о тех, кто погиб в борьбе за независимость Сенегала. Пять лучей зеленой звезды - это пять континентов, на которых знают о молодом государстве - Сенегале.

На современном гербе Сенегала изображены лев (символ власти президента) и 7) … . Над эмблемой, как и на флаге, находится зеленая звезда. На ленте на … языке написано «Один народ, Одна цель, Одна вера».

Задание 2. Прочитайте текст.

Государственные символы России

Гимн, флаг и герб России были утверждены в 2000 году. У гимна России интересная история. В современном гимне используются части текста и музыка гимна Советского Союза, написанного в 1944 году. Когда исполняется Государственный гимн Российской Федерации, слушающие встают, мужчины снимают головные уборы. Гимн звучит на официальных мероприятиях. Флаг России состоит из полос трех цветов — синего, белого и красного. Белый цвет — это чистота, синий — небо и вера, красный — сила и энергия русского народа. В России есть особый праздник — День Государственного флага — 22 августа. На государственном гербе России изображены двуглавый орел и всадник, который убивает дракона. Всадник — это символ борьбы добра со злом.

На уровне продуцирования собственного текста учащимся предлагается составить текст о Сенегале на основе текста о России. Например:

> На основе текста о Москве расскажите о столицах Сенегала, Гамбии, Мали.

В пособии содержится много заданий и примеров, основанных на сопоставлении. Например:

> 1. Вспомните названия знакомых рек и островов. Например: река Москва, остров Гора.
> 2. Знаменитый фестиваль джаза проходит в Сен-Луи каждый год в мае-июне. Праздник Масленица проходит в России в феврале-марте.

Учащимся предлагается сравнить как официальные, так и неофициальные символы родной и изучаемой культуры. Это могут быть животные, растения, горы, реки и др. Одним из примеров таких неофициальных символов в учебном пособии является русская береза. Это почти самое распространенное дерево в России, единственное в мире дерево с белой корой. Древние славяне считали, что в березе живут души умерших. Она также была символом чистоты и новой жизни, потому что она одной из первых распускается весной. Березовые ветки оставляли под крышей дома, чтобы защититься от молнии. В учебном пособии предлагаются пословицы о березе, например, «Русская красавица стоит на поляне», отрывок из стихотворения С. Есенина «Белая береза». Вопросы подводят учащихся к сопоставлению березы с неофициальным символом Западной Африки — баобабом. Например:

> Задание. Ответьте на вопросы.
> 1. Почему береза является символом России?
> 2. В стихотворениях какого поэта береза является символом родного дома?
> 3. На гербе Сенегала изображено дерево — неофициальный символ Сенегала. Какое это дерево? Как оно используется в Сенегале? Оно похоже на березу? Чем оно похоже и чем отличается от березы?
> 4. Какие животные и птицы изображены на гербах Мали и Гамбии. Почему?

Межкультурный диалог реализуется и через вопросы. Например:

Ответьте на вопросы.
1. Какие города России вы знаете?
2. Какой русский город вы хотите увидеть? Почему?
3. Какие достопримечательности есть в Дакаре?
4. Какие достопримечательности есть в Сен-Луи?
5. Прослушайте гимн России. Похож ли гимн России на гимн Сенегала? Чем они отличаются?
6. Чем отличаются и чем похожи государственные флаги России и Сенегала?

Диалоги, представленные в пособии – это ситуации коммуникации между представителями России и Западной Африки. Например:

Задание. Прочитайте диалоги по ролям.
- Привет, Иссеу!
- Привет, Аита!
- Я долго тебя не видела. Где ты была?
- Я ездила в Сен-Луи.
- Ты ездила одна?
- Нет, вдвоем с сестрой.
- Я никогда не была в Сен-Луи. Тебе понравился город?
- Да, очень.Там много достопримечательностей.
- Какие достопримечательности тебе понравились?
- Там есть красивый мост и много старых домов.
- В городе много туристов?
- Да, там были люди из разных стран.
- Я тоже хочу поехать в Сен-Луи.
- Мы скоро опять хотим туда поехать. Давай поедем втроем.
- Хорошо, спасибо!
- Может, встретимся вечером и поговорим о поездке?
- Да, конечно, до вечера!
- Пока!
- Пока!

После работы с диалогами учащимся предлагается составить свой диалог по теме.

Таким образом, лингвострановедческая информация учебного пособия по русскому языку для учащихся стран

Западной Африки с национальной направленностью способствует интенсификации процесса обучения. Необходимо при этом подавать материал, опираясь на ту культурную среду, в которой был воспитан обучающийся, в которой сложилась его личность – это помогает студенту легче воспринимать новый материал, так как он не будет казаться совершенно чуждым и непонятным. Если новые темы выстроены в соответствии с образом мышления студентов, процесс изучения станет последовательным, а знания – более прочными.

В противном случае вполне вероятно, что возникнет недоразумение из-за разницы восприятия, что усложнит в будущем процесс общения людей из двух стран. Возможны также недопонимания, которые затрудняют адекватное взаимопонимание представителей двух культур.

Преимущества национально-ориентированного пособия заключаются в его направленности не только на культуру страны изучаемого языка, но также на национальные особенности восприятия самих студентов — это облегчает процесс изучения.

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Dialogue in an Intercultural Environment: Understanding and Misunderstanding in China for Foreigners

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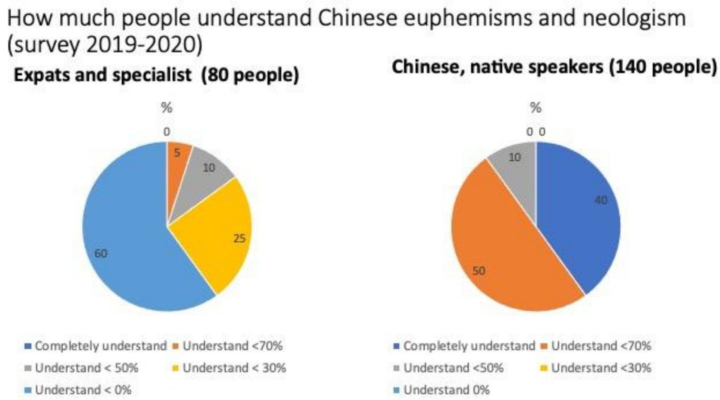
The development of intercultural communication is closely related to an adequate understanding of a number of terms that correspond to new realities in life and can be incomprehensible to foreigners. In this paper, we highlight several examples of the difficulties foreigners face when working, studying, or living in China. We do not mean the difficulties associated with direct translation (for example, ignorance of the dictionary meaning of a word), but precisely a lack of understanding of the realities behind this word. We also communicated only with foreigners with a high level of knowledge of the Chinese language. This means that in everyday communication, they do not encounter difficulties in understanding their Chinese interlocutors, can have a professional conversation. This level complies with the Chinese language standard HSK 6 or higher.

These questions surrounding neologism in the Chinese language illustrate many current issues in language, culture, and identity in an age of rapid change and sociolinguistics. Its detailed analysis of the new Chinese lexicon will illuminate broader questions about language, identity, and globalization.

Here we present preliminary results of the survey carried out among foreigners in China (Beijing, Shanghai, Guangzhou, and Zhengzhou) in 2019-2020. The survey showed that out of 50 sentence terms that are widely used on the Internet and in everyday speech, only 5% of foreigners succeed to understand more than 70%

of neologisms, while 40% of Chinese native speakers understood all the terms and only 10% (mostly older people) gave inaccurate definitions.



For the survey, we have used neologisms (both words and expressions) related to the realities of contemporary Chinese life that have become popular in 2015-2020 related to recent spillover events. Neologisms and euphemisms usually are associated with new publications, pieces of text, movie quotes, political slogans, social campaigns, and others.

We have tentatively divided all neologisms into three groups, taking into consideration that some of them may overlap in several groups.

The first group includes stable expressions or memes indicating new cultural elements or notions passed from one individual to another, usually spread rapidly by internet users or as an oral expression, often with slight variations.

The second group includes comparatively new expressions about interpersonal relations (love, sex, marriage) with the primary goal to conceal or to shadow the initial meaning because of the cultural restrictions, taboo or interpersonal «love game". Finally, the third group mainly deals with recent political campaigns or social transformation.

Some neologisms were already earlier introduced in the Hongkong language and in Singlish, a colloquial variety of English spoken in Singapore [Wee 2020]. Usually, it means the inclusion of some English words in Chinese sentences.

The Internet is the most vivid "melting pot" for new expressions in today's Chinese society. As for whether the Internet buzzwords can be precipitated, they have to meet two conditions: one is grounded in the cultural environment, and the other is to have a basic cultural taste of "something special" that distinguish the person from the crowd and at the same time establish new community participation.

In several cases, neologisms came as a new interpretation of English words in the Chinese language. One such new expression is "Gucci", which points out not to the Italian brand of luxury goods but refers to something with some luxury taste, stylish or perfect. For example: "The chef made this dish by hand, do you think it's good? Well, it tastes very Gucci" (嗯，吃起来很 Gucci)

In other cases, English words may be used to conceal meaning, but in a distorted or incomplete sense. For example, the adjective "happy" (in a sense «to make love») takes on the properties of a verb in a phrase where Chinese and English expressions are mixed: «他们今天可能要 happy 一下" (literally, "we may make each other happy today" with the particle 一下 literally "once", "all of a sudden", "in a while", indicating the short duration of the action.

A number of modern Chinese expressions take on a deliberately distorted meaning and even lose its grammatical correctness. For example, the expression 我太难了 (wo tai nanle) means "I am in difficulty" or "I'm too hard." The correct meaning is the feeling of deep frustration when encountering bad luck and experiencing setbacks. It comes from Chinese video blogging "Racer." The anchor in the video with sad music, frowning, eyes hollow, while saying: "I'm too hard as an old iron, recently stressed" while holding his forehead tightly with both hands. After the release of the video, "I'm too hard" immediately exploded the Internet. Subsequently, the Internet also appeared on the "I'm too hard" as the theme of the emoji package, netizens also began to spoof, such as the use of mahjong tiles with the same name. For example, "My classmates in the same group have asked me to modify this topic assignment five times! I'm too hard!" (这个专题作业，同组的同学已经要我修改了五次！我太难了！); "With so many dinner parties at the same time, how do I choose? I'm too hard!" (同一时间那么多聚餐活动，要怎么选择？我太难了！).

Another phrase with an obscure meaning for foreigners but widespread on the Internet is: “Don't you think, I want me to think” (or “I don't want you to feel, I want me to feel”). 不要你觉得，我要我觉得. The phrase is used for self-flagellation when deriding some people for being arrogant and not taking others' opinions to heart. In the popular Chinese variety show "Chinese Restaurant", the image of the store manager Huang Xiaoming as a "domineering president" has staggered many viewers because he makes all the decisions in the store and his phrase "I don't want you to feel, I want me to feel" is therefore tied to this persona and has become an object of teasing. Here is an example: The girlfriend: “My birthday is coming up. I think you should buy me a bag”. Boyfriend: “I don't want you to think, I want me to think» 女朋友：我的生日要到了，我觉得你可以买一个包。男朋友：我不要你觉得，我要我觉得 [New Words 2020].

This group of neologisms appeared mostly as a specific internet slang and usually connected with some new topics from movies, fun stories, etc. In this case, if a foreigner is not acquainted with these topics, the proper sense of the expression could be vague to him.

Another group of recent neologism came from the current topics of social live that «reactivate» some already existing words or give them new meanings.

The important source of this group of neologisms is “The Chinese Language Inventory" (Hanyu pandian 汉语盘点) jointly published every year by the National Language Resources Monitoring and Research Center and the Commercial Press to name the "Top Ten Buzzwords of the Year". 2020 brings new terms related to the pandemic, e.g., the outbreak of the "new coronavirus" (新冠" 暴发), etc. [Chinese Inventory 2020].

Some new expressions from this list were obscure for the majority of foreigners that we surveyed. For example, for the new expression *guangpan xingdong* 光盘行动 just one meaning could be found in dictionaries so far — "CD-ROM's movement". However, its contemporary meaning is "movement for clean plates". This is a new campaign advocating the need to conserve food and other products, opposing wastefulness and driving people to cherish food and eat all the food on their plates. In August 2020, this movement has received support from the central government, becoming one of the top ten news buzzwords, Internet hot words, and one of the most well-known public welfare brands [Xi Jinping 2020]. The Internet user reacted to this movement by posting a number of images of CD-ROMs.

Another new difficult word is *da gongren* which literally means "to hit a worker". However, it is a new way to pick on a political slogan and means "exemplary worker", "working award worker". For example, instead of simply saying "Good morning" to each other, people are now saying "Good morning, exemplary workers! (*da gongren*). In general, "worker" or "laborer" became a new stigma. According to Chinese Q&A resource Zhihu 知乎 after "security diary" (保安日记) and "social animal" (社畜), "worker" has become the slogan of workers from all walks of life: "80% of the pain in life comes from working part-time 打工, but I know that if I don't work part-time, I will have 100% of the pain, so between working part-time and having no money, I choose to work part-time!” [What is 2020].

Even some words dated 7-8 years old and connected to the modern Chinese realities are still obscure for foreigners in everyday communication. In 2012, the 6th edition of the Modern Chinese Dictionary introduced several new terms, among them are *shanzhai* and *panta* which are obscure for foreigners.

The new word *shanzhai* 山寨 originally means "fortified hill village" or "mountain stronghold" (esp. of bandits) but today got a new meaning of "imitation" or "counterfeit", trademark infringing brands and goods. The term *shanzhai* especially refers to the counterfeit productions in Mainland China. The term *panta* (盘他) literally means "to examine, to check, to make over". In particular, it means holding something in your hand and circling and stroking it. For example, if some man meets a pretty young lady, he can "panta her" which is tantamount to "teasing her". In another case, if you see something or someone that is not pleasing to your eyes, it means you "panta it", so say "to be frustrated" by it. This new word came from De Yunshe's comedy "Wenwan" (文玩).

Most of the new expressions of 2012-20 came from the Internet, as well as from movies, turning into memes. One of the best examples is "What do you think, Yuanfang" 元芳，你怎么看 which is one of the top ten Internet buzzwords of 2012 which originated from a series of film and television dramas. Yuanfan is a TV series hero and Internet meme. His lord usually asked: "Yuanfang, what do you think about this matter", to which Li Yuanfang replied each time, "Your Excellency, I think there is something fishy about this matter" or "There must be a big secret behind this matter." Because of its humorous and witty content, netizens start their replies with "Yuanfang, what do you think» (see: "Elementary, my dear Watson»). Some lazy netizens even just use this phrase as a universal reply.

In other cases, concerning neologisms, we can see the disguising and deceptive function of political euphemism. Generally speaking, it is a tool for political participants to hide scandals, disguise the truth, guide public thoughts when discussing social issues or events. In spite of some common features political euphemism shares with others, it has three typical features: a greater degree of deviation from its signified, more vague meanings, a strong characteristic of times [Zhao 2010]. The Internet is becoming a platform not so much for expressing protest sentiments as an opportunity for broad dialogue and for discussing sensitive issues. In some cases, old words can take on a new, more politically-sensitive meaning. For example, the traditional word *yimin* 蚁民 "ant-man" came back into the Chinese language. This is a term of contempt used by the old rulers for the ordinary people as well as a humble term for the common people in front of the officials. Today, however, this term expresses the powerlessness of the "little man" in the face of authorities and the desire to express his/her opinions on social issues. The other category of expressions repeats the official statements of the Chinese authorities by their form (that is, they do not distort the form of the statement) but gives the opposite meaning. For example, "China's Internet is open" (中国的互联网是开放的 (Zhōngguó de hūliánwǎng shì kāifàng de) carries a mocking connotation and has the opposite meaning. The very example of "mirrored truth" we can see in the case of using official statement in derisive meaning, for example, "I don't understand the actual situation" 不明真相 (*bùmíng zhēnxiàng*), a phrase often used by the government and official media to describe "mass incidents" (群体事件 qú*ntǐ shìjiàn*). These phrases are usually understood by foreigners.

Another way of indicating one's critical attitude towards political reality is to change the standard expression "my country" (我国 or 'our country") to "their country" or "your country" 你国 (nǐ guó). "My country" is a standard expression in patriotic texts and speeches for expressing love for the motherland and fascination with China's achievements. "Your country" separates the speaker from what is going on in China and is also meant to show that the speaker, in reality, cannot participate in the affairs of governing the country, including the distribution of its wealth. [Times 2015].

In general, we see that most of the expressions associated with quotes from films, memes, Internet communications are either completely or partially incomprehensible to foreigners since they are associated with the rapidly emerging new realities of Chinese social life. On the contrary, many political euphemisms are understandable, since they are built according to the same logic (for example, the distortion of the original meaning to the opposite) as in Western culture.

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What is the recent “exemplary worker" stems? 最近的“打工人”是什么梗 https://zhuanlan.zhihu.com/p/268597560 (12 December 2020)

Xi Jinping made an important instruction to emphasize the resolute stop food and drink wasteful behavior to effectively cultivate the habit of saving in the whole society to create an atmosphere where waste is shameful and saving is proud 习近平作出重要指示强调 坚决制止餐饮浪费行为切实培养节约习惯 在全社会营造浪费可耻节约为荣的氛围 11 August 2020 http://www.xinhuanet.com/politics/leaders/2020-08/11/c_1126353394.htm (16 November 2020)

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Moving from Interdisciplinarity to Transdisciplinarity: Research in Translation Studies

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Introduction

Translation Studies has long been considered an interdiscipline (Chesterman 2002). This paper argues that the next logical stage in the development of its applied branches is transdisciplinarity, which refers to research that bridges the gap between scientific knowledge production and societal knowledge demand as "an integral component of innovation and problem-solving strategies in the life-world" (Hoffmann-Riem et al. 2008: 3). It offers a viable framework for empirical research in professional contexts and settings, transcending disciplinary and interdisciplinary approaches by bringing together researchers, communities of practice and their organisations in active, collaborative problem-solving directed at real-world issues (Stokols 2006; Hirsch Hadorn et al. 2008).

The essential situatedness of professional translation (Risku 2010) strongly suggests that it should be investigated *in situ* if it is to be properly described and understood. This realisation has seen a steady but slow increase in workplace studies over the past few years, fuelled partly by advances in research tools and practices, but primarily by a broadening but largely unarticulated, *implicit* acknowledgment of the need to deploy transdisciplinary approaches. Viewing the interdisciplinarity of empirical translation research as a stepping-stone towards its inherent potential for transdisciplinarity, the current paper proposes a model of transdisciplinary action research as an *explicit*, structured framework in which to investigate professional processes and practices in the situated sociotechnical contexts of translators' workplaces.

From interdisciplinarity to transdisciplinarity in Translation Studies

Gambier and Van Doorslaer (2016: 1-4) argue that Translation Studies is an interdiscipline comprising four shared basic elements on which other disciplines can help shed light: language, participants, situation and culture. A relevant current example is provided by the sub-discipline of cognitive translatology (Muñoz Martín 2016), where researchers borrow theories, approaches, models and methods from linguistics and psycholinguistics, neuroscience, cognitive science, writing and reading research and language-technology research and development (O'Brien 2015). Specifically, cognitive translatology is inspired by second-generation cognitive science and complexity theory, drawing on models of extended (e.g. Clark & Chalmers 1998) and 4E(A) cognition (Hutchins 2010; Wheeler 2005). Translation is conceived of as a complex situated activity "done not solely by the mind, but by complex systems. These systems include people, their specific social and physical environments and all their cultural artefacts." (Risku 2010: 103). It stands to reason that such interdisciplinary research should be conducted at least partly *in situ*. Cognitive translatology and other applied branches of Translation Studies have therefore been increasing moving out of the lab into "the field" (Risku et al. 2019) to explore workplace translation processes and practices, embracing sociocognitive, sociological (e.g. Olohan 2017) and ergonomic (e.g. Lavault-Olléon 2016) layers of research (Risku et al. 2020: 38–429).

Data collection methods in workplace research can be broken down into interdisciplinary ethnographic observational methods (field notes, audio recordings, video recordings, etc.), self-report (surveys, interviews, focus groups, activity logs, etc.)

and translation process research (TPR) techniques deployed in mixed-method studies (keylogging, screen capture, eye-tracking, think-aloud protocols, retrospective verbal protocols, etc.) (Ehrensberger-Dow & Massey 2020). Risku (2016) and Koskinen (2008) present pioneering examples of how "translatorial linguistic ethnography" (Koskinen 2020) can be used to study workplace processes and practices in commercial and institutional organisations. Ehrensberger-Dow and Hunziker Heeb (2016) combine ethnographic observation, self-report and TPR in their investigations of the physical, cognitive and organisational ergonomics of professional translation. The logistical and methodological challenges are outweighed by the benefits of ecological validity, by the feedback loops with practice partners and stakeholders, and by the transformational effects of applying outcomes directly to professional practice and education.

It is here that interdisciplinarity yields to transdisciplinarity. The conceptual framework of transdisciplinary action research focuses on real life-world problems, transcending and integrating disciplinary paradigms and involving the active engagement of researchers, practitioners, communities and their organisations (Stokols 2006; Hirsch Hadorn et al. 2008). The knowledge generation and learning effects it achieves not only benefit the researchers and their institutions, but also the development of the individuals, groups and organisations that constitute the "communities of practice" (Lave and Wenger 1991) with and for which the researchers work. As such, transdisciplinary action research signals the way forward for translation workplace research, capable of both investigating and nurturing individual, community and organisational development in dynamic, complex systems. Taking such a path is "wholly congruent with the nascent emergentist paradigm evolving […] in situated, embodied approaches to cognitive translatology" (Ehrensberger-Dow & Massey 2020: 364).

A use case and a model

An example from my institution serves as an illustrative use case. *Cognitive and Physical Ergonomics of Translation* (ErgoTrans)35 was an interdisciplinary project involving experts and perspectives from Translation Studies, occupational health, usability testing and language technology. It set out to investigate indications of disturbances to the translation process at the workplace, the cognitive and physical ergonomic factors behind them, and how professional translators coped with them. It was run in close cooperation with the language services of Swiss and European institutions, commercial language service providers and freelance translators.

The findings are published in academic contributions (e.g. Ehrensberger-Dow 2017; Ehrensberger-Dow & Hunziker Heeb 2016), but they have also been featured in various knowledge-transfer publications (e.g. Ehrensberger-Dow & Massey 2018; O'Brien & Ehrensberger-Dow 2017) for professional translators and their associations. Moreover, the results have driven MA and continuing education workshops for students and professionals. Even during the project, the knowledge it produced was taken up by stakeholders and had an observable impact on individual participants and institutions from the community of practice. Occupational health researchers conducted ergonomic assessments at the workplaces of institutional translators working for the European Parliament (EP) and the Swiss Federal Chancellery, and a focus group session conducted at the EP led directly to closer cooperation between it and the ergonomics agent of the European Commission's Directorate-General for Translation (DGT). The EP has also adopted a range of measures to improve workplaces and

35 The ErgoTrans project was carried out at ZHAW Zurich University of Applied Sciences from 2013 to 2015. See https://www.zhaw.ch/en/linguistics/institutes-centres/iued-institute-of-translation-and-interpreting/research/cognitive-and-physical-ergonomics-of-translation-ergotrans/ (9 November, 2020).

practices, while the DGT’s ergonomics agent fed back into the academic community by contributing actively to an academic conference on translation ergonomics (Peters-Geiben 2016).

The project has had a transformative effect on researchers, participants, partner organisations, translator education and practitioners. It has transferred knowledge back into organisational development and education initiatives. In an iterative series of interactional loops, it has extended transdisciplinary cooperation, opened up other research questions and avenues, identified more issues and stimulated further solution-finding. Researchers, participants and their organisations have learned, developed, adapted and changed through the various levels of interaction (individual assessments, interviews and exchanges between researchers and participants, focus-group discussions, etc.) in which they were engaged.

This pattern of knowledge generation and action can be mapped virtually one-to-one to the action research spiral of planning, acting, observing and reflecting (Cravo and Neves 2007; Massey 2019). The transdisciplinary dimensions can be rendered as a triangular interactional frame with bidirectional vectors running between the three vertices research and development (R&D), education and, at the apex, communities of practice and their organisations. In the context of applied Translation Studies, this can be visualised in the integrated model of transdisciplinary action research presented in Figure 1. It represents the transition that applied Translation Studies needs to make in order to research and serve the realities of translation in the field.

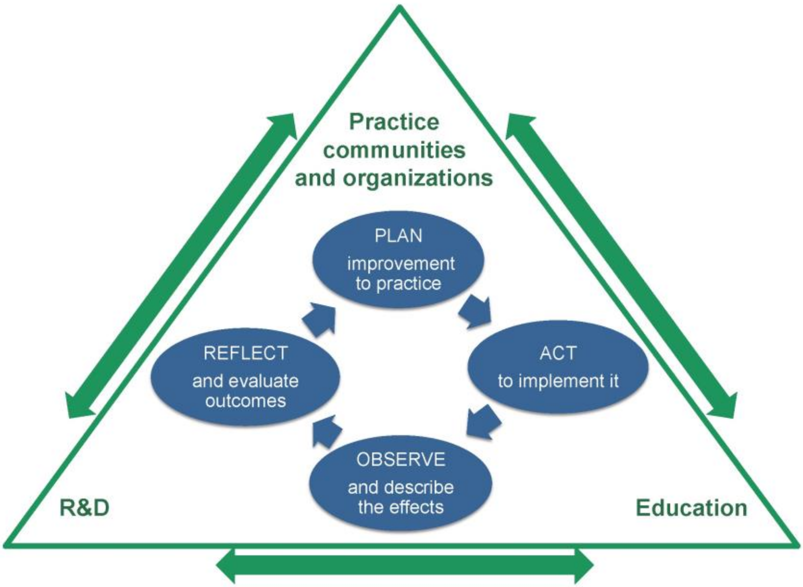

Figure 1. Transdisciplinary action research applied to translation

Conclusion

Interdisciplinary research is readily acknowledged as the pre-condition for understanding the complexity of professional translation. However, if insights are to be productively transferred back into the profession and its organisational settings, then an expanded approach is needed. It is time to move, consciously and explicitly, from interdisciplinarity to transdisciplinarity. Transdisciplinary action research offers a viable model to guide the transition, presenting a framework in which professional processes and practices can be investigated, and the findings productively applied, in the situated sociotechnical contexts of translators' workplaces.

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Linguo-Pragmatic Characteristics of Borrowings in Media Language

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The language study is anthropocentric approach that studies it closely with the consumer. Increased attention to human speech activity and his speech behavior is reflected in one of the areas of modern linguistics - pragmatic linguistics, or pragmatics, the beginning of which was laid in the works of L. Wittgenstein and linguists of the Oxford School. The problem of the status and role of languages is not limited to linguistics, but is a driving force of social activity, reflecting national identity. Also, among the many problems of modern linguistics, one of the most important places is occupied by issues related to the study language contacts, bilingualism and multilinguism.

Language is the core of the national state, so this issue is not only cultural, but also political. Language is a fundamental mechanism of national unity, an instrument of emergence and reproduction of the nation as a social structure and preservation of linguistic diversity. The process of globalization is being implemented into the ethno-linguistic space of Kazakhstan and is one of the priority directions of language policy. The study of linguistic convergence issue in modern Kazakhstan is of great interest due to the fact that the problem of languages functioning in a multiethnic state and the achievement of mutual understanding between peoples with different cultures and languages is stealing the show constantly. As a result of such linguistic convergences, there have been appeared borrowed words, which undergo various kinds of changes and transformations.

Nowadays language contacts are becoming global and all conditioned both by globalization and integration processes in politics and economy, and rapid development of international communication. In modern linguistics, this problem got a special attention, as a result of which researchers distinguish a separate linguistic paradigm, what has received such names as «the theory of language contacts», «contactology», «linguistic contactology», and «contact linguistics». In our opinion, the scope and content of the concepts reflecting them are identical and similar, as a consequence, we do not adhere to strict guidelines for the notion of a given concept by means of one term.

The difference in the interpretation of the borrowing process and borrowings itself is explained by various scientists by the insufficient study of some aspects of borrowing processes study, such as the inclusion of a word of foreign origin in speech and language, the relationship between borrowing and mastering, and the selection of criteria for mastering a foreign word. One of the striking examples of such discrepancies is the difference in the definition of the terms of this phenomenon. We considered it necessary to give a brief overview of different points of view on this issue, since many linguists interpret the indicated phenomenon differently. In the encyclopedia “Russian language” we see the following: “borrowing is the transition of elements of one language into another as a result of language contacts, interaction of languages”. A similar approach to the interpretation of this term is followed by D.E.Rosenthal and M.A. Telenkova. L.P. Krysin's approach to the definition of this term coincides with the position of E. Haugen. He called “borrowing” as the process of moving different elements from one language to another. L.P. Efremov gives the following definition: “Lexical borrowing is a complex linguistic process, the completion of which is the creation of a new word for the language, and the essence that determines the entire process and leads it to completion, - changing the borrowed foreign language material and giving it a grammatical form”.

Analysis and review of scientific literature shows that the issues of bilingualism and multilingualism have been and still are the object of increased attention. Bilingualism (Kazakh-Russian, Russian-English), affects the scope of languages, contributes to the creation of a new linguistic situation. Integration of foreign language vocabulary into the lexical and semantic system of the Russian language at the present stage is characterized by a special scale and intensity.

Contemporary journalism, reflecting operational life in all its diversity, refers to the vocabulary adopted in this case, including borrowings. The authors of the printed editions, trying to attract the reader, cannot refuse to use "fashionable" foreign words. Borrowed vocabulary is transmitted in newspaper texts in different ways: practical transcription, transliteration, transplantation, tracing. M.A. Breiter. singled out four levels of mastery of a foreign word: phonetic and graphic assimilation, morphological development, word-formation integration and semantic mastery. When transferring foreign language vocabulary, the problem of the variant use of the word arises. Every word has a word-building potential, that is, the ability to create new words according to existing in the language word-formation models.

In the process of studying borrowed words in the recipient language, it is necessary to focus on those relations and connections in which new words are included in the language system of the recipient. Studying the intensity of the influx of numerous foreign language names as a result of language interaction, we have a question of their adaptation to the host language system. In Kazakhstani society, the process of active integration and adaptation of borrowed words in the context of communication with different cultures leads to the natural development of mass multilingualism. In the life of Kazakhstani society, the functioning of the English-speaking elements, borrowed vocabulary is becoming the norm for verbal and written communication. Therefore, we analyzed the adaptation and functioning of borrowed lexical units in the media materials, namely, we studied the linguistic units selected as a result of a continuous sample from the papers of "Kazakhstanskaya Pravda" since 2017. Total number of analyzed lexical units is 427. The collected material of borrowed lexical units, diverse in semantic composition, was distributed by us into thematic groups, i.e. combinations of words that are based on the classification of the objects themselves and phenomena of reality. In order to group the analyzed borrowings, we used the classification-conceptual scheme of F. Dornzeiff, which we only slightly modified and adapted to our material.

The analysis of lexical units by sphere of use makes it possible to distinguish the following groups and subgroups according to the classification scheme adopted in F. Dornzeiff's dictionary:

1. Social and political terminology. Space. Position in space. We present borrowings of this group divided into four sub-groups: 1) administrative and legal terminology, names of state organizations, positions, persons, as well as other organizations; 2) military terminology; 3) cultural, sports terminology; 4) religious terminology. For instance: «1,2 tysyachi **sek'yuriti** nakhodyatsya na vremennom karantine» (KP from 7.02.2018 «Boleye tysyachi okhrannikov Olimpiady otpravleny na karantin iz-za neizvestnogo virusa»). «Novaya volna **lokdaunov** i ogranicheniy prokatilas' po Yevrosoyuzu i Anglii» (KP from 1.11.2020). «Ved' ne sekret, chto

v yezhednevnykh novostyakh informatsiya, k primeru, o dostizheniyakh kosmicheskoy otrasli teryayetsya sredi soobshcheniy o zvezdakh **shou-biznesa**, podrobnostey iz lichnoy zhizni **selebriti** i ikh okruzheniya» (KP from 3.08.2020, «Vremya inzhenera»). «**Art-terapiya**» (KP from 31.01.2020, «Ruchnaya rabota»). «Stali izvestny vse uchastniki **pley-off** futbol'noy Ligi chempionov» (KP from 12.12.2019).

2. Names of metrological measures of weight, magnitude, number, degree, length, time and currency units. For instance: *"V minuvshiy **uikend** v Las-Vegase na arene T-Mobile (shtat Nevada, SSHA) sostoyalsya ikh **match-revansh"** (KP from 18.09.2018).*

3.Existence. The main part of borrowings is made by this group. 1) food and drinks; 2) products and clothing; 3) the names of household items. For instance: *«Krome togo, predstaviteli mobil'noy gruppy ne obnaruzhili **sanitayzery**, kotoryye dolzhny byt' ustanovleny kazhdyye 50 metrov, kak togo trebuyet postanovleniye sanitarnogo vracha» (KP from 7.09.2020, «Proshtrafilis'»). «Babushkiny uroki ne proshli darom. V odin prekrasnyy den' ona smasterila sebe beret iz voyloka. **Khend-meyd** ponravilsya ne tol'ko yey samoy, no i okruzhayushchim» (KP from 31.01.2020, «Ruchnaya rabota»). «Chlenami Komissii byl otobran **short-list** pobediteley po kazhdoy iz 11 nominatsiy premii» (KP from 18.06.2019 «"Urker-2019": opredeleny laureaty yezhegodnoy premii v oblasti zhurnalistiki»).*

4. State and relationship designations. Words that define light, color, sound, temperature, state, smell, and taste of an object. For instance: *«Po slovam rebyat, pervyye zhe posty o trampline na Bukhtarminskom vodokhranilishche sobrali **layki**». (KP from 7.09.2020, «Trenirovka s kupaniyem»). «Neredko ispol'zuyut tak nazyvayemuyu zhivuyu **attenuirovannuyu** vaktsinu, zhivoy, no sil'no oslablennyy mutatsiyami **mikroorganizm** vyzyvayet ne samu bolezn', a **layt-versiyu**, kotoruyu lyudi, kak pravilo, ne zamechayut» (KP from 30.04.2020 «COVID-19: v ozhidanii vaktsiny»).*

5. Movement, desire and actions. For instance: *«Eto samyy slozhnyy vid **fristayla**, kogda lyzhniki spuskayutsya po bugristomu*

sklonu da yeshche s dvumya tramplinami, demonstriruya potryasayushchiye po zrelishchnosti elementy akrobatiki». (KP from 7.09.2020, «Trenirovka s kupaniyem»). «Ideya pridat' novyy oblik zabroshennoy stroyploshchadke voznikla vesnoy 2018 goda, kogda Yelbasy Nursultan Nazarbayev ozvuchil Pyat' initsiativ, napravlennykh na sotsial'nuyu ***modernizatsiyu*** *strany». (KP from 7.09.2020, «Uyutnyy Dom studentov»). «Takzhe rukovoditel' sanitarno-gigiyenicheskogo kontrolya otmetil, chto* ***monitoringovyye*** *meropriyatiya na ob"yektakh provodyatsya yezhednevno» (KP from 7.09.2020, «Proshtrafilis'»). «V etoy sfere sushchestvuyut upushcheniya, kotoryye naglyadno proyavilis' v period rezhima CHP, vvedennogo dlya* ***likvidatsii*** *ugrozy rasprostraneniya* ***koronavirusnoy infektsii*** *» (KP from 5.11.2020, «Tochki prodovol'stvennogo rosta»).*

6. Words related to different areas of life. For instance: "*Zavershaya tseremoniyu, yeye uchastniki osmotreli kinozal, stolovuyu, ugolok* ***Bolashak Books****, otkrytyy v biblioteke". (KP ot 7.09.2020, «Uyutnyy Dom studentov»). «K primeru, v sele Aytey, gde raspakhnula dveri prostornaya* ***IT-shkola*** *na 1 200 mest, rebyata dolgiye gody byli vynuzhdeny «gryzt' granit nauk» v tesnom, neprisposoblennom pomeshchenii». (KP ot 7.09.2020, «Uyutnyy Dom studentov»). «I operatsii, i* ***master-klassy*** *» (KP ot 7.09.2020, «I operatsii, i master-klassy»). «V nastoyashcheye vremya organizatorami vedutsya peregovory s avtorom skul'ptury "Belka" izvestnym urbanistom Aleksom Rinslerom kasatel'no vozmozhnogo* ***restaylinga art-ob"yekta*** *» (KP ot 21.01.2020, «Almatinskuyu "Belku" vozmozhno zhdet restayling»).*

By classifying the borrowed vocabulary according to the area of their use, we have identified them in six thematic groups and seven subgroups. This classification gives a clear idea of the versatile nature of the influence of the English language on the vocabulary of the Russian language. As a result of linguistic contacts in the lexical system of the Russian language, the borrowed vocabulary represents a new class of words, however, they are understood by a large proportion of readers of printed publications, since they are in constant contact with the native speakers of the Kazakh / Russian languages. Foreign words, borrowings, are a significant semantic and style-forming component and, as linguistic means of expression, are subject to the purpose and structure of the text. The borrowed vocabulary differs in the degree of mastery, which is due to such signs as: the external form, transmitted using the graphics of the recipient language; adaptation by the phonetic and grammatical system of the recipient language; functionality in the recipient language (the ability to enter into semantic and word-formation relationships); fixation in various dictionaries covering the lexical composition of the recipient language. The study of linguistic convergence, which determines the process of borrowing and further adaptation of foreign language vocabulary, cannot be carried out in isolation from the fact of the influence of the norms of one language system on another.

Borrowings, being included in the system of another language by virtue of their origin, create special difficulties in use and understanding, but at the same time they often become a necessary component of the language. In the language of the Kazakh media, we can notice changes in the pragmatic orientation: due to the adaptation of borrowed vocabulary, speech in periodicals acquires an expressive character; the authors of publications play the role of not only a relay, but also become an interpreter of the transmitted information, enriching the transmitted message with borrowed vocabulary.

According to the results of the analysis of the borrowed vocabulary on the pages of the Kazakhstanskaya Pravda newspaper, we can note that when a word passes from one language to another, various kinds of changes occur, as well as the sounding, not caused by any phonetic laws, and structural and word-formation changes. Such an accidental, optional distortion of the external appearance, as a rule, occurs when a word is borrowed directly. The borrowings we are analyzing are different in the degree of their mastery, and are divided into groups: the most frequently used and at the same time quite understandable, without explanation, words, and rarely or singularly occurring and, as a rule, obscure or completely incomprehensible words.

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Terminological Shift Caused by the COVID-19 Pandemic as Referred to L2 PR Education

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Abstract

The article dwells upon the importance of language development in unprecedented times of coronavirus pandemic. The authors view the changes brought into the vocabulary layer of the English language with

a special regard to professionally oriented L2 teaching to PR undergraduates. The avalanche of new words connected with the coronavirus disease has appeared during the pandemic lockdown. New lexical units contribute to the change of people's worldview and behavior. L2 professional educators face new challenges to study the newly emerging coronavirus discourse and adopt it for the didactic purposes. The methodology deals with the study of the COVID-19 discourse, necessary for the insight into the problem to be encountered. The research focuses on the descriptive analysis of lexical units based on contemporary material and its implementation into the educational process. The result testifies to the emergence of blurred terminological fields of knowledge expressed in language.
Key words: *PR undergraduates, COVID-19 discourse, vocabulary, VUCA.*

Introduction

Dynamism and velocity of change in the present VUCA world of volatility, uncertainty, complexity and ambiguity (Bennis, Nanus, 1985) make life unsteady including a vigorously developing English vocabulary with the term 'coronavirus' as its nucleus. COVID-19, a perfect manifestation of VUCA in action, has entailed changes of common speakers' active vocabulary and a lexical shift within language registers comparable to a revolutionary upheaval. The spread of the coronavirus disease has influenced people's consciousness and state of mind, giving rise to a new form of thinking and its linguistic realization. The linguistic science oversees the saturation and extension of associative fields of the virus in question. The lexical units that mirror these processes are not only relevant for the medical sphere, they have also penetrated the terminological fields of all the registers washing away their invisible borderlines. Coronavirus-focused terminology has become not only part of the medical discourse, but a concomitant building block of people's communication, Mass Media and public relations.

As promoted by its proponents, public relations constitute the most powerful mechanism for creating public attitudes, defining policies, producing interest and involvement (Black, 1989; Wolstenholme, 2013; Antric et al., 2019). This multifarious phenomenon causes the interest of the public in the political life beyond the borders of their countries. The COVID-19 pandemic has become the global issue, which has affected every nation and changed the everyday and professional language of the people. This fact should be taken into consideration during L2 teaching to PR undergraduates. Linguodidactics combining different functions essential for L2 professional acquisition serves as the foundation for the linguistic analysis and proper methodology of teaching professionally oriented language of the chosen discourse (Law et al., 2016; Weare, 2019; Vishnyakova et al., 2020). The subject field of linguodidactics fosters the mental and intellectual development of PR undergraduates, achieved in the L2 learning process.

COVID-19 having brought new words into the language reflects the present day situation in the life of human society and culture that transforms people's worldview (Anossova, Dmitrichenkowa, 2018).

Methods and methodology

Methods employed in the present research include detailed survey of the material, collecting and recording words, their philological and semantic analyses, synthesis and semiotic analysis taken for the purpose to show the current trend of language development.

Results and Discussion

The results of the analysis mirror the present day process of raising linguistic awareness among people in general and L2 PR undergraduates in particular. The spread of the coronavirus disease has not only caused the announcement of coronavirus pandemic introducing new words and phrases into every day speech, it has also affected the people's way of perceiving the world, their state of mind and led to new forms and ways of verbalization of the urgent issues of reality.

Currently, the thematic and associative fields of General English are being saturated with the term ‘coronavirus’. Coronavirus is not only a virusological and medical phenomenon, but also a psychological and linguistic one that affects people's communication, PR and creative activity. Presently, the vocabulary related to the medical field of activity has been actualized in different discourses, including PR and media. On the pages of newspapers, on TV screens, in the Internet, and in everyday speech, people are increasingly using medical terms or words related to medicine in different aspects. Terminology is the highest level of abstraction that is the result of the human mental work. Medical terminology is the outcome of the centuries-old experience of physicians and researchers who would use them in their professional communication and in the conversation with the patients. The present state of affairs with the coronavirus spread broke the boundaries of medical vocabulary introducing its terminology into general English and other discourses including PR. Thus, we witness the “great” terminological shift, when the terms lose their medical terminological quality and enter terminological fields of different discourses.

The following words from medical discourse: *hospital, doctors, symptoms, vaccine, infection, immunity, antibodies, disinfection, protective equipment, computed tomography, symptoms, pathological process, pneumonia, lungs, temperature, intoxication, shortness of breath, asymptomatic carriers, donor plasma* (Corpus analysis, 2020) have entered conversational discourse. However, along terminological shift new medical terms have been coined to mirror the reality. Special prominence is given to the expansion of abbreviated forms (Minyar-Beloroucheva et al, 2020) of the studied topic. The words and abbreviations connected with the still undefeated disease are: *coronavirus; SARS-CoV-2 (2019-nCoV); COVID-19 screening/ symptom/ relief/, high-risk countries, corona; 2019-ncov; sars-cov-2;covi technologies; covia labs; covid selection; covidien; covidsafe; coviello; covies; coville* (Corpus analysis, 2020) and others.

Moreover, the researchers emphasize the axiologization of the society's mentality, which is manifested in the use of means of expressing the semantics of evaluation at different language levels. Presently, emotional and evaluative vocabulary is widely used to express the individuals' attitude to the current environment. The category of evaluations is originally connected with the logic branch of axiology. The early studies of evaluative component of lexical units and possibilities of their taxonomy were carried out on such adjectives as Good and Bad stressing their major properties (Rosch, 1978).

A survey was conducted among PR undergraduates of Lomonosov Moscow State University in order to construct an associative worldview in the form of word cloud connected with the pandemic context of today. The platform Mentimeter (Mentimeter, URL) was used to provide a clear cut collection of most important associations in the minds of the undergraduates – see Picture 1.

Figure 1. Questionnaire result within PR undergraduates revealing immediate associations with the COVID-19 pandemic

The word cloud in Picture 1. clearly demonstrates the most popular associations in the middle in the bigger font, and less frequent in the periphery. The connotations of these units are mostly negative: *loneliness, limitations, restrictions, deceit, death, stress*. The lexical units with positive connotations include few examples promising protection and survival. They are: *masks, vaccines, hope and development.*

In general, every element of the language is connotatively colored. Axiological attitude provides it with expressiveness, which is correlated with empirical, emotional, cultural and historical knowledge of the speakers of a certain language. In this case all the strata of lexical units acquire **negative connotation**: *quarantine, lockdown, severe course of the disease; weak immunity; mass infection; the red zone; the outbreak of the disease, epicenter of COVID-19;* **positive connotation**: *resistance to infection; strong immunity; protective means; protection facility; curve flattening, to enter the plateau; protective protein;* **neutral***: the level of immunity; medical care, lab tests, to prepare to treat, local health department, genes, immunoglobulin.*

To assess the current conditions, comparative or superlative adjectives to manifest some important features or metaphorical nouns are used. Assessment is determined by people's physical and mental characteristics, their feelings and attitude to other human beings and their environment. A great number of new words or new meanings have appeared in the languages of the world due to the COVID -19 outbreak.

Although COVID-19 caused great changes in all field of human activity, it is not proper to concentrate on it during the L2 online classes. The success of the course of lectures "The Science of Well-Being" introduced by professor Laurie Santos (Santos, 2018) at Yale University reveals the desire of thousands of enrolled undergraduates all over the world to have something positive in their life and distract their thoughts from desperate ideas. To avoid dwelling on coronavirus people use milder or shorter forms of the disease such as *corona, rona*, or joke-like phrases: *covidiot, coviclown, covidiosity, quarantanning, quaranchilling* and other words.

That is why during their L2 classes PR undergraduates are recommended to work with the positive authentic material to divert their thoughts from the hopelessness of the restructured world and work out the positive attitude to it. However, it is necessary to inform L2 PR undergraduates about the danger and consequences of contagious COVID-19. To keep PR undergraduates' interest in the educational process, it is important to involve them in it. The development of 6Cs competences: character, collaboration, communication, creativity, critical thinking, citizenship (Fullen et al., 2017) can help PR undergraduates adapt to the vulnerable ever changing world in which education is being drastically transformed. Within and after the era of the COVID-19 pandemic the essential 6Cs competences of the future PR professionals should be developed within the undergraduates to enable them positively react to the reshaped world and readily respond to the challenges in their professional life.

Conclusion

The outcome of the research has proved that the vocabulary level of English is in the constant flux and has its own laws of development, the same is true of the future human existence in the virus-imprinted VUCA world. Lexical units mirroring the coronavirus reality turn into a system unveiling the worldview of the recipients and simultaneously determine their Weltbild. Alongside COVID-19 neologisms and abbreviations an emphasis is made on the transition of professional medical terminology into General English. In case of L2 teaching to PR undergraduates relevant becomes the point of the necessary implementation of the new vocabulary brought in the general and professional spheres by the coronavirus discourse. The terminological shift has eliminated the watershed between the medical terms and the terms of other discourses. The development of the professional competences at the level of the higher education runs along certain principles and laws, the adherence to which is vital for the successful educational process. To keep up the PR undergraduates' interest in living a happy life, educational efforts are needed to prove professional and humanistic guidelines.

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The Storyline Method and English for Specific Purposes: An Action Research Case Study

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Introduction

In today's conditions of globalisation and internationalisation, the search for a 'universal' method of teaching English for Specific Purposes (ESP) is of particular importance. An ever-growing number of scholars are paying attention to the Storyline method as such a potential method. Storyline is succinctly described by Harkness (2007: 20) as follows:

> *[Learners] are invited to create a setting, invent characters and explore incidents (plot). The logical sequence of ideas, presented in the form of a descriptive narrative, provides a structure for exploring many diverse themes or topics. One very important and defining feature that marks out Storyline from other topic and project work is the central role of the characters – the human element. This allows [learners] to look at feelings as well as facts, enabling the teacher to raise questions regarding moral values, and [learners] to consider the implications of their proposed courses of action.*

The 'story' is the central element of Storyline; it gives a meaningful context to the learning which is to take place (Creswell, 1997; Letschert, 2006) and allows reflective learning. Moreover, the reflective learning must come from the learner's own initiative; the teacher must support the learners' basic curiosity and desire for exploring and understanding their world (Falkenberg, 2007: 52). In creating a Storyline various key elements take place within the planning format as summarised below (Creswell, 1997: 7-8):

• The Storyline begins with a key question. These key questions identify learners' prior knowledge and, importantly, gaps in their knowledge which ought to be filled.

• Each Storyline employs a number of key episodes. The key episodes provide opportunities to cover what has to be learned in the course of the Storyline.

• A frieze (or display) is created to bring the Storyline to life. This display is created and developed by the learners themselves, and is a source of pride for learners, providing them with a certain ownership of the creative process.

• Each learner creates his/her own character and a biography is written. This allows learners to internalise feelings and emotions, generating a deeper and more meaningful learning experience.

• Incidents occur which involve the characters having to respond and solve problems. Such incidents provide opportunities within the Storyline episodes to use knowledge and develop it.

• The Storyline concludes with a celebration or event. This gives time to reflect on what was learned/accomplished during the Storyline and to assess whether the intended outcomes/pedagogic goals were achieved.

Storyline in foreign language teaching is a particular form of TBL (Kocher, 2007). The phases described in the literature on TBL (Ellis, 2003) exist too in Storyline. There is the equivalent of the pre-task phase: firstly, the *Principle of Context* which allows us to understand what the student knows and does not know, upon which subsequent work is based; secondly, the *Principle of Structure before Activity* provides the opportunity for planning the during-task phase. The during-task phase involves students undertaking various activities in the course of which they solve problems and react to incidents which may arise. The *Principle of Story* governs this phase, as the characters created by the students solve the problems and react to incidents in the linear pattern common to stories. The *Principle of Anticipation* takes effect during this phase, as the learners' interest and feeling of involvement is maintained. The culmination of a Storyline topic is an event that enables the students to reflect on what they have done and what has been learnt, and corresponds to what Willis (1996: 58) considers the 'natural conclusion of the task cycle'.

The main difference between Storyline and project work or other forms of TBL is that Storyline involves 'many of the problems [being] solved within a fictitious story' told by the learners themselves (Falkenberg, 2007: 46). It is the 'integrating of tasks into the framework of a narrative [that] characterises the Storyline approach' (Ahlquist, 2011: 43). Narrative 'has the power to create a meaningful framework increasing the functionality of the separate activities' (Bogaert, Van Gorp, Bultynck, Lanssens and Depauw, 2006: 123). The story gives a meaningful context to the learning which is to take place (Creswell (1997; Letschert, 2006). It is the story that leads towards a purposeful direction of students' activities towards its final aim, the conclusion to the story (Kocher, 1999). Krenicky-Albert (2004: 26) discusses how the narrative that is key to Storyline plays:

> …a major role in the mental organisation of information, [supporting] understanding, memory and recall, as well as logical, creative and divergent thinking to solve problems [and therefore] not only for young learners, stories in foreign language teaching represent a natural, holistic and motivating approach.

This is important for making the teaching and learning process relevant and meaningful for the students, allowing them to see a structure to their learning in addition to the practical applications of their language skills.

A meaningful context with relevance to the real world is also important in ESP; the desirability of 'scenario-based' approaches based on real-life situations has been noted in the literature (Footitt and Kelly, 2012a; Kelly and Baker, 2013). Finally, in Storyline, with learners developing their own fictive world, the tasks are perhaps even more real than in other forms of TBL, potentially making it well geared to ESP.

Research Design and Methodology

This research study was carried out within the framework of doctoral research at the Faculty of Foreign Languages, National Research Tomsk State University (TSU), and aimed to answer the question of what effect Storyline has on learners' language development in the ESP classroom. The research took the form of action research case study with a group of seven third-year ESP students. Such research can be a powerful means of capturing real data which can serve as a basis for action (Koshy, 2010). A variety of data collection tools – pre-study and post-study questionnaires, a teacher's diary, student journals, interviews and a focus group – were employed so as to allow '*converging lines of inquiry*, a process of triangulation and corroboration [meaning that] any case study finding or conclusion is likely to be more convincing and accurate if it is based on several sources of information' (Yin, 2013: 116) (italics in original).

To gain understanding of the data obtained in the course of the study, interpretive analysis was employed in the manner proposed in Hatch (2002: 181), making use of the various data collection methods used. Firstly, the data were read in order to get a sense of the whole. Impressions previously recorded during the study in the teacher's diary were reviewed, along with data from the questionnaire responses and the student journals. The data were then coded where interpretations were supported or challenged, prior to being clarified with the participants at the interview stage. The data from the interviews were then reread and coded before being clarified again in the focus group. Finally, excerpts supporting the interpretations were identified and referred to in the write-up. Interpretation should be linked to research purposes and therefore the data are presented according to research question for convenience (Cohen et al, 2011: 552).

Findings and Discussion

The pre- and post-Storyline questionnaires asked the students to comment on whether their classes helped them to improve their language skills. This allowed a comparison to be made of the previous teaching approach and Storyline as a foreign language teaching method, which provided relevant data to help answer the research question. The students' perspectives on their language skills development before and during Storyline are provided per skill – listening, speaking, reading, and writing. The students' answers were calculated as a group mean and are provided in Chart 4.

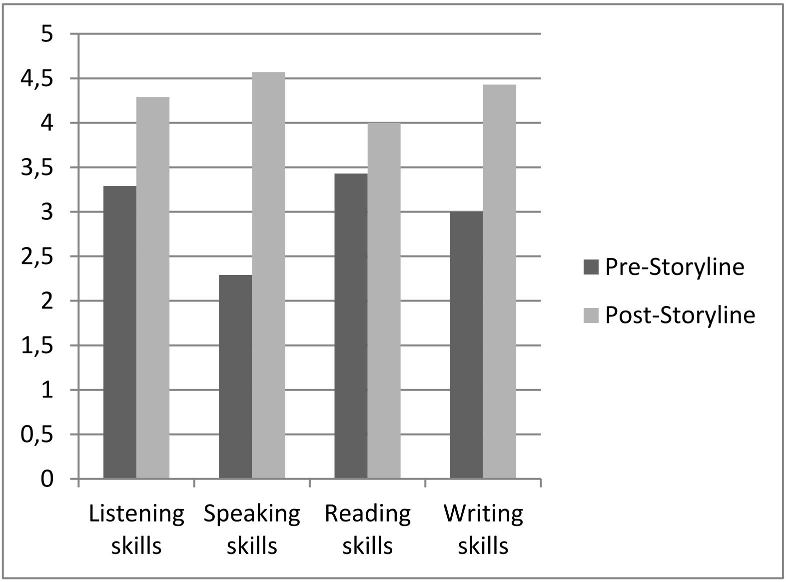

Chart 1. A comparison of students' perspectives on language skills development pre- and post-Storyline (five-point Likert scale)

The above data suggest that the students perceived Storyline as having a positive effect on their language development.

The teacher's diary records a positive impact on language development was observed from the first class; language development was supported by the students jointly 'scaffolding' each other's language production. In the course of the study, the students' scaffolding occurred through co-construction, other-correction and continuers, as opposed to comprehension checks, confirmation checks and clarification checks. Thus, not only were students required to use and develop their language skills, but the less proficient students were also provided with a useful source of support on the part of their more proficient peers. The teacher's diary, therefore, indicates a positive impact of Storyline on language development.

The student journals record many favourable comments, for example, Student 1 after the third class: 'It was good to talk so much.' But for the two less proficient students speaking could be difficult, for example, Student 2 after the third class: 'We have to talk a lot, but I don't always know what to say' and Student 4 after the same class: 'It's difficult sometimes to speak because my English is not so good.' Student 4 had also written after the first class that his first presentation (of his character) did not go as well as he had hoped: 'I forgot many words and grammar and it was not so good.' Towards the end of the Storyline topic, however, his comments on this aspect became more positive, for example, after the sixth class (Incidents): 'I knew a good solution and I said about it well and everyone liked it.' Although there was no direct mention in the journal entries of listening to English itself, watching the documentary film (which was in English) was commented upon positively by all the students. It must also be noted that good listening is closely connected to successful problem solving, collaborative work and role play.

As for reading in English, five students wrote that they enjoyed reading the short story about serving away from home; the remaining students did not address this in their entries. Writing in

English was enjoyed by most, for example, Student 6 after the first class: 'It was fun to do something using our new words'. Student 7 wrote after the same class: 'I liked to write the application letter from my character because it was like in real life.' This is a point followed up on by Student 5 who wrote after the fifth class: 'It was interesting to write an email because I felt myself like in my character's situation.' Again, the two least proficient students had difficulties with the writing tasks; Student 4 wrote after the first class that the first task – the report writing – was difficult, but in subsequent entries made no negative comments on writing and even enjoyed the email task ('writing the email was fun' – after the fifth class). On the other hand, after the same class, Student 2 wrote 'too much writing homework' in his entry for the class.

When writing specifically on their language use, the participants' comments were generally short and descriptive, limited to what they did in the course of the Storyline topic, such as mentioning that they spoke a lot in class or wrote a report (for example, 'today spoke a lot about hypothetical problems and solving them' – Student 6). The lack of such data to analyse from the student journals required me to rely more on the remaining data collection methods.

In interview, the students all spoke positively as regards the individual language skills – speaking, listening, reading and writing – although the level of language proficiency determined to a large degree the extent to which each learner enjoyed each feature. Student 3 liked the fact that there were plenty of opportunities to speak, as did Student 5. When asked about reading in English, all the students recalled positively the short story they had read, with two students mentioning that they had greatly enjoyed reading it. Although Students 2 and 4, the less proficient students, initially answered that there was nothing they did not enjoy during Storyline, their journal entries indicated otherwise. With Student 2, further prompting resulted in him saying that he found some tasks involving research, reading and writing to be boring and that he did not like writing. As for speaking, he said that he found it difficult to express himself orally at length, but overall enjoyed speaking in English. Student 4 admitted having found the aforementioned tasks challenging, but said that they had helped to improve his English, which in turn raised his motivation.

Discussing how their language skills improved during Storyline, all the students confirmed that they believed their speaking, listening and writing skills had improved. The students felt overall that their reading skills had improved during the course of Storyline, but not as much as their other language skills since they perceived their reading skills as having been better than their other language skills prior to Storyline. Mentioned specifically were gains in terms of vocabulary (three students) and also spelling (one student). Speaking in front of the class was mentioned positively by Student 1 who believed it 'very useful to have presentation experience'. This was also mentioned by Students 3 and 5, and by Student 4, who spoke about his improved English. The only negative comments in regard to Storyline and language development involved a perception by Students 1 and 5 of insufficient attention paid to grammar in comparison with previous classes. This was a point I decided needed further exploration with the participants in the subsequent focus group. To sum up, the interviews show a positive effect on language development.

In the course of the focus group, the students all agreed that the previous teaching methods were too routine and not particularly interesting, although they acknowledged that they had made some progress in English, especially in terms of reading skills, but that their speaking skills had not developed as much as they would have liked due to their spending the majority of time working with a textbook.

During Storyline the students perceived a great improvement in their English language skills, particularly in regard to speaking skills and expansion of their vocabulary. They enjoyed the fact that Storyline gave them far greater opportunities to speak and, indeed, speak almost entirely in English during each class and practise new vocabulary. In the words of Student 7, 'we immersed ourselves in

English'. The less proficient students both considered that their speaking skills and vocabulary had improved considerably, particularly Student 4. All the students also noted improvements in their listening skills, which they attributed to the increased amount of time, spent communicating in English.

The participants' writing skills had also improved and they perceived this as being due to the interesting nature of the tasks and their close connection to real life combined with the freedom to be expressive in what they wrote. In terms of reading skills, the students noted a slight improvement ('it was a bit easier' – Student 6) but attributed this mostly to the perceived relevance of the reading tasks to real life (Students 1, 5, 6 and 7) and again noted that the previous teaching methods had a definite focus on reading. I brought up the issue of learning grammar, to which Students 1 and 5 had felt insufficient attention was paid during Storyline. When we recalled – as we did during the seventh class – the grammar that we had covered during the Storyline topic such as, for example, the present perfect, present perfect continuous, and subjunctive, the students accepted that they had in fact learned much. There was a consensus, though, that although the practical aspects of grammar had been covered very well in the course of the teaching and learning process, more explicit attention could have been paid to grammar forms in order to provide more comprehensible explanations of usage. Their attitude was that grammar had always been explained to them explicitly by the teacher and they therefore found such teacher-led explanations easier to comprehend. This point is discussed in section 5.3. Nonetheless, the focus group confirmed the positive effect of Storyline on language development.

The various data collection methods suggest that Storyline had a positive impact on students' language development due to improved motivation since they were provided ownership of language learning, opportunities for language creativity, and perceived that they were learning to use language in ways that would be relevant to real life, specifically, in their future careers.

The students were, though, of an opinion that explicit grammar instruction could have been incorporated into Storyline.

Discussion

The students' perception of their language skills development in the course of Storyline was positive overall and seems to be connected with their being able to use the language functionally. Throughout the Storyline project, the students were observed to be jointly "scaffolding" each other's language production – providing prompts, directions, reminders, evaluations and corrections, plus additional contributions (Samuda and Bygate, 2008: 118). This scaffolding occurred through co-construction, other-correction and continuers, as opposed to comprehension checks, confirmation checks and clarification checks, which concurs with the findings of Foster and Ohta (2005). The utility of such collaborative talk in task-based teaching in terms of 'providing support, structure and focus' (ibid.) is noted in empirical research (Ohta, 2000; Swain and Lapkin, 2001). This provided the less proficient students with a useful source of support on the part of their more proficient peers. In solving problems and working together, the created 'reality' allowed all the learners to participate (Ehlers et al, 2006) and improve their language skills. Although the Storyline classroom was an artificial environment rather than an authentic intercultural situation, the observed internalisation by the learners of their roles made the context perhaps as real as practicable in a classroom situation. I shall now discuss the individual language skills – listening, speaking, reading and writing. First I shall review the receptive skills (listening and reading), before moving on the productive skills (speaking and writing).

Listening and reading skills

The findings show an improvement in all the students' listening skills during Storyline. The improvement in listening skills occurred through the constant use of collaborative work, role plays and problem-solving tasks, the successful completion of which required participants to negotiate meaning (Larsen-Freeman and Anderson, 2011) and so not only be fluent speakers, but also listen to their interlocutors. While listening, students are involved in one or more of ‘guessing, anticipating, checking, interpreting, interacting and organising’ (McDonough and Shaw, 1993: 128). All listening was directly related to the Storyline topic. Although the group was mostly made up of natural ‘talkers’, easily prone to becoming distracted when listening to others, it seems that the interesting and relevant nature of the activities, plus their close involvement at all stages of the Storyline topic, served to keep their attention. In Storyline, the majority of speech was interactional (collaborative) in that all the learners played a part in developing it (Rost, 1990). This negotiation of meaning that takes place in interactional speech had the effect of both keeping the students' interest and attention, and thus enabled more effective learning. Where the speech was not interactional, for example, when listening to the speech in the documentary video, the students' interest and attention was maintained due to the authentic and meaningful nature of the materials (Widdowson, 1998).

The students' reading skills also improved in the course of Storyline as indicated by their understanding of rich vocabulary and complex grammar. They had also, of course, used their reading skills when doing their initial homework task, which some found more interesting than others. Those reading materials provided meaning and contextualisation to the learning process (Finocchiaro and Brumfit, 1983). When the reading was more closely related to their situation, such as reading the short story about serving away from home, the students' response was positive and their interest was evident. They enjoyed the reading tasks more than before Storyline because they seemed more relevant and the texts were authentic (Widdowson, 1998).

The students did not perceive an improvement in their reading skills to the same extent as the other language skills. This was most likely due to two factors: firstly, reading skills were rated by the students themselves as their strongest language skill prior to the beginning of Storyline and, indeed, the previous teaching methods did have a certain focus on this aspect of language learning; secondly, Storyline emphasises oral communication over the written word. Nevertheless, the students' reading skills did indeed improve over the course of the Storyline topic (*'I tried to read more because it became interesting. Now I can read better'* – Student 4, interview). The relevance to them of the reading tasks played a significant role here; their interest in reading the short story about serving away from home was evident, and the task received a positive response (*'My reading ability was good before and still it is good, but the texts are more interesting and I like it'* – Student 6, interview). Here again, the use of authentic and meaningful materials for reading was conducive to learning (Nunan, 2004).

Speaking and writing skills

The centrality of tasks to Storyline is a particular advantage since language development is facilitated by 'learner participation in interaction that offers opportunities for the negotiation of meaning to take place' (Mackey, 1999: 583-584). Such interaction may be developed effectively through the use of tasks (Samuda and Bygate, 2008: 161). The improvement in the students' language production was evident and concerned both speaking and writing. The students' active vocabulary became richer and their growing confidence in using specialist terms and word collocations was noted (see subsection 4.3.2). In terms of grammar, there were improvements in their correct use of past and present tenses, the subjunctive mood, use of modal verbs, active and passive voice, and imperatives.

The improvement in the students' speaking skills was the most noticeable among all the language skills in the course of Storyline, in which the activities were designed with a communicative intent (Larsen-Freeman and Anderson, 2011). Problem solving and role plays both serve a communicative purpose (McDonough and Shaw, 1993) and so may be used to good effect in the developing of speaking skills. Role-playing tasks provide a context in which progression towards linguistic competence can take place (Littlewood, 1981). Littlewood (1981: 120) distinguishes between ‘functional communicative activities’ (for example, problem solving) and ‘social interaction activities’ (for example, role play). Storyline, which requires learners to take on the roles of characters in the story and work out solutions to problems, successfully combines both, enhancing its effectiveness in getting students to communicate. In taking on the roles of characters, the participants seemed less concerned about making mistakes in front of their peers. In tackling the problem-solving tasks, the participants were eager to find solutions and were motivated to use their speaking skills to the fullest extent in order to do so.

Foster and Skehan (1999) found that complexity and fluency were aided most by individual learner planning. In the course of the study, however, it was my observation that although individual learner planning led to complex speech, greater fluency for the less proficient students resulted from paired learner planning. This suggests the relevance of opportunity for scaffolding in pairs, where other-correction plays a significant role (Foster and Ohta, 2005), for example, in the comments by Student 4 on collaborative and individual work in subsection 4.2.4. In the course of Storyline, the students made an effort to speak fluently and by the end of the Storyline topic they were all involving themselves actively in the speaking tasks. The more proficient students found this easier than the less proficient, but the latter seemed to become more interested in participating actively and after the first classes ceased to require any prompting. The more the students spoke, the more they realised that – despite mistakes – they could make themselves understood and successfully negotiate meaning which, in turn, raised their motivation to speak and their fluency improved through practice (Kocher, 2007). Furthermore, the combination of role playing and problem solving brings together two important aspects of speaking skills – working with literal and functional meanings and social meanings (Littlewood, 1992), which assisted the students' development of their speaking skills. Communicating meaningful things and feeling closely involved in the story boosted the participants' motivation (Bell, 2000; Ehlers et al, 2006; Kocher, 2007).

The students' writing skills improved significantly during Storyline. The writing tasks were presented in such a way as to motivate the learners (Dörnyei, 2001), meaning that the students saw the relevance of the writing tasks to real life, which raised their interest in carrying out the tasks and boosted their motivation to complete the tasks as well as they could (Ehlers, 2006; Kocher, 2007). This was indeed the case with the less proficient Student 4 who said in interview: 'Before, I didn't like writing, but now I do because it's useful and interesting.' Such comments suggest that, by using their imagination, the students made the language real (Howatt with Widdowson, 2004). It should be noted that some of the writing activities, for example, the email to family, had a functional communicative purpose as well as a social interaction purpose (Littlewood, 1981), which required the student to consider not only what to write, but also how to write it. Such writing is a reflection of real-life communication and requires students to use their knowledge and take account of the social situation when conveying their meaning (Larsen-Freeman and Anderson, 2011).

Storyline, being a particular form of TBL, itself a 'strong' version of CLT, involves learning the language through using it (Howatt, 1984). A disadvantage of such a form of learning can be that the students do not necessarily perceive their development of certain language skills. Brown (2009) discovered that the students in his study preferred a grammar-based approach to the communicative classroom preferred by their teachers. Indeed, in the course of the interviews and focus group – after the conclusion of the Storyline topic – it emerged that the students felt that more explicit attention could have been paid to learning grammar, specifically, that grammar could be better taught through teacher-led form-focused instruction. This had not been brought to my attention either in the classroom in the course of the study or via the student journals, yet I discovered that this was a point on which all the students agreed. In communicative approaches to foreign language teaching fluency often comes at the expense of accuracy (Harmer, 2007), yet fluency and accuracy are both important goals to pursue in the communicative classroom (Brown, 2006). Paying attention to forms can improve the effectiveness of communicative approaches (Savignon, 1972). Explicit grammar instruction is supported by Doughty (1991) and Van Patten and Cadierno (1993), who found that processing instruction – explicit explanation followed by opportunities for input – enabled students to make significant gains in both comprehension and production. Grammar instruction can be used as part of a communicative approach to aid understanding of certain forms (Terrell, 1991). In examining 23 and 49 studies respectively on form-focused instruction, Spada (1997) and Norris and Ortega (2000) concluded that explicit form-focused instruction is effective and that the effects are durable. Based, therefore, on the available literature and the students' expressed desires, it seems that the effectiveness of Storyline in ESP could be enhanced by adapting Storyline to include teacher-led explicit form-focused instruction as part of the pre-task phase.

In this study, although the students responded positively to the communicative classroom established by Storyline, they felt that more explicit teaching of grammar would have been beneficial. Notwithstanding, it must be noted that significant improvements were observed in the accuracy of students' English. The students' desire for accuracy, as well as fluency, in language was noticeable throughout the Storyline topic. This seems to be due to their ownership of learning, a key element of Storyline, thanks to which they are motivated to take responsibility for their language development (Kocher, 2007). Nonetheless, despite the students' improvement in appropriate grammar production, it seems that their grammar comprehension could have been enhanced through more explicit grammar instruction. As discussed in the previous subsection, explicit form-focused instruction is supported in the literature and adapting Storyline to include such an element would not be impractical. This is a useful point for Storyline practitioners in foreign language teaching and constitutes an original contribution to knowledge on Storyline's application to language learning. Explicit form-focused instruction as part of the pre-task phase would provide a foundation upon which to build during other activities. Thus, in the course of the study, the students and I noticed a positive impact on their language skills.

Conclusion

The study aimed to investigate the effect that Storyline has on learners' language development in the ESP classroom. The study found that Storyline had a positive impact on all four language skills, with improvements in student satisfaction for listening, speaking, reading, and writing. This is supported by my observations that the students' language skills, particularly the productive skills, significantly improved over the course of Storyline. Moreover, their language became more grammatically complex and lexically richer. Confidence in their abilities grew. This was especially apparent for the less proficient students. In the interviews and focus group it emerged that the students considered that the Storyline features – in particular, the role-playing and problem-solving tasks along with using imagination and relevance to real life – had a positive impact on their language development resulting in a noticeable improvement in English language skills. The structure of Storyline, having much in common with that of TBL (Ellis, 2003; Kocher, 2007), provided opportunities to consolidate knowledge, apply and build on it during tasks, and reflect on learning after having completed the tasks.

In such a small-scale study one must be cautious about making any generalisations based on such a small number of participants. The absence of a control group forces us to rely exclusively on the responses of one group of students and the observations of their teacher. In addition, the study involved descriptive statistics from the pre- and post-Storyline questionnaires supporting the qualitative data obtained (Stringer, 2008). Such data in such a small sample must be viewed with particular caution. This is, however, somewhat mitigated by the employment of triangulation in the data collection process and by providing opportunities via the interviews and focus groups for the participants to validate the findings by confirming that they were correctly understood and interpreted (Burns, 2010; Yin, 2013; Stringer, 2014).

To conclude, Storyline's emphasis on the central role of the characters, requiring the learners to use their imagination, made the experience more real and motivating for the students. By taking on the roles of characters, the authenticity of learning was enhanced, with students taking on roles relevant to their future professional life. Moreover, the students were able to see the relevance of the tasks in which they were engaged to their future profession, the importance of which is discussed in Kelly and Baker (2013), and performed accordingly with maximum effort. The effectiveness of Storyline could be enhanced through explicit form-focused instruction, the inclusion of which requires further research. Thus, the study supports the effectiveness and appropriateness of Storyline as a method in the ESP classroom language.

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Linguo-geographical Unity of Contacting Languages: on the example of the Republic of North Ossetia-Alania[1]

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Recently, the development of national languages in multi-ethnic States has come to the fore, requiring recourse to language contacts. The importance of language policy in solving national-language problems is increasing.

The purpose of this report is to study the contact languages – Ossetian and Russian, which are the official languages spoken within the territory of North Ossetia-Alania.

Among the ethnic groups living in North Ossetia-Alania, the most numerous are Ossetians and Russians (along with such peoples as Ingush, Armenians, Kumyks, Georgians, Turks, Ukrainians, etc.) – 459,688 (64.5%) and 147,090 (20.6%), respectively, what is recorded in the 2010 population census of the Russian Federation.

The language situation in Russia as a multinational state raises the question of the interaction of majority and minority languages.

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The *majority language* in Russia is *Russian*, which functions as

– the national language of the Russian people (76, 7% of the country's population);

– the native language of a large part of non-Russian peoples;

– the language of interethnic communication within the Russian Federation.

A minority or national minority language is a language that is used by a smaller group of the population and differs from the official language. Minority languages include all ethnic languages of Russia. National minority language is a term defined in the European Charter for regional languages. Regional and minority languages are synonymous in the document (European Charter 1992). It should be noted that Russia does not use the term "minority language", but the term "language of the subject of the Russian Federation".

The attitude to the minority languages has changed in the second half of the XX century due to expanding globalization: they are considered part of cultural heritage (Marusenko 2014) and cultural diversity. The new vector of the development of linguistic and ethno-cultural situations is aimed at the revival and strengthening of minority languages.
The European Charter for regional or minority languages (European Charter 1992) became the Convention on the protection and support of minority languages calling for respect for the linguistic rights of minority peoples, for their peaceful coexistence within multinational states and strengthening inter-ethnic harmony. According to Mikhail A. Marusenko (2014), the European Union de jure proclaims the principle of full multilingualism. The Russian Federation joined the countries that signed the Charter (decree of the President of the Russian Federation of February 22, 2001 N 90-RP), but did not ratify it.

The 74th session of the UN General Assembly resulted in the decision to declare 2019 the International year of indigenous languages, and the period from 2022 to 2032 to proclaim the

International decade of indigenous languages in order to promote the languages of small peoples and increase interest in their culture and way of life. Languages are much more than communication tools: they are channels of human legacy, they are unique knowledge systems and ways to understand the world (Espinosa Garcés 2019).

In modern conditions, Ossetian language was included by UNESCO in the Atlas of the world's languages in Danger of Dissapearing (Wurm & Heyward 2001) as one of the vulnerable languages. The preservation of Ossetian language as linguistic heritage and cultural variety has become particularly relevant.

The linguistic situation is usually evaluated in terms of bilingualism and diglossia. Majority and minority contacting languages are different with regard to certain social functions of the language and their dimension (use by the media, education system, etc.).

In diglossia, as a rule, one language is prestigious and is used in the field of culture, science, education, office work and legislation, while the other (most often the native language) is considered less prestigious, and switching to it occurs most often in the household sphere, in the sphere of family communication.

Table 1. Areas of use of the Ossetian and Russian languages

areas	Ossetian	Russian	Ossetian and Russian alternately
family communication	61%	13,2%	
official and business spheres	21,1%	53,2%	25,7%

(Bekoeva & Tamerjan 2016, p.127).

Bilingualism in the Republic has its own peculiarities related to the definition of the native language. The survey of the North Ossetian Institute of Humanitarian and Social Research on the question "What language do you consider your native language" applied to persons of Ossetian nationality, gave the following results.

Table 2. Determination of the native language by persons of Ossetian nationality

native language(-s)	%
Ossetian and Russian	21,3%
Ossetian	75,4%
Russian	3,3%

Statistical studies (Dzakhova et alt. 2020) show that people over 50-70 years of age consider Ossetian their native language. The younger generation (10 to 20 years old) use Ossetian much less in everyday life, 97.5% of respondents spoke Russian as the first language they spoke as a child.

This means only that in multi-ethnic and multilingual republic the native language is at risk, since its functional application is very limited: in the economy, politics, science, education, mass media and Internet communication dominates Russian (Kambolov 2007).

Khasan Dzutsev, Director of the North Ossetian Center for Social Research, identifies 80% of respondents to the question "Are you concerned about the situation of the Ossetian language in the Republic?".

The same study notes that Ossetians are losing such forms of their language as reading and writing, and the main form of functioning of the Ossetian language is oral speech (Dzutsev 2003).

Table 3. Functional distribution of Ossetian and Russian languages in the mass media (% of the number of respondents)

the language of mass media	press	TV
mostly in Ossetian	7,5 %	4,9%
in Ossetian and Russian	37,2%	47,1%
mostly in Russian	53,0%	47,5%
I don't use the media at all	2,3%	0,4%

The processes of displacement from socially significant areas and from state institutions attribute the role of the second language to the Ossetian language. The role of the dominant Russian language is growing. According to some researchers

(Dzakhova et alt. 2020) the Ossetian language is not mandatory for Ossetian society, most people do not speak Ossetian, among the younger generation 30% do not use the Ossetian language at all, the majority use the Russian language in everyday communication, and people living in Vladikavkaz almost always and everywhere use only Russian.

Such disproportions in the use and functional distribution of Ossetian and Russian languages have historical reasons. In the XVIII-XX centuries the need to solve political, economic and cultural problems, complete dependence on the national system created an intensive communication of Ossetians with the central and local Russian-speaking authorities in Russian. In tsarist Russia, bilingualism had a limited, individual-group and class character and covered a small part of the Ossetian social elite. Bilingualism also was an exclusive male privilege. Later a policy of improving the Russian language teaching and limiting the teaching of the native language to the primary school level, was implemented.

The formation of Soviet people, new supra-ethnic community, on the basis of Russian has been targeted a sharp shift in the functional distribution of Russian and Ossetin languages in favor of Russian.

As a result of this interaction the use of Ossetian and Russian languages is disproportionate and now scholars are not talking about bilingualism, but about the assimilation of the Ossetian language (Dzakhova et alt. 2020).

The Constitution of the Republic of North Ossetia-Alania Article 15 proclaims Ossetian and Russian as state languages of the Republic and also establishes that Ossetian (Iron and Digor dialects) is the basis of national consciousness of the Ossetian people. Preservation and development of the Ossetian language, preventing the destruction of ethnic culture are the most important tasks of the authorities of the Republic of North Ossetia-Alania.

The Ossetian language faces a real prospect of being completely out of use in all spheres of public life and, in the future, its disappearance, if the current trends continue.

Ruslan Bzarov sees the solution to the problem in a balanced education policy and *multicultural education* that should occupy a central place in the educational practice of Russia where coexist different cultural traditions and representatives of different ethnic and religious groups.

Therefore, the requirements of the Federal state educational standard for the structure of the basic general education program should also include requirements for the structure of the regional component, primarily in terms of studying the state languages of the subjects of the Russian Federation.

The language situation, defined as the linguo-geographical unity of contacting idioms in the form of a social and communicative system, is complex in the context of two opposing trends: economic and political integration, on the one hand, and cultural and linguistic diversification, with another. These trends are also reflected in the functioning of regional and minority languages. On the one hand, they are being replaced by the Russian language, which plays a primary role in interethnic communication, social and professional growth, on the other hand, there is a growing interest in the Ossetian language as a means of preserving ethnic identity. To preserve the Ossetian language, it is necessary to develop measures to regulate the current language situation.

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The Interdisciplinary Approach to Bilinguals' Profiling in the Educational Context[36]

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Modern society imposes stringent requirements on verbal competencies of international level specialists. Not only the command of a foreign language system code is being assessed to state the proficiency in a foreign language, but also its inclusion into a cognitive system of a person is being tested, expecting it to be part of their verbal/linguistic intelligence. Thus, a person who speaks a foreign language is assessed through their affiliation to the category of bilingual people.

The versatility of the phenomenon of bilingualism, the variety of its characteristics and forms, the use of different criteria that reveal its essence, the emergence of new types of bilingualism, on the one hand, create difficulties in understanding and determining this phenomenon, on the other hand, keep researchers from different fields of knowledge interested in it. Functional bilingualism is claimed to turn into a socially determined reality of our time, which allows people to expand their possibilities of personal and professional self-realization. The present research gains its topicality through the aim to compensate the lack of accessible diagnostic tools to assess not only and not so much the proficiency of the second language, but rather the development of so-called "bilingual cognition" at the linguistic, psychological and

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sociolinguistic levels. The authors found it interesting to correlate the linguistic, psychological and sociolinguistic components of functional bilingual formation model with the existing diagnostic techniques (both qualitative and quantitative) and to assess the degree of correspondence of the functional orientation of these techniques to testing the analyzed components of functional bilingualism. Developing a set of diagnostic measures aimed at identifying the dynamics of linguistic and psychological indicators of the process of formation of functional bilingualism in the students of linguistic areas of training (English) in a multilingual language environment at Tomsk State University is what we aspire to.

Theoretically, the students of the Faculty of Foreign Languages are regarded as functional bilinguals for the following characteristics. They are immersed in a foreign language environment, having 6-8 classes a day in English (both language and non-language), but with their native language (L1) proficiency still higher than that of their second language (L2) (dominant). Most students were exposed to a foreign language at school, and have been productive in it since 10-12 years old (sequential, late, productive bilingualism), L2 being as enrichment without loss of L1 (additive). (Nagel et al., 2015)

The hypothesis claiming that "bilingual cognition" develops in functional bilinguals (students majoring in FL) is based, on the one hand, on the existing theories stating that the development of new coding and decoding skills, which interact with the existing native ones, triggers the development of bilingual cognition. Linguistically explicit traces of the co-existence, interaction and competition of two systems could be observed in different types of language transfer as well as in numerous “slips of the tongue” and other minor errors in bilinguals’ fluent speech.

Another potential proof of the proposed hypothesis having TSU students as case study is supported by the results of observations and behavioral experiment data in which TSU students majoring in FL were involved as participants in the research aimed at studying the nature and characteristics of functional bilingualism. Starting from 2012 a series of pilot studies conducted by TSU graduates revealed though subtle but detectable shifts in language processing and use in functional bilinguals. Among the results stated in the studies and constructing grounds for further research we can name the following: (1) preliminary results of associative experiment presented that in 21 cases, bilingual translators gave associations that reflected the principles of thinking in their native language, while in 10 cases the principles of thinking inherent in English-speaking respondents were reflected, and in 4 cases a bilingual translator switches the principles of thinking in accordance with a specific language; (2) the percentage of language transfer in the lexical priming of bilinguals differs significantly depending on which language is used as the base language: in the case when the base language was Russian, the language transfer of the English language was 2%. When the basic language was English, the language transfer of the Russian language was 10% of the speech constructed by bilinguals; (3) the data of the research project on formulaic (binomials: e.g. *salt and pepper, up and down*) language use in monolinguals and bilinguals "*Knowledge of collocations in monolinguals, bilinguals and multilinguals*" confirmed that while bilinguals or second language learners might be familiar with the individual words in the binomial expression, they have less well established links between such terms in the mental lexicon; (4) in the study on lexical collacability processing functional bilinguals performed better upon presentation of the prime, which was original, in comparison with the reaction time increase in case of prime translation equivalent substitute.

Contradictory results were obtained in two Lexical Decision experiments with functional Russian-English bilinguals as participants. The experiments focused on lexical and semantic levels of language processing using cross-language semantic and lexical priming as a tool to reveal the relationship between the two languages in bilingual mind. Cross language semantic priming effect was facilitated irrespectively of the language proficiency characteristics of the participants while cognates significantly slow down the reaction time in comparison with non-cognates, thus, revealing inhibitory effect irrespective of the participants' language proficiency. On the one hand, the speculation about the reason of target recognition delay could be grounded on the participant characteristic questioning their language proficiency but, on the other, there could be alternative not only linguistic but also psychologic and sociolinguistic factors including educational setting. (Temnikova, Nagel, 2015)

The results of the pilot studies made it possible to speculate on the topicality of the further study of conceptual foundations in functional bilinguals and their language, social and psychological characteristics. Such focus raised the need for the set of diagnostic tools enabling researchers to conduct a qualitative and detailed assessment of the functional bilinguals' language proficiency level as well as to reveal the whole range of relevant characteristics accompanying the process of a foreign language acquisition.

An important aspect of relevance seems to be a solution to the problem of available diagnostic tools aimed at identifying not only and not so much the level of proficiency in a second language among bilinguals, but the level of formation of "bilingual consciousness" at least at the linguistic, psychological and sociolinguistic levels, since until now the main criterion for differences remains mainly the level of language proficiency, although researchers have repeatedly drawn attention to the fact that when describing bilingualism, it is important to study the interaction of factors of different nature, for example, age, gender, intelligence, memory, attitudes towards languages and motivation (Mackey, 1968). The target category of bilingualism within the framework of this study is functional bilingualism, which turns into a socially conditioned reality of our time, which makes it possible to expand the possibilities of personal and professional self-realization of an individual. Functional bilingualism implies that languages are tools that are used to satisfy a specific linguistic need or to interact with the external environment, i.e. to perform a specific function. In other words, a distinctive feature of this type of bilingualism is that the second language is used in it for special purposes, which, in our case, include teaching and academic communication in a foreign language.

Sociolinguistic methods make it possible to obtain information about subjects' speech, taking into account the linguistic and social environment (Krysin, 1989), which is motivated by the importance of the social environment in the formation of the individual and their linguistic ability. Sociolinguistic profiling, based on an adapted sociolinguistic questionnaire (O. Kazakevich), allows getting an idea of the sociolinguistic level of characterization within the framework of an integrative model of a functional bilingual. The importance of assessing the sociolinguistic environment for the development of native and foreign languages is confirmed in the establishment of a stable correlation between the parameters of the sociolinguistic profile and the linguistic characteristics of bilinguals, the nature and degree of language transfer occurrences in the speech of bilinguals being an indicator of languages interaction in bilingual's mind. (Rezanova et al., 2018)

One of the tools from the proposed set is the combination of a traditional Bilingual Language Profile (BLP) (Dunn, Fox Tree, 2009) with the elements of the LEAP-Q instrument (Kaushanskaya et al., 2019) used mostly either to assess language performance of immigrant children or to monitor the dynamics of endangered languages and The European Language Portfolio (ELP). (Vonog, 2018)

While BLP, LEAP-Q and BDS elicit self-reports for a number of factors influencing language use, performance and dominance, ELP helps students to shape the experience of learning and using, which links it, being one of the learning and alternative-assessment tools, directly to the models of teaching.

It is believed that application of the tools mentioned along with the set of behavioral experiment designs aimed at the study of psycholinguistic aspects of language processing and production mechanisms and such an overall look at functional bilinguals and the environment they are set in will foster the development and implementation of a more effective model of the FL teaching aimed to meet the needs of modern society.

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A Binary Platform of Language Study and Acquisition

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Abstract
The binary platform underlying an entanglement theory of SLA is woven by predicative units extending into infinite meaningful chains invariably perceived as universal and natural. The function of minimal standard quantities of sense formation has been derived from the concept of binary opposition being the central axis of language learning structure. An SLA theory presented in the binary frame of reference provides an upward trend in the development of the theoretical underpinning and applied instrumentation of the field.
Key words: *SLA, entanglement theory, interdisciplinary exchange, complexity, predication, conjugate transformation, predicative unit*.

Introduction

The augmentation of a separate discipline instrumentality by the terminological store of concepts and functional sets is a pronounced sign of our time. The tendency is especially inherent in disciplines pertaining to language study. The growing rapprochement of language sciences is strongly supported by the ongoing digitization of research corpora supplied with a great number of translation modules and collections of properly chosen key words which are mostly determined but not overly restrictive. When reflected in adjacent fields, the non-specificity of a significant part of language discipline terms reveals the existence of similar reciprocal counterparts or the facts of their use within a number of particular domains. Terminological ramifications across a variety of language research fields virtually attest to two things.

First, the sameness of certain terms testifies to the objective entanglement of the sciences concerned with linguistic, psychological or epistemological investigation, language acquisition, AI and other associated fields. Second, the explorers have been getting more and more liable to use terminological doubles applied to different knowledge areas. Although the trend is equivocally and sometimes negatively conceived by the professional community, it reveals the researchers' striving for the development of a theoretically grounded and empirically guided all-encompassing framework implementing the oneness of the vast communication environment. The attainment of a coalescence that global is a super-challenging task now far beyond the state-of-the-art level of scientific generalization. Moreover, not only a hypothetically unified area of language knowledge, but also its subsumed parts are still not enclosed by a holistic theory, with a variety of conjectures being put forward instead. Nevertheless, the interdisciplinary conceptual exchange makes the idea of a more embracing scheme theoretically approachable and feasible for a particular field. SLA is an area which has been absorbing conceptual instrumentation from nearly all coterminous language knowledge branches: linguistics, psychology, information technology, artificial intelligence and others. Second language learning (SLL) is commonly designated as second language acquisition (SLA), and vice versa, i.e. SLA is quite substitutable for SLL. The terminological fluctuation results from a few factors of various qualities that are to be mentioned here. As a science, the subject area is assumed to have been developing and expanding for a relatively short historical period namely, since the late 1960s. Compared to the progress duration of the long-standing adjoining feeding fields, such as linguistics or psychology, the advancement time of second language study has been not long enough for some concepts and terms to be fully established. On the other hand, the conceptual and technological contributions made by the cutting-edge areas (IT, AI etc.) are not systematically ordered, either. The SLA thus being a field with unanswered theoretical and empirical questions, its content domain, nevertheless, comprises some observable features as to whether its overall theoretical integrity is attainable.

A Holistic Model of SLA Reconstruction: Search for the Base

The SLA peculiarities mentioned routinely get framed with discourses of complexity, with the latter commonly being referred to as “the instability and, thereby, the unpredictability of the interactions of … components and the outcomes of those interactions” (Barnett, 2017: 292).

Complexity theory being an interdisciplinary field, it offers a set of related concepts that have arisen from several areas. The idiosyncrasy of its definitions is the variety of counterparts the notion of complexity is equated to.

According to H. A. Simon, a complex system is roughly one made up by a large number of parts that interact in a non-simple way (Simon, 1991: 458). As a conjecture in process complexity is being extended through the involvement of more and more concepts and relationships, which seemingly contradicts to the idea of coterminous field entanglement. With the enormity of traditional terms appropriated from other scientific branches and cutting-edge notions developed, complexity theory could nevertheless give some clues as to the implications it might have for an integral theory construction.

Despite some of its fuzzy contentions about ‘implicit causality ‘ or ‘emergence occurring before order’ complexity provides some valuable insights into the nature of SLA as a complex domain with a large number of interacting parts, each with different attitudes and different purposes. At the same time, the domain functions as a single entity. The idea of the part interaction is suggestive of an invariant universal approach to a complex system since the latter can be construed as forming and maintaining its order and hierarchical organization by the exchange of information among the constituent parts. The reciprocity procedure is reducible to and reproducible by binary opposition sequences.

SLA Propensities for Binary Principle Holistic Reconstruction

There has been specified a premise notifying a manifestation of two key characteristics present in a complexity entity. One of them implies the formation of non-linear natural relationships emerging from the natural landform environment in which they operate and in which they are strongly coupled. The other distinctive feature identifies the natural patterns "that are open, driven from equilibrium by the exchange of energy, momentum, material, or information across their boundaries" (Werner., 1999: 89).

Considered thoroughly, the two characteristics prove to correlate with a series of oppositions determining language intercourse: real-world environment vs. individual inner mental space, language organization system vs. learning procedure, socially relevant meaningful items vs. individually created concatenations, external verbal output vs. inner mental codes, etc. Each binary opposition is a pair of defined opposites, or diametrically opposed characteristics, set off against one another in a reciprocal determination and taken as a basis for the conceptualization of a particular area with its coherent issues. The elucidation of the theory concept in ways of thought belonging to the conception of the binary opposition seems to be most rational as it corresponds to the idiosyncrasies of the language learning notional domain structure considered further. The basic idea behind a binary opposition framework in language activity is greatly similar to the general duality line of approaching the SLA subject, namely the everlasting antithesis of language organization system and language acquisition.

A key common feature of a flexible conceptual framework composed by opposite but correlated constituents is conjugate transformation. The idea of conjugate transformation involves fluctuation and interchange between the opposed binary components of theory in accordance with an established invariant pattern “closer to vs. farther from one of the opposed element”. The property is defined by the two elements of an opposition bearing to each other a relation characterized by having certain features in common but being opposite or inverse in some particulars. “Conjugate transformation involves a relation characterized by the opposite elements having certain features in common due to their belonging to the same field but being inverse in some characteristics. Conjugate transformation is thereby the mechanism implementing the alternate dominance of one opposite over the other and constituting a flexible relationship between the opposing elements” (Orlova, 2020: 12).

Certain phenomena in the field appear to be able to be explained through arranging a series or order of conjugate transformations driving a learning type closer to its opposite and thus forming a concession-making model with a dominating though not all-embracing element set against the other. Thus, within the mechanism of a conjugate transformation in a binary unit either of the opposites might change the yielding part of their impact maintaining the dominant role nonetheless. The proportions of the mutual interdependence of the opposed binary elements vary, due to which a new approach option can be created. Transformations like this are quite common in learning and teaching practice. For example, a teacher practicing the task-based approach might try to apply some error-correction techniques borrowed from the old grammar-translation methodology which definitely contradicts the major idea of the TBA. Moreover, in the currently developing post-method era combining principles, models, techniques and other inventory from various approaches to and methods of language learning is provided with theoretical substantiation and reinforcement on the part of Principled Eclecticism. The trend is supposed to combine principles, models or techniques borrowed from various approaches and methods developed before. The proponents of Principled Eclecticism are most positive of the broad parallel usage of different methodologies available now in language learning practice. Thus free uncontrolled transformation of language learning methodology is encouraged which is subordinated to the preferences of the learner or teacher and is performed within the entire range of language acquisition, language- or communication-based, “naturalistic, instructed, or both” (C. Doughty & H. Long, 2005: 1). The simultaneous arbitrary use of various methodical constituents produces countless transformation patterns which function in a non-specified haphazard ways often aimed at performing particular communicative tasks whose role in the mainstream goal is not always convincingly determined. “It is the two-pole exchange and convergence that take the edges off the extremes of each as well as explicate hidden counter-positions unidentified before” (Orlova, 2020:14).

Predication as an Entire Functional Medium of Language Activity

The crucial factor in the development of a holistic language activity framework is the observance of the unitary scale of the system’s construction and assessment. The problem is that any specifically accented part of language comprehension within a particular approach to SLA, be that language items or the learner’s intellectual resources, is typically considered and modeled as separate isolated issues whose reciprocal links are not taken into account. The conceptual framework built on the premises given is capable of providing a template for successive integration of communicative stages, inner and outward speech, and language modules into a single functional space. Defining this space means understanding the nature of the universal comprehensive code summoned in the attainment of a balanced interaction of the acquirer’s thought - speech operations. The binary SLA platform is to rely on integrants which form the strong points of a theoretical model and correlate empirically and methodologically with language acquisition. The question arises as to whether there exists a medium with a standard quantity capable of bringing together and measuring language, social intercourse and the learner's intellectual dynamics. The three interactive realms share a singular property underlying a coherent and plausible explanation of their transactions. This is the pervading functional environment of predication. The phenomenon is known as the act of joining initially independent objects of thought expressed by self-determining words - predicate and argument - in order to establish a predicative relationship. Predication is a most important function of language cognition due to which the real and individualized worlds converge in the learner's mind. The range of predicative acts occurring continually is assumed to be described and measured by the universal invariant predicative unit which is the minimal binary meaningful segment *f(x)* epitomizing the oneness of the thought - speech and language - thought realms. The invariant binary predicative unit is to provide the necessary functional reconciliation between the three modules of communication mega-domain mentioned.

Conclusion

For centuries the binary representation structure has been considered as a dominating formation of discourse simultaneously framing "grammar of thought". The idea of binarism is naturally implemented in the process of predication, which is the epitome of opposed entities. The phenomenon being elucidated predominantly in abstract terms explicates few connections between its theoretical exploration and practical application in the language study domain. The domain's integrity might become achievable due to the installation invariant binary predicative units that function as sense building blocks and act conjointly expanding into meaningful chains. The new frame of reference presented would have far reaching implications for language acquisition providing a solid theoretical underpinning for language curricula.

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Pan-Hispanism as a Language Policy: Spanish-Speaking Community Building a Pan-Hispanic Linguistic Identity

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Due to both political and economic reasons in the era of globalization and at the same time intensively flowing migration processes, in which many multinational states massively accept representatives of other ethnic groups, the content and feeling of national identity begins to erode. Considering the problem within the sociolinguistics framework, it should be noted that any identity is always directly related to the communication process and manifests itself through a system of verbal and non-verbal behavior being significant for a particular social or ethnic group.The linguistic identity of an individual should be understood as the awareness of one's identity within the framework of belonging to a particular linguistic community, which ensures the use of adequate models of verbal communication in the cross-cultural interaction, as well as the stability of linguistic well-being in a usual communication context.

Taking into account the multifaceted and multi-layered problem of individual identity in the modern world, it is possible to analyze the experience of the modern Spanish-Speaking community, which, despite the enormous territorial prevalence and variability of the Spanish language, was able to come to a consensus and, on the initiative of national governments, develop a single language policy, called panispanism. Its goal is to create a standardized linguistic continuum, uniting on democratic principles all native speakers (and not only them) and capable of acting in various fields as an international language.

The history of the existence of more than two dozen states, whose official language is Spanish, knows different stages: from the initial conquest by the Spanish conquistadors, continuing with a period of dull resistance to the colonialists and ending with the liberation struggle and independence. However, in the modern globalization era, Spanish-Speaking countries demonstrate ideological and mental unity that successfully confronts the global political and economic challenges. in this successful project, the political will of states and the humanitarian community (and especially philologists, scientists and academics) played an important role. And this despite the fact that the relationship of Spanish-speaking countries in the field of language policy management have their own history and are far from an unambiguous interpretation.

Nevertheless, in the context of a multipolar political, social and economic reality, by the end of the 20th century, the Hispanic community realized the need to look for common ground in a sphere that had not yet been affected by globalization processes, namely, - a common native language historically imposed in the colonial era and associated with the Spanish language of a common Christian culture and identity. At the same time, the common language (in this case, Spanish) has a clear advantage for the identity construction, since the Hispanic societies of Latin America demonstrate a vivid variety of cultural practices, mixed with local traditions, customs and beliefs. And therefore, at present, the wording “las culturas en la lengua Española” is politically correct. Thus, the common language, which is spoken by more than 570 million people, plays a unifying role for the multifaceted and diverse cultural manifestations in Spain and Latin America.

Nowdays, the slogan “*linguistic identity without borders*” can be viewed as a new panispanic project, which is a new mechanism of social governance, another lever of the so-called “soft power”, another discursive practice implemented within the framework of the postcolonial Hispanic formation, including the geographic continuum from 23 countries.

The need to introduce this concept into the modern socio-political practice is dictated by purely pragmatic reasons, namely, the urgent need for the Spanish-Speaking community to define the role of the Spanish language as a symbol of supranational identity. A common Spanish language is necessary in order to preserve historically established points of contact and successfully continue cooperation in the international arena (in the field of joint, primarily economic and educational projects).

The second factor determining the importance of this topic is the awareness of the closest connection between language, worldview and power. The question of linguistic identity without national state borders in relation to the Spanish language is, among other things, a question of the ideological stability of the Spanish-speaking world, which purposefully forms the awareness of belonging to a single linguistic identity and, in addition to achieving better mutual understanding and respect, ensures a higher quality of life for all society members. In other words, control over language is control over thinking, which is a tool to guarantee the preservation of ideological community and, to a certain extent, economic prosperity.

The first step in this direction was the establishment in 1997 of the ***International Congress of the Spanish Language*** (***CILE***), which became the legislative assembly for language policy for all Spanish-speaking countries.

The process of constructing a *Pahnispanic linguistic identity* began at the III ***International Congress of the Spanish Language*** (Rosario, 2004), when an unusual step was taken to solve the complex dilemma of the relationship between language and territory, which consisted of freeing the language from its cultural and national ties. Hispanic academics, scholars, writers and sociologists, as well as politicians and government officials of the highest rank, have set themselves the goal of creating a wider and more generous supranational mental reality, free from political division and economic inequality.

At the same time, the so-called ideologemes of language policy were declared, which is responsible for the stability, success and well-being of communication in Spanish in the Spanish-speaking world:

- Spanish is a common homeland
- Spanish is a meeting place for different peoples
- Spanish is the universal language
- Spanish is a product of language mixing
- Spanish is a common heritage of the peoples of the American continent

The main mental bond of modern Spanish-speaking reality is the postulate of the strength and power of the Spanish language, which has no geographical and political boundaries and has the ability to incorporate a huge variety of forms within the framework of a new dynamic unity, open to constant change (in this regard, the modern norm of the Spanish language also acquired a panispanic dimension). It is this ***Unity in diversity*** that has become the new modern slogan of the Spanish-speaking community.

Much has been done since then. The joint work of government, academic and educational institutions of Spanish-speaking countries deserves the highest praise. For twenty years, in the first place, the fundamental *panhispanic* academic works (orthographies (1999, 2010), spelling reference books, descriptive and normative grammars (1999, 2010), dictionaries (2005, 2010, 2014)) were created, which laid the foundation for a *panhispanic* understanding of the linguistic reality of the countries of Spanish speech in the broad sense of the word. However, at the same time, intensive work was and is being carried out on the description and codification of regional norms of Spanish (***Dictionary of Americanisms*** (2010) and numerous corpuses of the Spanish language), as well as projects aimed directly at the general user.

Recently (2015-2020), a coordinated *panhispanic language policy* based on democratic principles has positioned the Spanish-speaking community as an important and influential civilizational center in the multipolar world of the 21st century.

At the last ***VIII International Congress of the Spanish Language*** (2019), new projects of the *Panhispanic dimension* were presented:

CANOA, a panhispanic platform designed to promote in Spanish the cultures of all Spanish-speaking countries and to become a tool for strengthening of its powerful and coordinated cultural presence on the international stage;

Glossary of Grammar Terms (***Glosario de términos gramaticales***), created in order to form a single terminological base of the Spanish language;

Pan-Hispanic Phraseological Dictionary (***Diccionario fraseológico panhispánico***), designed to demonstrate the linguistic richness of all the Spanish-Speaking countries;

the new ***Pan-Hispanic School Dictionary*** (***Diccionario escolar panhispánico***), designed to be learned in secondary schools in all Spanish-speaking countries, which will include the fundamental vocabulary (the so-called *panhispanic common vocabulary*);

Pan-Hispanic Dictionary of Legal Spanish (***Diccionario panhispánico del español jurídico***);

the new ***Spanish Language Style Book*** (***Libro de estilo de la lengua española***) for all the world's Spanish-language media;

the new edition of the ***Pan-Hispanic Dictionary of Doubts*** (***Diccionario panhispánico de dudas***).

Thus, the Spanish language was regarded not only as a communication tool for the Spanish-speaking community, but also as a political mechanism that participates in the constructing of a new - *linguistic* - *Panhispanic identity*. In this case, the Spanish language becomes one of the most important regulators of the social life due to its influence not only on the spiritual being of the individual, but also providing a sense of stability, unity and mutual complementarity of its members within the framework of the supranational linguistic formation.

Development of the Interdisciplinary Master's Program on Computational Linguistics at the Al Farabi KazNU

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Abstract

The relevance of training in computational linguistics in connection with the active development of artificial intelligence and its use in various industries is one of the top priorities at present. The paper presents the experience of implementing the ERASMUS+ project "Development of the Interdisciplinary Master's Program in Computational Linguistics at the Universities of Central Asia (CLASS)" in seven universities in Central Asia, namely, in three universities of Kazakhstan and four universities in Uzbekistan. The developed educational Master's Program "Computational Linguistics" on the basis of the Department of Information Systems of the Al Farabi KazNU is presented. A lot of work has been done on training of staff and developing interdisciplinary subjects. The impact of this educational program both at the individual

level, at the level of teachers involved in the implementation of this educational program, and at the institutional level is very significant.
Key words: *computational linguistics, Interdisciplinary educational program, master's degree, Erasmus+ project*.

Introduction

Despite of a number of software working with recognition of the world languages such as English, Mandarin, Russian, and Spanish; the Kazakh and Uzbek languages still drop out. Thus it is practically impossible for the world community to retrieve any information in Kazakh or Uzbek. Though the policies of both countries – Uzbekistan and Kazakhstan aim at mastering English as the way of entering world economy (Kazakhstani Cultural program «Trinity of languages», The decree of the President of Uzbekistan № 1875 "On measures to further improve of foreign language learning system", December, 10, 2012) English proficiency is still low, and the needs for access to the world information, as well as introducing themselves in UZ and KZ languages are still very high, besides, the world interest to the information on the Turkic languages is growing and the demand for qualitative machine translation into\from Uzbek and Kazakh is evident, though Google started this service about two years ago, it still needs much improvement.

As it is known the studying computational linguistics provides a working component of a speech or natural language system; morphological and syntactic analysis are the stepping stones for more complex language processing applications, such as machine translation, information retrieval, question-answering, and many others. However, for Uzbek and Kazakh languages formalization and computational analysis of languages morphology is not widely worked out. Achievements of computational linguistics can be applied in language teaching via creating special software. *Computational linguistics master program will improve the situation via training the students, stimulating research in computational linguistics to understand* *the nature of linguistic representations and linguistic knowledge, and how linguistic knowledge is acquired and deployed in the production and comprehension of language; computing of the relation between form and meaning, facilitating document processing and information retrieval, providing with new data and instruments for learning languages (Kazakh, Uzbek, English).*

Computational Linguistics as interdisciplinary educational program does not exist in the partner countries, though as a research area it has been developed since beginning of 2000. Implementation of new teaching methods ICT-based practices will make education accessible for more students. They will be able to access learning materials, teacher interaction with digital tools. Thus the project tackles regional priorities: learning and teaching tools: blended courses; access to higher education, international cooperation at regional level. Blended learning strategy training will be provided, experience and skills disseminated in academic process in partner HEIs; blended courses will be developed and implemented, thus improving access to higher education; joint development of courses will stimulate international cooperation[1].

To analyze the needs of the specialty Computational Linguistics, it was necessary to conduct a survey of employer companies in various fields, since Artificial Intelligence and text analysis are actively introduced in almost all areas of life. To conduct a needs analysis it became necessary to develop a special survey. The survey involved more than 50 companies from various industries. The survey results showed that the need for this educational program is present in almost all areas of companies' activity [2].

Main goals and objectives

The educational *Master's Program in Computational Linguistics* was developed within the framework of the ERASMUS+ project "Development of the Interdisciplinary Master's Program in Computational Linguistics at the Universities of Central Asia (CLASS)" No. 588545-EPP-1-2017-1-ES -

EPPKA2-CBHE-JP-CLASS in seven universities in Central Asia, namely, in three universities of Kazakhstan (A. Baitursynov Kostanay State University, Eurasian National University named after Gumilyov, Al-Farabi Kazakh National University) and four universities in Uzbekistan (Urgench State University, Samarkand State Institute of Foreign Languages, Tashkent State University of the Uzbek language and literature, National University of Uzbekistan in Tashkent). The European participants in the CLASS project are: University of Santiago de Compostela, Spain; University of a Coruña, Spain; University of West Attica, Greece; University of Porto, Portugal; Adam Mickiewicz University in Poznań, Poland.

This project is being done under the initiatives of Uzbekistan and Kazakhstan universities. Some of the means for enhancing access to higher education, world knowledge exchange, and closer involvement of Uzbekistan and Kazakhstan in world economy is availability of information, incorporating new teaching methods, ICT-based practices in education. *Computational Linguistics, and more generally Human Language Technologies are crucial for development of high information technologies, absolutely necessary for the industrial, social and civilization progress*.

The aim of the project is to develop KZ & UZ universities' capabilities *to enhance access to higher education with blended courses in computational linguistics master program for students with linguistics and computational science background*. To achieve this aim it is planned to establish and maintain strong collaboration between linguistics and computational technology in HEI; utilising of the module methodology, blended learning pedagogical skills for enhancing computational and linguistic competencies of master students; buiding the capacity to network effective inter-universities collaboration in the joint researches in linguistics and computer technology. The specialists will share their expertise for the benefits of master students and society seeking for efficient ways of intercultural dialogue and thus easier integration into world economy[1].

Development of new Interdisciplinary Master's Program on Computational Linguistics

At the Department of Information Systems of KazNU named after Al Farabi developed the program "7M06101 - Computational Linguistics" via transformation of EU best practices with Bologna process principles . Volume of the credits-120. Period of study-2 years.

The purpose of the educational program(EP) "7M06101 – Computational Linguistics" is the training of highly qualified specialists in the field of information technology.

The program is aimed at the formation of a professional personality specialist who is able to:

- interpret and summarize in-depth knowledge of theories and technologies in the field of computational linguistics;
- improve the performance of existing resources and tools through linguistic research and analysis;
- work with various forms of translation technology: translation memory, terminological data banks and machine translation;
- create digital language resources in the Kazakh language (KK): for example, dictionaries, terminological data banks, corporate - written, oral and multimedia resources;
- create parallel and comparable corpuses between KK and other languages, especially English;
- create text resources for training tools for information retrieval and text mining KK.

The table-1 below shows the main disciplines of curriculum on EP.

Table 1. The main disciplines of curriculum on EP "7M06101 – Computational Linguistics"

Names of modules/*other educational activities*	**Names of disciplines**	***Credits***
University components	-Module of history and philosophy of science; -Psychology and Pedagogy Module.	20
Major Disciplines		25
Computer processing of natural languages module	-Introduction to Programming for NLP; -Statistical methods for NLP.	
Applied Linguistics module	-Formal Grammars; -Natural Language Understanding.	
Module of machine translation technologies	-Machine Translation Technologies.	
Elective Component		15
NLP module including applications	-Language Resources; -Language analysis; -Speech Processing.	
Module of methods and tools for data mining	-Programming Python, Java; -Methods for information retrieval and extraction; -Data mining.	
Elective Component		15
Computational Technologies module	-Computational Morphology; -Machine Learning in NLP; -Ontologies, Semantic Technologies.	
Module of analysis technologies of text data	-Sentiment analysis technology; -Formal Models in Linguistics; -Deep Learning.	
Professional practice and research module\other educational activities		45

The disciplines presented were clearly selected and formulated by the project participants. This program has been registered with the Ministry of Education and Science of the Republic of Kazakhstan. A full description of the program is available on the website of the MES RK http://esuvo.platonus.kz/#/register/education_program/application/14113**.**

A key technological asset for this purpose is learning management systems (LMSs), such as Moodle and Blackboard, now common in many universities. These systems are comprehensive platforms for blended learning that facilitate teacher<>student communication (in the form of messaging systems and forums), autonomous learning, and the general management, assessment and tracking of a course involving students in different universities (by online tests and attendance management). For the purpose of the project, we decided to settle on Moodle as our reference LMS, as it is popular, feature-complete, familiar to the European project partners, and crucially, open-source and free to use.

Blended Learning implies both online and in-person learning experiences when teaching students, thus the developed blended courses and the professional skills related to blended learning will be applied for continuing education. Building partner capacities in blended learning as learning and teaching tool, pedagogical approach improves the access to higher education including the disadvantaged groups of people. Disseminating experience and knowledge of blended learning to other educational programs contributes to capacity development potential of the project.

Conclusions

The article describes the current development experience of the Erasmus + project “Development of the Interdisciplinary Master's Program in Computational Linguistics at the Universities of Central Asia (CLASS)”. The novelty of the work presented is a systematic review of the project development process, which is relevant not only to the partner countries participating in the project but also to the field of Computational Linguistics, which is at the cutting edge of artificial intelligence. The systematic approach used in the project included the stages of analysis of existing educational programs in computational linguistics, an analysis of the need for computational linguistics in the CA partner countries, the development of the contents of the educational program of Computational Linguistics, the development of student teaching methodology using modern teaching technologies, such as blended learning and project training, the development of NLP tools to support the practical training of the educational process of the program in Computational Linguistics.

At the level of individual participants and team members, the project provides an opportunity for master's students to follow an interdisciplinary educational program, thereby expanding their field of activity; by providing mobility it allows students to gain experience in communication and learning in a new academic environment, with new approaches to the learning process. The project provides an opportunity for team members to improve their qualifications in a new, very promising, and developing field of computational linguistics, which is at the intersection of artificial intelligence, machine learning, linguistics, and big data. The project provides an opportunity for project participants to expand collaborative ties with foreign partners from European and CA universities. The students of this educational program will have the opportunity of scientific internships at partner universities for this project.

At an institutional level, the project offers an opportunity to develop a new area of study in Computational Linguistics, to improve the skills of the personnel involved in the project, and to establish and strengthen international relations.

At the national level, the project opens up the possibility of creating and developing resources and tools for processing natural languages, especially the CA national languages. The project will also become an important component of the "Digital Kazakhstan" program, especially in terms of training the teaching staff in the field of computational linguistics, artificial intelligence, machine learning, and big data.

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Gamification Situations as the Process of Formation of Creative Translator’s Strategies in the Field of Cross-Cultural Communication

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Abstract

This article is devoted to the study of the development of creative strategies of behavior of future engineers who study English for further effective professional performance. The study is experience of teachers who train engineers for additional qualification as a translator in the field

of cross-cultural communication at the Department of foreign languages of RUDN engineering Academy.
The study of creativity and effective performance in Russian and Western schools revealed differences in understanding of the concepts of creativity, competence and competency. The experimental analysis allowed us to identify the main creative competencies necessary for students to effectively perform translation activity in the field of cross-cultural communication. A complex of gamified situations has been developed to form creative strategies in performing translation activities in cross-cultural communication.
The purpose of the study is to identify the features of gamification situations for the development of creative translator's strategies for future translation performance. To achieve this goal, the following methods were used: theoretical (analysis of psychological and pedagogical literature, synthesis, generalization, analysis, and applied (observation, questionnaires, tests, interactive games, gamification situations, diagnostics, experiment, methods of mathematical statistics).
Key words: *a translator in the field of cross-cultural communication, gamification, game situations, creativity, competence and competency, translation of technical texts.*

Introduction

The relevance of providing gamification technologies for the training of future translators in the field of cross-cultural communication who receive an engineering specialty at university is due to the problem of finding more rational teaching methods. The importance of linguistic knowledge and the future engineer's perfect knowledge of a foreign language during the construction of an artificial technosphere has increased. Higher education should provide not only a high level of knowledge in the future engineering profession, but also creative competencies that allow a pearson quickly and effectively understand the subject in which the engineer translates. Taking into account the current reality, pedagogy and linguistic didactics of higher education should be aimed at constant search for innovative forms in the development of creative qualities of future translators in the field of cross-cultural communication.

Theoretical background

For the first time, the terms “creativity” appeared in Western science as the ability of an individual to perform work in an extraordinary and effective way J. P. M. Guilford, M. Csikszentmihalyi, N. Gardner, (Guilford 1959; Csikszentmihalyi 1996; Gardner 1993) and others. The theme of creativity was picked up by Russian scientists T. A. Barysheva, D. B. Bogoyavlenskaya, A. N. Voronin (Barysheva 2002; D. B. Bogoyavlenskaya 2004; A. N. Voronin 2010) and others, the essence of which was the creative behavior of the individual in a situation of uncertainty based on modified knowledge and experience, contributing to the creation of innovative, original products.

The concepts of “competence and competency” in Russian and Western science are different. Competencies are studied by Western scientists as initially identified and empirically proven ways of effective activity, stimulated by the intellectual activity of the individual, which contributes to personal original productivity in the process of solving innovative problems G R. Boyatzis, D. Goleman, D. McClelland (Boyatzis 2009; Goleman 1995; McClelland 1998); and others. “Competence” in Russian studies is considered as a “new paradigm of education” (Zimnaya 2005); A. K. Markova (Markova 2018) distinguishes special, social, personal and individual professional competence. A. V. Khutorskoy (Khutorskoy 2017) defines competence as “the standard requirement for educational preparation of the student for effective and productive activities in a certain area”.

A study of sources has shown that a competent, creative personality develops throughout life. These qualities are formed more productively if interactive gamification situations that can be implemented in the translation practice of future translators. “Thanks to inventive minds, the idea was born to turn boring processes that require a lot of effort and time into a game. This is how gamification appeared - a powerful strategy for applying game mechanics to non-game activities in order to manage the motivation and behavior of groups of people” (Koval 2016).

Against the background of the global pandemic, gamification is the main trend in online learning, as games are fascinating and addictive. And if gamification situations are applied during the language training of future engineers, then the language will also attract and engage students. Gamification situations and games create a fruitful environment for the formation of creativity and personal effectiveness of future translation engineers. Gamification is a set of game rules used by teachers to achieve their goals. It is through the game that boring language tasks become interesting, avoided topics become desirable, and difficult ones become simple. (Belkin 2016).

M. V. Klarin (Klarin 1995) separates gaming activity from purposeful gamification, explores various models of process-oriented learning, which focuses on creating educational models that stimulate the development of thinking, search-based learning models. S.A. Sharonova, E.V. Gakova and others (Sharonova 2001; Gakova 2015: 902), consider the gamification situation as a type of specially organized interactive interaction, limited in time but not limited by established rules, in contrast to the game where the rules are strictly regulated. Gamification situations developed in the course of the research based on the method of linguistic opposition, consider imitation-didactic and professional role models of game activity, based on the integration of different subject sign systems in Russian and English. In the process of preparing and playing game situations, information is processed from a linguistic point of view, which contributes to the formation of new understandable and relevant sign structures/texts in the minds of students. The gamification approach makes it possible to organize the process of purposeful activation of creative competencies, future translators of professionally oriented texts and actualization of creative personality qualities based on them.

Research methods

For the experiment 60 second year students learning translation at the Department of foreign languages of the RUDN engineering Academy were selected and divided into two groups: experimental (EG) and control (CG) to test the theoretical propositions put forward. Before starting the experiment, a series of lectures were given to studrnts on creativity, creative qualities of the individual, competencies of effective activity and the theory of gamification. Students were asked to select no more than nine competencies from the list of effective performance competencies of R. Boyatzis (Boyatzis, R. E. 2009) that they would like to possess. The teachers who took part in the study also identified the competencies that they wanted to observe in students in the course of educational activities. The basic component of effective activity competencies were formed: *adaptability* (the ability to adapt to various educational and professional situations and activities); *success orientation* (a positive attitude to positive results and productive activities, the ability to take risks); *flexibility* (the ability to offer different solutions to problematic professional tasks); *impact* (leadership qualities, ability to convince of one's own rightness); *analysis and synthesis of information* (critical attitude to information); *use of technologies* (ability to use electronic resources); *self-organization* (independent work, ability to self-organize for successful productive activities); *teamwork* (effective interaction in a team); *system thinking* (using the system of knowledge, skills and abilities in solving new problems) (Gakova 2015: 919; Telezhko, Chernova, Gakova 2019: 65). The purpose of the ascertaining survey was to establish the initial level of formation of the creative potential of future engineers studying English language in non-linguistic university with a help of the questionnaire test by N.F. Vishnyakova (Vishnyakova 1995).

Data collection method

To improve the quality and level of formation of students' creative strategies in the course of technical translation training, gamification situations aimed at forming students' creative strategies and competencies were specially developed and introduced into the educational process in English classes, and the effectiveness of their implementation in the educational process was systematically diagnosed. Through observation, conversation, reflection, student questionnaires, and expert evaluation, criteria and levels of development of the engineer's creative competencies were monitored.

Data analysis

At the final stage of the experiment, students were also retested to empirically verify the effectiveness of the developed conditions for the formation of creative qualities of students' personality in higher education.

The student's t-test was used as a statistical method. For mathematical calculation of experimental data, a developed program was used that performs automatic calculation of data according to the formula. Detailed mathematical statistics in the form of the diagram is presented in this article.

A comparative analysis of the data obtained from the ascertaining and final stages of the experiment indicates an increase in the level of formation of creative qualities of future translators, demonstrated through the competencies of effective activity in game situations. In EG, the positive dynamics occurred due to a decrease in the number of students with a low level of formation of creative competencies.

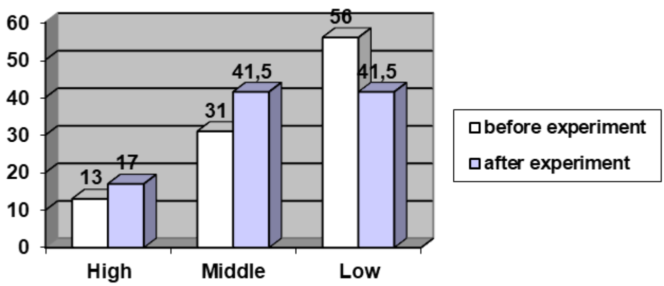

Diagram 1. Indicators of the level of formation of creative personality qualities demonstrated through creative competencies in students before and after the experimental work (in % of the total number of students)

The presented data demonstrate the positive dynamics of the formation of creative personality qualities of students before and after experimental training through the creative competencies demonstrated in behavior, manifested in educational and cognitive activities in game situations. The data obtained confirm the hypothesis that the introduction of gamification situations in the training of future translators of profession-oriented texts contributes to the formation of creative qualities.

Summary

As a result of the research, the following conclusions are formulated: the concept of creativity unlike Western studies is not clearly differentiated by Russian researchers, which makes it difficult to understand the term creativity at the level of considering its essence and determining its internal structure. Based on the analysis of Russian and English-language psychological and pedagogical sources, the concept of “creative qualities of the future translator in the field of cross-cultural communication” is defined.

Based on the analysis of domestic and English-language psychological and pedagogical sources, the concept of "creative competencies of the future translators in the field of cross-cultural communication" in higher education are defined as creative ways of behavior that contribute to the actualization of creative qualities. Students' knowledge of creative competencies contributes to highly effective work performance, high-quality personal transformations and creation of relevant products – technical translated texts.

The basic set of creative competencies of students in higher education is formed as actualized creative qualities of the individual: adaptability, focus on success, flexibility, impact, analysis and synthesis of information, use of technologies, self-organization, teamwork, system thinking.

Gamification situations developed on the basis of linguistic opposition. They are considered as conditions for the formation of creative qualities of students 'personality in higher education, which contribute to their actualization and are implemented through creative competencies in the process of activating students' thinking and communication activities.

The presented research does not exhaust all aspects of the identified problem, and further development of this problem can be continued in the direction of improving methods, tools and conditions that allow modeling the process of forming creative qualities of students in higher education.

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Napoleon in the Works of Pushkin, Gogol’ and Tolstoy

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INTRODUCTION

Historical background has always been the basis of Russian classical literature, like many others: before, often it was necessary for Russian writers to refer to the past and present, to portray the authentic Russian soul in their works, to highlight the vices of generations and point them out for the reader. Several historical events, for their crucial importance, were described more often than others in Russian literature. Obviously, for many writers of the XIX century, the Patriotic War of 1812, along with the Decembrist uprising of 1825 and the removal of serfdom of 1861, were legendary events, which clearly stood out among other historical episodes of the period. As for the war of 1812, for example, this can be explained by several factors:

1) The relative temporal proximity of the event to the main Russian classics of the time.

2) The multivalence of the events, including the debatable attitude of the Russians towards the French and the commander-in-chief of the Russian army, the point of view and the position of the Monarchy

3) The philological and human interest about common soldiers of different parts of the world, whose personality was examined from the emotional and psychological point of view.

4) The surprising interest in the character of Napoleon Bonaparte. In our opinion, the latter caused the most powerful and significant response in Russian literature.

All prominent figures of the XIX century, both foreign and Russian, took a serious interest in the personality of Napoleon Bonaparte. Military theorists, philosophers, sociologists and writers studied the life of Napoleon and analyzed his actions, trying to understand how such an "ordinary" man could be able to build the great First French Empire and why he was defeated in Russia. Of course, such a strong interest was inevitably reflected in modern literature, and the character of Napoleon Bonaparte began to appear on the pages of books of great classics, which tried to imagine what the great emperor was like, what he was driven by when he gave orders and achieved incredible victories. Many writers even tried to draw up a psychological profile of Napoleon, assessed his decisions, and expressed their personal attitude to the emperor directly or allegorically.

Alexander Sergeyevich Pushkin

The great poet Alexander Sergeyevich Pushkin wrote about Napoleon in many works. He was seriously interested in the emperor's character, as for him he was an icon of pride, which he admired and hated so much in the same time. Even in the work “Eugene Onegin”, there are several references to Napoleon:

> “And like Napoleons each of us
> A million bipeds reckons thus
> One instrument for his own use--
> Feeling is silly, dangerous. [XIV][37]”
>
> “Lo! Compassed by his grove of oaks,
> Petrovski Palace! Gloomily
> His recent glory he invokes.
> Here, drunk with his late victory,
> Napoleon tarried till it please
> Moscow approach on bended knees,
> Time-honoured Kremlin’s keys present. […] [XXXV][38]”

Even in these short extracts from the poem "Eugene Onegin", in the translation of Henry Spalding, Pushkin's idea about Napoleon underlines a certain aversion to the French emperor, even if terms like “great” or “genius” can be found in the same work.

Considering the image of Napoleon in Pushkin's poems more in detail, we can analyze, through the words of the great Russian poet, the portrait of Napoleon.

It is worth proceeding with the rhymes written by Pushkin in 1814, at the age of 15, in his poem “Memoires in Tsarskoye Selo”:

> “Где ты, любимый сын и счастья и Беллоны,
> Презревший правды глас, и веру, и закон,
> В гордыне возмечтав мечом низвергнуть троны?
> Исчез, как утром страшный сон!”[39]

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[37] “Eugene Onegin”, H. Spalding, 1881

[38] “Eugene Onegin”, H. Spalding, 1881

[39] «Воспоминания в Царском Селе», internet resource, https://ilibrary.ru/text/110/p.1/index.html

Pushkin did not use the name of Napoleon, but instead uses an allegorical reference and calls the French emperor "Bellona's favorite son": Bellona is the Roman goddess of war and wife of Mars, a fierce warrior who ignited rage in wars.

The poet's lines about the nature of Napoleon come quite logical: as written above, in the last quote, "he despised the voice of truth, faith, and the law". Pushkin sees Bonaparte as a cruel invader who forgot everything about honor and moral laws. In 1814, Pushkin still felt shocked by the events he had recently witnessed; therefore, the whole poem is impregnated with youthful patriotism and resentment against Napoleon's guilt. Moreover, the poet mentions pride when he says “in pride, having dreamed”, thus constantly emphasizing his disgust for Napoleon's actions, and for the very character of the French emperor.

Another of the most memorable works of Alexander Pushkin, where the poet clearly states his opinion about Napoleon is the poem “Napoleon on Elba”, written in 1815:

> “Под сводом эльбских грозных скал.
> И Галлия тебя, о хищник, осенила;
> Побегли с трепетом законные цари.
> Но зришь ли? Гаснет день, мгновенно тьма сокрыла
> Лицо пылающей зари. [40]”
>
> “Все смолкло... трепещи! погибель над тобою,
> И жребий твой еще сокрыт![41]”

As we can see, Napoleon is a “predator”, like a wild beast finally in a cage (Elba); his cruel fate, according to Pushkin, has nothing more left for him but mere memories of the past. However, today we can say that the great Russian poet was mistaken, for Napoleon would manage to escape from Elba to try a desperate return during the famous “hundred days”, which would eventually culminate with the close defeat of Waterloo. Nevertheless, even if

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[40] A. Pushkin, “Наполеон на Эльбе”, internet resource, https://ilibrary.ru/text/283/p.1/index.html

[41] ibid

Pushkin revealed to be wrong, we may consider his statement as a prophecy for what would eventually happen, but with another exile, and with another island (S. Helena).

In 1821, after the emperor's death, Pushkin wrote the poem "Napoleon", completely different from the other works mentioned above. The young Pushkin is getting mature, his work is becoming more romantic in style, and the poet's idea about Napoleon seems deeply changed. It is difficult to state that Pushkin felt sympathy for Napoleon, for the content of the rhymes shows us that he condemns Napoleon's actions even more than before, but it also reveals a different side of the soul of the poet: he feels sorry for him, and we may dare say that he even partially understands him:

> "В неволе мрачной закатился
> Наполеона грозный век.
> Исчез властитель осужденный,
> Могучий баловень побед...[…][42]"

And again,

> "Да будет омрачен позором
> Тот малодушный, кто в сей день
> Безумным возмутит укором
> Его развенчанную тень! [43]"

In this poem, Napoleon represented as a classic romantic character - lonely, forgotten, once bathed in the glory of his past victories and success. Nevertheless, as we can see, here Alexander Pushkin does not hide his contempt for Napoleon either. Pushkin never desired to imagine himself in Bonaparte's shoes, nor to try to understand his aspirations and ambitions. For Pushkin, Napoleon is an invader, the creator of the "new chains for Europe"[44].

Indeed, despite the fact that the Europe of the Holy Alliance, especially France, were dominated by a constant climate of

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[42] A. Pushkin, "Наполеон", internet resource, https://www.culture.ru/poems/4607/napoleon

[43] ibid

[44] ibid

censorship, monarchic restoration, and "outrageus negrophilism and extreme anti-Napoleonism"[45], the death of Napoleon Bonaparte, first Emperor of the French, on the 5th of May 1821, was deeply felt by all the writers and poets of the time. Beside them, even ordinary people reacted with enormous sorrow. Hundreds of thousands of people had fought in the Napoleonic wars with loyalty for their Emperor, many had also had the possibility to become army officers, to see the world with their own eyes, and to feel themselves part of that world their "petit caporal", like a mythological demiurge, had modified to his liking.

Also for this reason, the return of his remains from S. Helena to France was accorded only in 1840. Today we can firmly say that Napoleon changed the world in a way that no one before him had done; his imprint in the world of literature of this period is clear among his former enemies and supporters.

Nikolay Vasilievich Gogol'

Nikolai Gogol' did not take as much interest in Napoleon's figure as the other Russian classical writers did. The reason for that lies in Gogol's interest in the pressing problems of Russia: it is not by chance that his most famous works are "Dead souls" and "The Government Inspector". It is commonly thought that Gogol's works have almost no connections with the French emperor, but actually, that is not true. Perhaps Gogol' does not directly mention Napoleon in his works, but if we pay attention to the details between the lines and in the speech of the characters, it turns out that Gogol' also writes about Napoleon, or rather about his character, and introduces this image in his works. In the short novel "The old world landowners", for example, we can notice that from the dialogue of some provincial politicians:

> *"The Frenchman secretly agreed with the Englishman to release Bonaparte again to Russia" [2, volume 4, p.186].*

[45] "The collected works of Sir Richard Francis Burton", Hastings, 2016

In this fragment, probably they are talking about the escape of Napoleon from the island of Elba and his return to France, the so-called "les Cent-Jours". The shadow of Napoleon is noticed even here in Little Russia, and Gogol’ does not forget to mention it, presenting the information as a mere rumor, which may be hardly noticeable for the reader at first glance.

The most famous mention of Napoleon by Gogol’ is in the poem "Dead souls". Many literary critics even call this the "Napoleonic theme" of the poem. This refers to a rumor that spread around the city of “N.”, according to which Chichikov is, in a peculiar way, Napoleon in disguise.

> “Of course, as far as believing it went, the officials did not believe it, but nevertheless they did fall to thinking and, each considering the matter in himself, found that Chichikov's face, if he turned and stood sideways, looked a lot like Napoleon's portrait. The police chief, who had served in the campaign of the year 'twelve and had seen Napoleon in person, also could not help admitting that he was no whit taller than Chichikov, and that, concerning his build, it was impossible to say he was too fat, and yet neither was he so very thin. Perhaps some readers will call all this incredible; to please them, the author is also ready to call all this incredible; but, unfortunately, it all happened precisely as it is being told, and what makes it more amazing still is that the town was not in some backwoods, but, on the contrary, no great distance from the two capitals.”[46]

The comparison between Chichikov and Napoleon is not accidental. If we recollect the rhymes of Pushkin’s “Eugene Onegin”, we can remember the verse: "And like Napoleons each of us […]"[47]. Most likely, Gogol caught the mood of Pushkin, whom he so deeply respected and loved and, like Pushkin, saw Napoleon as an arrogant man who strived for incredible heights, and often forgot about morality and honor. This is how Gogol’ describes Chichikov, whose desire to get rich and obtain honor in

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[46] N. Gogol’, “Dead Souls”, translated and annotated by Richard Pevear and Larissa Volokhonsky, 1996, p.112

[47]A. Pushkin, "Eugene Onegin", XIV.

society leads him to gradual moral poverty, to the mindless purchase of "dead souls". This parallelism between Napoleon and Chichikov appears represented by Gogol’ in a comic, sometimes even grotesque context, since it is obvious that Chichikov is clearly inferior to the great emperor of the French.

Leo Nikolaevich Tolstoy

Leo Tolstoy provides a deep insight into the character of Napoleon. Of course, much is said about Napoleon in Tolstoy's most significant novel, “War and Peace”, where the French emperor is one of the characters. The entire novel is a struggle of different poles, which culminates with the challenge between France and Russia, whose moves decide the course of history.

Like Pushkin before him, Tolstoy expressed his antipathy for the person of Bonaparte in his work, and often a clear disgust.

In the last part of the novel, when the characters’ stories and adventures are already completed, Tolstoy presents to the reader his own reflection, in the form on an almost scientific treatise, according to which any individual in history is not as significant as we bight believe today. The sole genius of a person can not decide nor change history, and the mere human desire to control is condemned to succumb against the complex mechanisms of the world. Tolstoy considered Napoleon to be a person with such a desire. The French emperor is not even the brilliant commander who was able to conquer and subjugate the whole of Europe, but a man whose slightest participation only launched the huge pendulum that all of France had been pulling since the beginning of the French Revolution, and which had long been impossible to hold.

Leo Tolstoy, by the way, repeatedly emphasizes in his novel that Napoleon's orders are not the result of his military genius, but rather the experience of his soldiers and marshals. The author, having been himself an artillery officer during the Crimean war, in his careful description of the positions of the French troops, especially before the battle of Borodino, often considers Bonaparte's plans and decisions, and in particular about his artillery displacement, to be completely useless.

This very aspect, in our opinion, is the key to the correct understanding of Tolstoy's analysis of Napoleon.

The French emperor, like Tolstoy himself, began his own military career as a young artillery officer, receiving the rank of second lieutenant at the age of 16 in 1785. Later, during the revolutionary wars of 1792-1799, thanks to his personal innovative ideas, and then his reforms as Consul, and then as Emperor, the French artillery became the strongest in the world. Military corps were invented and the formation of modern artilleries took place, and Tolstoy knew this very well. This is why so many details are often given to this precise military terminology, which for modern students sometimes might even seem incomprehensible, or boring, but which is very important.

Analyzing the description of Napoleon in the novel "War and peace", we can notice:

> *"Он был в синем мундире, раскрытом над белым жилетом, спускавшимся на круглый живот, в белых лосинах, обтягивающих жирные ляжки коротких ног [...] на моложавом полном лице его с выступающем подбородком. [...] белая пухлая шея его резко выступала из-за черного воротника" [...] лицо его ...опухшее и желтое [...] он, пофыркивая и покряхтывая, поворачивался то толстой спиной, то обросшей жирной грудью"*[48].

Tolstoy's idea of Napoleon is demonstrated here: many details underline the antiesthetic aspect of the French emperor, who is described as very fat, with ungainly features, perhaps even clumbsy. Moreover, Tolstoy in the novel also describes situations in which Napoleon is not sincere nor open, and he only plays a role, as if he is posing, adding therefore also a more comportmental distortion of the character.

At the same time, we know that in the novel Napoleon appears much earlier, he is one of the topics at Anna Pavlovna Scherer soiree, he is mentioned by Pierre Bezukhov and Andrey

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[48] Graf Leo Tolstoy, "Полное собрание романов и повестей", 2009, p. 510

Bolkonsky, who are, more or less directly, fascinated by him and his military actions, not yet understanding what this would lead to. The heroic image of Napoleon for Andrey dies on the battlefield of Austerlitz, when he meets the French emperor himself, whilst for Pierre it happens after his frustration and delusion with the secret organizations of Russian society, through a deep spiritual redemption.

Thus, it turns out that Napoleon had entered Russia even far before crossing the borders of the Empire. The contrast between Napoleon's glory and his human, and very controversial, appearance is underlined several times. According to Tolstoy, Napoleon is a small man who plays his part in a great moment in history: the Napoleonic wars, according to Tolstoy – are not a period of wars between different countries, but something much deeper: it is the "movement of peoples from West to East"[49], a phenomenon like the great migrations of history.

CONCLUSION

Napoleon was certainly one of the most interesting and important figures of the XVIII and XIX centuries: his actions as a commander, a great innovator and statesman changed the world forever. It is also obvious that he remained a key character for many writers in Russian literature. Russians were deeply impressed by the Napoleonic wars and the Patriotic War of 1812, and the great Russian writers could not leave this personality unnoticed. The character of Napoleon appears in the works of all main Russian classical writers. We mentioned Pushkin, Gogol' and Tolstoy, but it is worth remembering that the enigmatic figure of Bonaparte appears also in various works of Lermontov, Dostoevsky and Turgenev. The very personality of the French Emperor could not be forgotten nor ignored by Russian writers: they were interested in it, they described and analyzed it, and they definitely loved it.

[49] Graf Tolstoy L. N., War and Peace. Volume IV, 1873

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Enhancing soft skills and sense of community of undergraduates in EFL classes

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In the computerization period employees become more competitive if they have soft skills or the so-called “XXI century skills”. Nowadays labour market is shifting towards “the human in man”, towards creativity, cultural and value aspects of interaction – all the things that machines cannot do (BCG, 2017). Soft skills are necessary for success in career and life. While university graduates demonstrate academic and professional knowledge and skills, they lack interpersonal, communicative and analytical abilities (Abbas, 2013; Robles, 2012).

The concept of “soft skills” appears in research works in the 90-es of the XX century. It was first used by American and German management specialists, then it was transferred to business and education. The concepts of soft skills and emotional intelligence have received a considerable amount of significance in recent years in the works of D. Goleman (2009), T. Parsons (2008), H. Perreault (2004), M. Robles (2012), P. Salovey (2002), Ch. M. Tan (2017), etc. Soft skills are usually studied together with technical, hard skills – the skills which ensure exercising a profession. Soft skills are such skills that are connected with communication, creativity and management, they are responsible for the effectiveness of thinking (Kurpatov A., 2017). A study by Watts & Watts (2008) indicated that hard skills contribute only 15% to one's success, whereas 85% of success is due to soft skills. Unlike hard skills that can be formed and eventually developed, it is more difficult to acquire and change soft skills.

Soft skills are mainly developed at various sorts of trainings, workshops, and classes of major subjects. However, these skills can be effectively taught in English classes, as argued by Abbas (2013), Krepkaya (2016), Loktaeva (2014), Thompson (2017). In EFL classes in culturally mixed groups students gain experience of social interaction and acquire sense of community with learners of different cultural backgrounds.

The research shows that when defining soft skills academics focus on the ability to make social interactions, personality traits (Paajanen, 1992; Parsons, 2008; Robles, 2012), career attributes (Robles, 2012), sensitivity to cultural differences and intercultural interaction skills (Mitchell, 2008). As noted by M. Robles, soft skills are "character traits, attitudes, and behaviors … that determine one's strengths as a leader, facilitator, mediator, and negotiator." (2012, p. 457). Soft skills are more about what a person is like rather that what he knows (Ibidem).

The classification of soft skills can be seen in Figure 1.

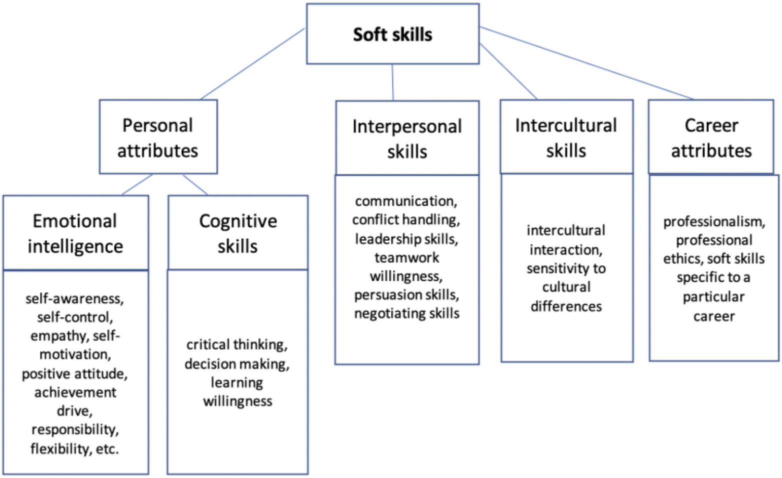

Figure 1. Classification of soft skills

Developing soft skills seems to be especially crucial with prospective professionals in the fields of International Relations and Regional Studies as they will perform their duties at the level of international politics, diplomacy, business, etc. Sensitivity to cultural differences is a key attribute of a good diplomat (Russell, 2004). These differences can be seen in the produced discourse at both verbal and nonverbal level. Effective interaction, achieving compromise during negotiations are possible if interlocutors adequately perceive and interpret each other's communicative behavior, take into account each other's positions. This is possible if partners understand inner reasons for their behavior, know values, rules and norms of behavior, communication styles typical of a particular culture.

It should be noted that high-level thinking skills are included in universal and general professional competencies of Federal State Education Standards of higher education for Bachelor degree program 41.03.05 International Relations (2017): the competence to make social interaction and to work in a team (UC-3); the competence to understand intercultural diversity of society in sociohistorical, ethical and philosophical context (UC-5); the competence to manage your time, plan and implement self-development based on education principles over a lifetime (UC-6); the competence to participate in management and execute management decisions (GPC-6) (FSES, 2017, p. 8-9).

The issue of methods of teaching soft skills in EFL classes is quite immense. In the frameworks of this article it can be stated that a module approach for improving each type of soft skills seems relevant. Concerning the problem of enhancing emotional intelligence, various meditations (e.g. chocolate meditation), working with related parables, quotations and proverbs, individual and pair activities for analyzing participants' feelings and emotions could be suggested. For developing self-motivation and creativity pieces of music may be carefully selected and entwined in EFL classes. Using audio, video and printed English professional texts, doing project works may assist in teaching to students professional values and priorities, enhancing their professional qualification and illustrating professional ethics. Forming and developing learners' cultural sensitivity may be achieved through analyzing proverbs, famous sayings, advertisements, etc., organizing role-plays based on communication dissimilarities of different cultures' representatives.

Furthermore, for students, as well as for graduates, it is equally important to possess another quality which increases their commitment to collective aims, satisfaction with group efforts, leads to growth of trust and support among learners, reduces burnout in the educational process. That is sense of community.

The concept of "community" has been researched not only in the field of education. There has been an increase in interest of studying this problem in general (Rovai, 2002). A community is "a group of people who are socially interdependent, who participate together in discussion and decision making, and who share certain practices that both define the community and are nurtured by it" (Swindler & Tipton, 1985, as cited in Rovai, 2002). Sense of community, in its turn, is defined as “a feeling that members have of belonging, a feeling that members matter to one another and the group, and a shared faith that learners’ needs will be met through their commitment to be together” (McMillan & Chavis, 1986 as cited in Rovai, 2002).

It is interesting to note the cultural aspect of this issue. Sense of community in Western countries is not strong because there is an emphasis on personal autonomy and individual achievement (De Vos, 1985 as cited in Wierzbicka, 1997) and academics see a necessity to prompt American citizens to work together toward the common good (Etzitony, 1993 as cited in Rovai, 2002). In Asian cultures, on the contrary, harmony within a group is an important cultural value (Honna & Hoffer as cited in Wierzbicka, 1997). In the Japanese language there is the word “wa” that means “groupism” and “anti-individualism”, a unity that is desired and aimed for. Striving for consensus, solidarity, sense of group unity, a shared goal, no visible desire for individual success as opposed to group success all these lies beneath success in business, national strength (Reischauer as cited in Wierzbicka, 1997). This cultural value can be traced in a famous Asian saying that a nail which stands up will be pounded down.

The analysis of the factors which are needed to create and maintain sense of community in the classroom or at a distance (Andrew, 2014; Rovai, 2002; Wenger, & Wenger-Trayner, 2015) demonstrates that educators aim at creating such conditions, as socio-emotional interaction, common values and aims, the desire to help and learn from each other, the teaching style with a reduced level of control and more autonomy given to students.

Consequently, the exercises and activities for developing learner’s sense of community should be selected in accordance with the above-mentioned settings. These could be ice-breakers (e.g. “Find three things in common”), sharing the same experiences (listening to a piece of music, discussing a great movie, attending dancing or sports classes) or group projects (e.g. making a poster about home region, town, neighborhood, etc.). The crucial challenge is to transform the isolation and self-interest within communities into connectedness and caring for the whole (Block, 2008 as cited in Andrew, 2014). Such activities are based on disclosure of personal information, acquiring interest in a partner, members of the group. They require atmosphere of sincerity, respecting each other (the differences) and harmony. Working on various projects prompts learners to create a shared repertoire of resources, such as experiences, stories, tools, ways of addressing typical problems.

Thus, the authors of the article consider enhancing the level soft skills and sense of community one of the significant aspects in EFL classes, in particular with IR and RS undergraduates. Despite the difficulty of acquiring and improving the skills, gradual training enables educators to draw learners' attention to the role of personal, interpersonal and professional attributes for working effectively in the context of intercultural and interstate cooperation. We believe that teaching soft skills and fostering sense of unity in EFL classes will result in the increase of students' teamwork willingness, readiness for collaboration, and intercultural competence that they will transfer to their future workplace and interpersonal relationships.

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Learning to Teach and Learn in the Time of COVID-19

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On March 11, 2020, the World Health Organization declared COVID-19 a global pandemic. From that moment on, we can say without exaggeration that the world has started living in new conditions.

According to the UN report, by mid-April 2020, 94 percent of learners worldwide were affected by the pandemic, representing 1.58 billion children and youth, from pre-primary to higher education, in 200 countries.

The first shock reaction to the limitations and risks associated with the pandemic, as well as hopes for a miraculous and quick solution to the coronavirus problem, was gradually replaced by the realization that the pandemic is not a short-term phenomenon, but a serious challenge and a major threat to the normal functioning of states on the whole.

The sphere of education at all levels, in all regions, without exception, has had to adapt to the new conditions. Social distancing and restricted mobility have become a mandatory minimum for ensuring the safety of society.

Closures of schools and other learning spaces impacted 94 percent of the world's student population (OOH)

Russian universities also urgently closed their doors following the governmental orders. Traditional classroom teaching using the Chalk and Talk model has become impossible, creating an unprecedented situation for the entire higher education system.

Many teachers who were previously extremely skeptical of distant (online) education (sometimes due to the conservative nature of the profession, various psychological and other characteristics) and who avoided working in the format, facing new, unexpected realities, received both negative and positive experience.

The COVID-19 crisis forced higher educational institutions to find optimal solutions for organizing the educational process in the distant format in the shortest possible time, using all available means.

The purpose of this study is an attempt to analyze the characteristics of perception, problems, and challenges of distance education in the context of the COVID-19 pandemic from the perspective of university teachers and students, as well as to develop recommendations for "resetting" education in the time of coronavirus.

Methodology

The following methods of theoretical analysis were used: the study of scientific and methodological literature, Internet sources on the research topic, as well as empirical - a written survey, consisting of both structured and unstructured questions, and further processing of the survey results using classification and clustering methods.

The researchers developed two separate questionnaires for students and teachers, with specific questions for each group and a different number of questions (20 and 16 questions). The questions address the changes in the organization of communication and time management, academic performance, motivation, types of learning activities, preferences in the choice of resources, assessment of the knowledge, and self-education.

The survey involved 200 graduate and undergraduate students (full-time and part-time) of SevSU as well as 100 university teachers (acting assistants, senior teachers, associate professors, and professors). The survey was conducted voluntarily, anonymously, using Google Forms.

Following the Order of the Ministry of Science and Higher Education of the Russian Federation of March 14, 2020, No. 397 "On the organization of educational activities in organizations implementing educational programs of higher education and corresponding additional professional programs, in the context of preventing the spread of a new coronavirus infection in the Russian Federation" of March 17, 2020, SevSU started functioning in the online format, as the institution was to organize and provide a full-featured and continuous educational process.

"Distance education at SevSU" community was organized in the "VKontakte" social network to help the university students and teachers get answers to their questions. The initiative was started in the test and maintenance mode.

A link to the "Hot Button" was provided in the community for a prompt response to acute problems in the organization of distant education. The “hot button” allowed university students and teachers to ask questions, report problems, or make suggestions anonymously, for example,

- technical problems (denied access to the SevSU LMS MOODLE distant learning platform etc.),
- questions about the learning process (student/teacher interaction problems, no assignments, or too many of them).

On March 25, 2020, it was decided to organize consultations for teachers on the transition to distance education on the basis of the SevSU LMS MOODLE platform and provide training for digital volunteers among students.

The volunteer teams were organized in five areas:

1) IT volunteers - helping teachers and students adapt to the new learning system - uploading educational materials to MOODLE, installing software, etc.

2) Development of online courses - assisting university teachers in the methodological development of their future courses (design, scenarios, task options).

3) Video production of online courses. The university provides a modern studio for video lecture production.

4) Design and registration of courses on MOODLE.

5) PR volunteers working in social networks.

During the following two weeks, the idea of organizing a single electronic information and educational environment on the basis of SevSU LMS MOODLE was put forward and implemented step by step by the staff. At the first stage, «Communication courses" were developed for each program track, with the required set of elements: a "General" forum (student and teacher), a forum for students, a forum for teachers. The course itself was divided into courses and disciplines, according to each track syllable.

For each course, the university staff developed a “toolbox” that helped increase the dynamics of online classes and organize group work in real time. The teachers were able to conduct classes both synchronously using Big Blue Button and asynchronously, depending on the specifics of the discipline and type of class.

From March 30, 2020, the educational process was carried out solely on the basis of the "SevGU.ru" electronic information and educational environment, which allowed the university to systematize the educational process and enhance the efficiency of distance education. With this objective in view, the IT department checked the logins/passwords of all students and teachers to enter the SevSU LMS MOODLE platform. In case of problems, the technical support service was readily available.

In accordance with the order of the Ministry of Science and Higher Education of the Russian Federation of April 2, 2020, No. 545 "On measures to implement the Decree of the President of the

Russian Federation of April 2, 2020, No. 239" On measures to ensure sanitary and epidemiological welfare of the population on the territory of the Russian Federation in connection with the spread of a new coronavirus infection (COVID-19) "the SevSU continued work on the organization of distance learning.

Starting from April 2020, training was organized using various services: EBS, email, webinar platforms, Skype sessions, and various messengers. VK became the most popular social network – 84% of teachers used its features to organize training. Out of 4,760 disciplines in the spring semester, 1,211 were implemented using mass online courses (MOOCs) from partner universities. Heads of educational programs were allowed to decide on the use of MOOCs in the educational process. The teachers consulted students and tracked their progress.

University specialists regularly held webinars on the Distance learning system with a focus on error correction. The teachers could ask questions about the development of online courses and preparation for the new academic year using e-learning and distance learning technologies.

The end-of-semester exams were organized in the online format. All events were held following the established schedule. To increase the objectivity of evaluating students' academic performance, the point-rating system was also widely used when assigning grades for the spring semester.

At the end of the 2019-2020 academic year, it is decided to abandon communication courses as a transition option, and by September 1, to develop new discipline-specific courses on the Moodle platform.

To effectively prepare and organize the beginning of the 2020/2021 academic year, the basic Department of Corporate information systems developed a universal template for an electronic distance course for the electronic educational information and educational environment of SevSU on the MOODL platform.

The first half of the autumn semester is implemented in a mixed format, following the regulatory documents (order No. 545

"On measures to implement the Decree of the President of the Russian Federation of April 2, 2020, No. 239" On measures to ensure sanitary - the epidemiological well-being of the population on the territory of the Russian Federation in connection with the spread of a new coronavirus infection (COVID-19) "and order No. 1031-p of 06/07/2020" On maintaining the EIES "SevGU.ru")

Thus, the survey was conducted after the university staff and students gained significant experience in working online and formed models for responding to the current challenges of the pandemic period.

A comparison of the responses of students and teachers showed different attitudes to the situation of implementing distance learning in several aspects. In particular, 25.9 % of undergraduates and postgraduates participating in the survey noted an increase in free time, while 12.4% had an increase in sleep time. While most teachers reported overwork: 71.8% pointed to the increased amount of work, 57.3% pointed to the increased amount of time spent on checking students ' work. The majority of students are satisfied with their IT competencies, while 30.1% of teachers noted an insufficient level of the competencies.

According to 63.7% of teachers, distance learning is complicated by the lack of active communication within the study group, creating a sense of isolation in the learning process. 61.2% of students do not experience such problems.

The feeling of losing personal contact was the main problem of communication between teachers and students in the online format was (36.9%). For students, the problem of overloading with tasks was central (32.8%).

The majority of participants in both groups noted their stable interest in self-education.

One of the conclusions made after the months of working in the online format is that even if/when the pandemic comes to an end, education around the world will experience a fundamental "reset". The educational institutions have never had to restructure so quickly the approaches that were being formed for decades (strict schedules, a clear distinction of class types, face-to-face interaction in the classroom, etc.). The unique experience gained in a critical situation made it possible to identify the problems, shortcomings, and weaknesses of traditional models and formats of education, as well as the "vulnerability" of the competence portfolio of the future and acting specialists. At the same time, the approaches and solutions tested in the context of the pandemic showed new perspectives, opportunities, and potential of online formats, as well as their relevance in emergencies.

The need to switch to a distance format has accelerated the process of introducing innovative technologies in the educational process. Teachers have quickly mastered new features of ICT, LMS, MOOCs, and social networks. The learning support materials intended for the traditional face-to-face format were adapted for working in the online format in the just-in-time mode: the teachers added visualization, interactive techniques, including search engines, EBS, video hosting, and other Internet resources. Teachers experimented with developing content in Word, PDF, Excel file, and a variety of audio and video formats for various platforms and applications. The lack or insufficient level of digital competencies meant that it was impossible to continue professional activities in a new situation, which became a powerful internal motivation for teachers and, ultimately, stimulated self-education, creative endeavor, professional development, and computer literacy.

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Issues of Student Lexical Skills Development in English Classes of Secondary Professional Education with the Use of Neurolinguistic Programming in Distance Learning Environment

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Abstract

The article discusses the issue of development of lexical skills of secondary vocational education students in English classes with the use of elements of neurolinguistic programming (NLP) in distance learning

environment. The authors make an attempt to solve the problems arising in building lexical skills in adolescent distance learning students (desire to be independent; fear of being ridiculous, desire to assert oneself; increased anxiety, negativism to criticism; trust only in those professors who enjoy authority among students; interest to problem solving, decreased motivation to learn). From the principles of NLP (the principle of subjective perception of reality; the principle of permanent change in human consciousness as a result of interaction with surrounding reality); elements of NLP (personality-oriented approach; creating a system of effective beliefs; taking into account the main channels for obtaining information; creating a system of effective beliefs, a clear learning route) and NLP techniques (determination of the type of student motivation; presentation of the "route of movement", learning objectives, student assessment criteria and methods of promotion; determination of the student's main programming language, the use of "access keys", "anchoring"; consideration of the psychophysical characteristics of students; selection of relevant examples; accounting for color gamut visual presentation of information; emphasis on the behavior of the teacher himself; creating a situation of increased emotional arousal; taking into account the student's modality at the stage of introducing new vocabulary, the energies of the three receive channels, use of imaging technology information; training based on compact reference signal), microstrategies of mastering the vocabulary of a foreign language (microstrategies to create the necessary emotional background; microstrategies aimed at memorizing visual and auditory images of a word and their correlation with the semantic component; combining the two previous microstrategies), the authors offer a set of exercises aimed at building lexical skills. The article also provides an analysis of individual existing teaching materials for students and proves the necessity for additional testing of English vocabulary based on them.
Key words: *pedagogical technique, neurolinguistic programming, lexical skills, age features of students of secondary professional education, the principles of NLP, elements of NLP, techniques of NLP, microstrategy, a set of exercises*.

Neurolinguistic programming (hereinafter referred to as NLP) is a set of techniques and methods for teaching foreign language vocabulary, based on the interaction of neurological and linguistic aspects of a student’s personality, enabling a teacher to develop students’ lexical skills more effectively while teaching foreign vocabulary.

As a result of the analysis of the NLP methodical validity techniques in teaching the lexical side of a foreign language, the aim of their application was to achieve higher performance in teaching the lexical aspect of a foreign language and lexical skills development. The following advantages in using NLP techniques in the development of lexical skills have been identified: consideration of the modality (dominant sensory channel for obtaining information) of a student, establishment of rapport (emotional and intellectual connection between a student and a teacher based on deep understanding and sympathy); adherence to the stages of the development of students' vocabulary and consideration of the psycho-physiological characteristics of students' secondary professional education while teaching the vocabulary of a foreign language.

The paper presents the following *principles of NLP*: subjective perception of reality; permanent change of consciousness as a result of interaction with the environment; *elements of NLP*: implementation of a personal-oriented approach; creation of a system of effective beliefs; consideration of a brain programming language; use of «access keys» and anchoring (through the scheme of access keys – direction of the learner eye – a teacher determines the student’s psychotype, the character and essence of the student’s thoughts, internal experiences, «adjusts to the wave» of the student, thus ensuring the relationship, the contact with the student) as the catalysts of neurological processes in the student’s mind; creating a clear path of learning.

The present research systematizes NLP techniques for learning the vocabulary of a foreign language: 1)based on the principle of taking into account the neurological component of the learner personality: determining the basic programming language of a student and using the «access keys» product of «anchorage»;

taking into account the modality of a student during the introduction of the new vocabulary involving all three channels of information: audial, visual and kinesthetic; using information visualization technology; training signals based on compact support; 2)on the basis of the principle of taking into account the psychological component of the learner personality: determination of the type of student's motivation; presentation by a teacher of the «route of the movement», the plan of the classes, the purpose of the training, criteria for the evaluation of students and ways of encouraging them; on the basis of the principle of the age of students' personality – selection of current examples and illustrations; consideration of the colour range of visual presentation of information; emphasis on the teacher's behaviour, and orientation towards the creation of interest in students to learn a foreign language; creating a situation of increased emotional excitement while developing lexical skills. NLP techniques are applied to classify the difficulties in learning the vocabulary of a foreign language. Difficulties related to: fear of criticism from a teacher or students (fear of making an error, to seem ridiculous, fear of criticism from other students; low motivation to learn a foreign language; work with students who like being on their own, with low level of development of sociocultural competences, who are not ready to work in a group; a high level of critical attitudes of individual adolescents towards the people around them or the topics being discussed).

As a result of the study, specific micro-strategies have been identified that enable a teacher to implement these techniques: the creation of a positive emotional background of a teacher; memorizing the visual and audial form of the word by students and relating it to the semantic component, to the meaning of the word; combining the two above-mentioned microstrategies, creating other variants of images and associations, consolidating new images, embedding in the subconscious of the human brain; inner speech; searching for familiar lexical units.

Based on the research of neuropsychologists in the field of determination of «patterns» – certain elements of behavior of people, effective techniques of NLP, principles, elements and techniques of NLP, textbooks for secondary professional education Agabekyan I.P. «English for SSUZOV» Karpov T.A., Voskovskaya A.S. «English for secondary specialized educational institutions» were analyzed for the application of NLP techniques in teaching English. In the textbooks the new lexical material is presented as a list of words in the section, as part of exercises on the new vocabulary (substitution, transformational exercises, etc.). The lexical material is not accompanied by illustrations, which makes it difficult to update the vocabulary for students at the initial presentation stage. The exercise aimed at learning, training and fixing new lexical units, forming a lexical minimum, developing cognitive activity and cognitive abilities of students is not sufficiently represented. The exercises presented in these textbooks include the required lexical minimum, which students in secondary professional educational institutions should have, but do not activate the processes of learning and development of lexical skills, transmission channels (receipt) information. The introduction of the new vocabulary and its introduction should be strengthened.

The following features of distance learning in teaching the lexical side of a foreign language have been identified in the context of distance learning for secondary professional education students: the technological interaction between a teacher and students; the possibility of maintaining a familiar environment during teaching for a teacher and students; the possibility of flexible teaching hours; the individual, personal-oriented approach of teaching. There are some disadvantages of distance learning: the complexity of the process of information exchange in interpersonal communication; the difficulty of taking into account the modality of a student; determination of the psychophysiological characteristics of a student; the possibility of the emergence of a communicative barrier, the distortion of the information transmitted and, as a result, the possibility of the loss of rapport (emotional and intellectual connection between a student and a teacher on the basis of deep mutual understanding and sympathy); difficulties, reduction of motivation to learn a foreign language; difficulties in working with students who like being on their own, who have a low level of development of sociocultural competences, are not ready for work in a group under conditions of distance learning; difficulties related to the increased critical attitude of individual adolescents towards the people or topics being discussed.

The features of foreign language learning in a distance learning environment can be presented as follows: based on the technological characteristics of a teacher's and a student's communication (technological ability; interpersonal intermediation; flexible teaching hours); related to the psychophysiological characteristics of the training (possibility of keeping the familiar environment during the training; individual, personal-oriented approach in the training to a student).

On the basis of the analysis of the above-mentioned difficulties, we can provide the following classification of ways of overcoming them in teaching the lexical side of a foreign language:

– problems associated with the possibility of loss of rapport between the teacher and the student are sorted out through the personal-oriented approach of the teacher, through the teacher's questions about the student's emotional mood, about the emerging difficulties in the distance learning environment, counselling for students;

– difficulties associated with the fear of criticism are tackled through the teacher's praise and correction of his mistakes only after reading out the successful points of a student's response aloud, thus enabling his successful self-esteem, self-confidence, avoiding fear of error. It is important to ensure that the results of a student's response are summarized through a closure on the student's success. Thus, the conditional algorithm of the student's response assessment by the teacher is presented: «praise – criticism –

praise»; through the predominantly paired work of students, work in small groups, that allows to develop socio-communicative skills of students, to teach them teamwork, enhance self-evaluation through the recognition of the value of their contributions to joint activities;

– barriers associated with reducing the motivation to learn a foreign language are solved through the use of topical examples and illustrations provided by students. When performing creative tasks, students take into account their interests, demonstrate non-standard solutions; through the algorithm «praise - criticism - praise»; search «anchors» for each specific learner; providing students with the opportunity to carry out creative tasks, provided that the teaching tasks are completed;

– challenges of working with students who like working on their own, not ready to work in a group are overcome through the development of sociocultural competences as well as lexical skills: uniting such students into groups for group tasks, Step-by-step enhancement of the integrative moment and the complexity of the tasks assigned to such groups for their effective interaction. Combining two «single students» into a mini-group, in this case it is important to match temperaments;

– obstacles associated with the heightened critical attitudes of individual adolescents towards the people around them or the topics under discussion, are overcome by the transfer of criticism to the subject area of organizing effective work in the classroom according to a clear plan with clear evaluation criteria, Use them in forms of work (project and play).

The development of lexical skills is one of the tasks of teaching English. The concept of lexical skills and abilities has been repeatedly considered by scientists-psychologists A.R.Luria, I.A.Zimnaya, A.A.Leontiev, N.A. Loshkareva, A.M. Novikov, A.V.Usova, D.B.Elkonin (Zimnaya 1991: 7; Leontiev 2003: 18) as well as teaching methodology experts E.I.Passov, S.F.Shatilov. A lexical skill is an action formed in the process of speech activity resulted in automaticity (Passov 2003: 77). The necessary lexical unit is automatically chosen according to the design and its compatibility with other lexical units, including the correct associative bonds in the receptive speech (Filatova 2004: 89). As a result of automated repetition, the work with lexical units later is transformed into lexical skills (Minyar-Beloruzhev 2006: 11). In a pedagogical encyclopedia, the concept of lexical ability is defined as «the ability to efficiently perform an action (activity) in accordance with the goals and conditions in which it is necessary to act» (Cairo, Petrov 1968: 362). According to the task of developing the language skills and skills assigned to a foreign language teacher, work on the vocabulary is a necessary element.

Groups of lexical skills of students of secondary professional educational institution are distinguished: receptive skills: the ability to recognize foreign lexical unit in speech, including the presence of a linguistic conjecture, the recognition of a word in oral and written form, definition of register and connotation; productive skills: use foreign lexical unit according to communicative tasks, speaking situation; use rules of grammar; produce words (collocations), both oral and written.

With a view to developing the vocabulary of students and overcoming the difficulties encountered in learning the vocabulary of a foreign language in the context of distance learning, a set of exercises has been developed for students of the first period education, taking into account all the theoretical provisions previously stated: based on the elements of NLP (a personalized approach, the creation of a system of effective beliefs, the definition of the language of a student's brain programming, the use of anchors to create an effective belief system for each student, the creation, together with students, of a clear training route; individual work to implement all the above-mentioned elements of NLP).

The complex of exercises includes: an exercise in creating positive emotional mood, an associaciogram in which the development of associative and logical links between lexical units takes place, an exercise in supplementation (transformation) exercise to create a cluster or a mind map (form groups of words according to any criteria) that contribute to systematization of lexical knowledge, development of skills to distinguish common and distinctive features between lexical units, a tree model that generalizes the completed lexical material and allows to visualize the meaning of a word in its way, as well as other exercises that develop cognitive strategies for students that promote correct usage; creative exercises, aimed at developing students' lexical skills. The purpose of this exercise complex is to effectively develop the vocabulary skills of learners. The following tasks have been identified for the application of this complex: introduction of lexical material through activation of all three channels of information perception: audial, visual and kinesthetic; maximum updating of new material for each student, «anchoring»; creation of maximal associative ties within the framework of new vocabulary; semantic fields; use of new vocabulary in speech.

The set of exercises includes eighteen exercises in the following directions: creation of association links; correlation of lexical unit with visual image, «anchoring»; development of linguistic guessing; identification of semantic value of lexical unit; visualization of vocabulary and its systematization; correct usage of vocabulary in context and correct semantisation; control of lexical skills.

The realization of the complex of exercises using NLP techniques for introducing and training the new vocabulary contributed to the formation of general cognitive activity of students, the activation of mechanisms of human memory and the establishment of logical and associative links between the words.

As part of the experiment in the emerging phase of the experiment with the students, two weeks of training the topic «Travelling. Transport. Australia». In addition to the exercise complex integrated into the learning process, the lexical aspect of learning has been strengthened. The sessions were conducted remotely online, using NLP techniques and strategies to teach vocabulary. At the same time, at least 50 per cent of the classes were devoted to NLP exercises. The students who required additional assistance were individually consulted about the subject. All the students were also acquainted with the assessment criteria. A special attention was paid to the tasks of the non-traditional form. The teacher presented a rating of the students' answers at the end of the classes. In addition, play forms of learning were included, and emphasis was placed on creative tasks.

As a result of learning this topic students presented the final creative product. A final test was conducted, consisting of 10 tasks, on the developed monitoring materials aimed at assessing the level of proficiency in the lexical units.

The results of the final test and the creative task of the students (average arithmetic evaluation) showed positive dynamics in the development of lexical skills, which leads to the belief that That the NLP techniques presented in the study and the above-mentioned set of exercises contribute to the effective introduction of new lexical material, to the fixation of the lexical unit in all its three forms (audial, visual and kinesthetic), establishing associative and logical links between lexical units, creating in the memory of the learning system of the studied lexical material, as well as its classification according to the presence of common and distinctive features, which allows students to group lexical units according to thematic principle, to build synonymic and antonymic word series, to visualize lexical information.

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Artificial Intelligence for Dictionaries of Expert-Quality[50]

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Over the 7 decades since its inception, AI has experienced its peaks and valleys. Great hopes were placed on neural networks, to a certain extent simulating the structure and functioning of the human brain. However, after the publication of the work (Minsky,

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1972), in which the limited capabilities of perceptron, the neural network model studied at that time, were strictly mathematically proved, the interest in neural networks dropped up to the reduction of research funding. Nevertheless, in recent years, this area has experienced a real revolution due to the emergence of deep learning technology (Bengio, 2015).

Some elements of this technology have been known for quite some time now. In particular, the architecture of the multilayer perceptron was considered in (Rosenblatt, 1962), while the neural network learning rule back propagation – in (Rumelhart, 1986). However, in the past the processing capacity of the computers was not enough to use all opportunities of these approaches. The situation has changed radically in the last 5-8 years. Synthesis of a number of theoretical ideas and possibility of their implementation with the help of powerful computers produced a cumulative effect. Deep learning technology enabled to make a breakthrough in a number of areas, primarily in image processing. Computers significantly outperform human beings through deep learning in many intellectual tasks. Wide recognition was achieved by the computer upon the win over the best players in the world first in the game of go (Tanguy, 2016) and then in the poker game.

One of the key features of deep learning, still lacking proper attention, is the ability of a computer to self-learning to solve a wide range of problems from a blank slate without a built-in knowledge base. The AlphaZero program (Silver, 2018), knowing only the rules of the game, have learned itself to a superhuman level in the games of chess, go and shogi. It indicates the extremely powerful cognitive self-learning rules implemented in deep learning, which simulate the ability of human intelligence to learn anything at all.

At the first stage of its existence, deep learning technology did not demonstrate such significant success in the field of natural language processing. The situation has changed in 2018 with the inception of BERT technology (Devlin, 2018). Here, the words are represented by digital vectors, which carry information on the contexts, where the word occurs. This method is based on the distributive hypothesis and received the name word embedding in modern versions (*Mikolov*, 2013). The model learns the language by processing data from huge text corpora. As a result, knowledge of a language turned out to be built into the structure of the neural network; and BERT is capable of solving a wide range of language processing tasks: answer questions, create chat bots, translation, text analysis, etc. The model, like a child, can learn any language (provided there is a large enough input). This versatility of BERT reveals the great self-learning rules power of deep learning. This is the fundamental difference between modern AI systems and those of the previous generation, when specialized programs were written to solve each individual intellectual problem, receiving knowledge accumulated by mankind.

Hinton Geoffrey, one of the fathers of deep learning has recently (03/11/2020) expressed his opinion on the deep learning prospects: “Deep learning is going to be able to do everything”[51].

Let us consider the question of the deep learning application possibility in scientific research, particularly in linguistics. Linguists have long and successfully used various computer technologies in their research to create text corpora, calculate the frequency of certain linguistic elements occurrence, etc. However, these are purely technical things. Let us raise a question: can AI create something new which requires intellectual abilities? Of course, we are not yet talking about AI coming up with a new scientific theory at the level of Chomsky's theory. Consider a simpler, but also intellectually demanding area of dictionary generation. Apart from the general dictionaries, like the Oxford Dictionary, various specialized dictionaries are also in demand. In this work, we will consider dictionaries, which contain information concerning whether a word is an abstract or concrete one, and to what extent.

[51] URL: https: //www. technologyreview.com/2020/11/03/1011616/ai-godfather-geoffrey-hinton-deep-learning-will-do-everything/.

Let us first explain the reasons why we need such dictionaries. Representation of concrete and abstract objects in human brain is one of the central problems in the general theory of concepts representation, it features a serious challenge to the entire cognitive science (Borghi, 2017). Research is carried out on a wide front from psychology and psycholinguistics, to neurophysiology and medicine. Thousands of articles have been published; a recent overview is in (Mkrtychian, 2019). Interesting results in this direction have also been obtained in linguistics in recent years. Here are some examples. As you may see in (Snefjella, 2019), over time the degree of word concreteness increases. It is indicated in (Reilly, 2017), that the density of the semantically close words set is higher for concrete words as compared to abstract ones. In (Naumann, 2018), it was noticed that abstract words in text corpora are more often found together with other abstract words, and concrete words - together with the same concrete ones.

Concrete and abstract lexis vocabularies are required to support such research. There exists no definite opposition between these concepts; therefore, the degree of quality characterizing concreteness and abstractness of words is indicated by indices in the generated dictionaries. The dictionary is compiled by methods of polling native speakers, who are offered to assess the words concreteness and abstractness according to a 5-point rating scale. Each word gets at least 30 ratings from respondents, which are averaged.

For the English language, the first large dictionary of this kind was created in 1981 (Coltheart, 1981). It contains almost 4,000 words. Later, a dictionary was created for almost 40 thousand words (Brysbaert, 2014a). Apart from the English language, a dictionary of the comparable volume was created only for the Dutch language (Brysbaert, 2014b). The obvious problem is the great labor intensity of creating such dictionaries. For German, the dictionary (Köper, 2016) contains only 4 thousand words, and for Russian – only 1 thousand (Solovyev, 2019). In this regard, the problem of automatic extrapolation of human evaluations is urgent.

One of the first papers to present a computer dictionary with concreteness/abstractness ratings was (Theijsse, 2011). Later, the use of neural networks became the main approach. Neural networks are trained on a part of the accessible dictionary with human ratings and tested on the rest of the dictionary. The following standard approach is used to assess the quality of computer rating. Most often 90% of the available data is chosen as a training set; while testing is carried out on the remaining 10%. The computer generated ratings are compared to human ratings; therewith the Pearson or Spearman correlation coefficients are calculated between them. Note, that at comparing two human ratings obtained from two independently working groups of respondents, the Pearson correlation coefficient between them was 0.919 (Brysbaer,t 2014a). This is usually considered as the limit of the computer rating quality. The dictionary from (Brysbaert, 2014a) was used as a standard for teaching and testing a computer program for the English language. After a series of studies, the best result until recently was 0.911 (Pearson) (Charbonnier, 2019).

BERT was first used in this task (in a BERT-Large configuration) in a study conducted at Kazan Federal University. During fine-tuning we use typical settings for learning rate $2 \cdot 10^{-5}$ and batch size 32. We changed the maximum length of the sequence to 10 tokens as the most of words should not be longer than ten tokens from BERT’s vocabulary. We also, use 2 to 4 epochs for fine-tuning, as more epochs clearly lead to overfitting of the dataset. The following result – with the Pearson correlation coefficient 0.919 – was obtained using the dictionary from (Brysbaert, 2014a) with a ratio of 90%/10% of the training and test set of words in the dictionary. That means it was exactly matching the correlation of the two human ratings.

Conclusion. The article presents a general overview of the situation in the field of artificial intelligence, called deep learning. Attention is drawn to the analogy between self-learning of artificial neural networks and a human being. Definite results are presented dedicated to one task: generating a dictionary of ratings of concrete and abstract words. Application of the BERT model using deep learning technology enabled to obtain a vocabulary with human level accuracy. This is a result that cannot be improved. This example demonstrates the possibility of using artificial intelligence in scientific research in linguistics. The results obtained this way may well be of the same quality level as those obtained by people, but at the same time it requires much less resources to obtain them. This opens up broad prospects for the use of AI in linguistics. In particular, our research group plans to apply BERT in the same configuration to generate other dictionaries for various languages.

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Прагмалингвистический подход к исследованию франкоязычного таможенного дискурса

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Вопросы функционирования отраслевых дискурсов находятся в центре интересов современных лингвистов — исследуются характеристики юридического дискурса (Попова), медицинского (Косицкая), финансового (Чугунов), экономического (Евтушина) и ряда других, при этом современный таможенный дискурс в настоящее время остаётся малоизученной областью (Пивкин, Сосунова), что и послужило причиной настоящего исследования.

Французский язык, наряду с английским, является официальным языком Всемирной таможенной организации. Актуальность настоящего исследования обусловлена экстралингвистическими и лингвистическими факторами, среди которых вопросы профессиональной коммуникации, в основе которой находится текст профессионально ориентированных изданий таможенной тематики как результат дискурсивной деятельности таможенной сферы. Фактическим материалом послужили франкоязычные издания *OMD Actualités* (Новости Всемирной таможенной организации), тексты которых характеризуются наличием целеустановки, содержательных и формально-структурных категорий, репрезентирующих таможенный текст как речевое произведение с целью и мотивом, замыслом адресанта, вектором времени, видами субъективных факторов сообщаемой информации, коммуникативными этапами.

Обращаясь к теоретическим основам прагмалингвистики, отметим её происхождение из *семиотики* – науки, разработанной американским учёным Ч. Пирсом и получившей дальнейшее развитие в трудах Ч. Морриса (Моррис), предложившего деление *семиотики* на: *синтактику, семантику* и *прагматику*, где *синтактика* анализирует построение знаков в рамках знаковой системы; *семантика* исследует взаимоотношения между знаками и указываемыми ими предметами, а *прагматике свойственно* изучение отношения между знаками и личностью, использующей данные знаки. Большой вклад в изучение прагмалингвистического механизма воспроизведения речевого акта внесли ряд зарубежных исследователей (Серль, 1986), (Остин Дж.Л.), (Ernst), (Leech), (Nelson), (Matta, Karima, Goritsa, Atifi), (Virginie).

Вопросы прагматики, особенности взаимосвязей между говорящим и используемыми им знаками широко представлены в трудах отечественных исследователей (Сусов), (Фильчакова). В отдельных работах предлагается авторская трактовка понятия *прагматика* и акцентируется внимание не то, что данная дисциплина языкознания изучает функционирование «лингвистических единиц в практике речевого общения коммуникантов» (Матвеева), «языковых знаков в речи в аспекте отношения знак – пользователь знака» (Кильмухаметова). Вопросы

В рамках изучения речевого взаимодействия *дискурс* как лингвистическая единица репрезентирует речевое общение, прагмалингвистическую и когнитивную составляющие (Карасик). В отдельных трудах отражено авторское видение феномена дискурса в лингвистике, предлагается модель дескриптивного анализа, анализируется практика применения» (Стеблецова).

Прагмалингвистический подход к изучению франкоязычного таможенного дискурса позволил установить, что исследуемым отраслевым изданиям *OMD Actualités* свойственна функционально-прагматическая функция, выражающаяся в расширении профессиональной компетенции таможенных служащих, совершенствовании их профессионального мастерства. В таможенном тексте как модели отраслевого дискурса главная роль отводится авторскому выбору способов выражения смысловой структуры. В основе используемых адресантом языковых средств лежит стремление адресанта обозначить важную роль современной таможенной службы, правоохранительные и социально-экономические функции организации, защищающей интересы потребителей.

Так, в исследуемых текстах представлены важнейшие аспекты таможенной деятельности:

– упрощение процедур торговли: *La Douane jordanienne lance une campagne sur la facilitation des échanges* (Иорданская таможня начинает кампанию по упрощению процедур торговли) (OMD, № 71, с. 35); *Premier forum sur la facilitation des échanges internationaux en Chine* (Первый форум по упрощению процедур международной торговли в Китае) (OMD, № 71, с. 46);

– тенденции развития логистики: *L'EU propose une nouvelle approche pour renforcer la sécurité de la chaine logistique* (ЕС предлагает новый подход к повышению безопасности логистической цепочки) (OMD, № 71, с. 34);

– экономическая безопасность: *La compétitivité économique est essentielle à la sécurité des nations* (Экономическая конкурентоспособность имеет решающее значение для безопасности наций) (OMD, № 71, с. 38);

– инновационный процесс: *L'innovation au service du progrès douanier* (инновационный прогресс в деятельности современной таможенной службы) (OMD, № 71, с. 12);

В центре интересов современной таможенной службы также находятся проблемы защиты окружающей среды: *Singapour favorise les technologies vertes* (Сингапур продвигает зелены (OMD, № 64, с. 18).

К одной из приоритетных направлений деятельности современной французской таможенной службы в рамках её социально-экономической роли, значимости на современном этапе относится борьба с контрафактом (*contrefaçon*). В исследуемых текстах концепт *contrefaçon,* имплицитно выражая негативную коннотацию, выполняет аттактивную функцию. Стремление автора привлечь внимание адресата к проблеме подделки известных торговых марок часто объясняется повышенной эмоциональностью. Так, автор уже в заголовке при помощи цифр демонстрирует неравнодушное отношение потребителя к продаже поддельных товаров на рынке. Акцентируя внимание адресата на масштаб проблемы, автор, восклицая, приводит цифру посетителей выставки контрафактной продукции: *En Corée, une exposition sur la contrefaçon attire plus de 10 000 visiteurs!* (В Корее выставка контрафактной продукции привлекла более 10 000 посетителей!) (OMD Actualités, № 66, с. 35).

Исследуемые тексты содержат стилистически окрашенную лексику как средство выражения эмоционально-оценочного суждения автора: *la virtuosité dont il faisait preuve* (изобретательность, которую он проявил) (OMD, № 67, с. 7); *les conséquences néfastes de la contrefaçon sur la société* (неблагоприятные последствия поддельной продукции для общества) (OMD, № 54, с. 16); *Une plateforme de réflexion stratégique en Afrique orientale et australe* (Платформа стратегического мышления в Восточной и Южной Африке) (OMD, № 71, с. 36);

Как один из способов реализации авторской интенции рассматривается употребление метафорических выражений в исследуемых тестах. С учётом прагмалингвистического подхода «метафорическое высказывание рассматривается как косвенный речевой акт, оформленный в виде образного выражения (Курчаткина, Николаева, Смелкова, Стручкова, Трошина). В рамках таможенного дискурса метафоры отражают таможенно-экономические, таможенно-юридические аспекты и раскрывают специфику таможенного дискурса. Так, концептуальные метафорические выражения усиливают имплицитное влияние, реализуя важное свойство метафоры – способность влиять на видение ситуации: климатическая метафора *un climat propice à une intégration constante de l'apprentissage* (благоприятный климат для устойчивой интеграции обучения) (OMD, № 64, с. 18); антропоцентрическая метафора: *Contrefaçons: action sur tous les fronts* (Подделки: действие на всех фронтах) (OMD, № 63, перв. стр. обл.),

Исследование позволило отметить, что в основе употребления восклицательных предложений в таможенных текстах лежит коммуникативная целеустановка адресанта. Восклицательность способствует реализации эмоционально-оценочных категорий, экспрессивности в информационном пространстве данных текстов. Так, автор имплицитно выражает своё отношение к интенсивному развитию информационных технологий уже в заголовке текста: *Donnez de la suite à vos idées !* (Развивайте свои идеи!) (OMD, № 71, с. 35);

Таким образом, проведённое исследование позволяет сделать следующие выводы.

1. Прагмалингвистический подход к изучению отраслевого франкоязычного дискурса позволяет выделить его значимые характеристики, социально-экономическую и правовую значимость.

2. В исследуемых текстах широко используются языковые средства, относящиеся к персуазивному типу дискурса, содержащие убеждение, влияние на сознание адресата, внушение, что позволяет адресанту реализовать коммуникативные намерения.

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Sociolinguistic Accents of Russian Studies in Kazakhstan

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The content, main directions, and achievements of Russian Studies in Kazakhstan in many ways are determined by the characteristics and idiosyncrasies of the language situation in Kazakhstan and by the place the Russian language occupies in it.

This article presents a retroactive perspective on historical events starting from the end of the Nineteenth Century that had irreversible consequences for the formation of the Russian language environment in the country. The Soviet Russification policy led to the Russian language holding a significant communicative role in the country. Alongside the Kazakh language, Russian is used in all regulated and non-regulated communicative spheres. The position of the Russian language has started to change: Kazakhs are rapidly growing their presence as there are markedly fewer "native-born" Russian speakers, and there are fewer people who speak other ethnic languages as their native languages (with the exception of Uzbeks, Tajiks, Uyghurs, Dungans, Kyrgyz, and some others). The zone of the Kazakh language presence has grown in cities, and there is a noticeable lowering of Russian linguistic competence.

Russian language bilingualism in Kazakhstan is asymmetric, one-sided, non-uniform, and unbalanced: Kazakh-Russian bilingualism is widespread (rarely equal, more often with the Russian language being dominant/non-peripheral); Uzbek-, Uighur-, Tajik-, Kyrgyz-, Dungan-Kazakh/Russian bilingualism or trilingualism is typical; and Russian-Kazakh bilingualism is infrequent. *Kazakh monolingualism* became apparent with the repatriation of one million ethnic Kazakhs. *Russian monolingualism* is characteristic of the overwhelming majority of Kazakhstani Russians who do not speak Kazakh, and of the small number of ethnic groups that underwent forcible deportation and a rapid, irreversible linguistic shift towards Russian. The character of bilingualism and the presence of monolingual individuals in the country compel us to treat the opinion about the "widespread" Russian bilingualism with caution.

The language shift towards the Russian language during the Soviet period was caused by the practice of speaking Russian, uniform educational policy, strong motivation for learning Russian, demographic imbalance of ethnic groups, and functional pull of the Russian language compared to Kazakh, Ukrainian, Belarusian, Ingush, Koryak, Tabasaran, and other languages. This article cites data on the language shift towards the Russian language among different ethnic groups and on the processes of reversing the language shift among Kazakhs. This article opines on the specific processes of rapid and irreversible language shift of demographic minorities that were forcibly torn from their "mother territory" during deportations.

The vitality of the Russian language in Kazakhstan is seen in the context of its loss of its previous station. As in other post-Soviet countries, in Kazakhstan, the vitality of Russian acquired a new expression: it does not have advantageous status rights, and its demographic predominance has been lost. Linguistic and cultural parameters of the vitality of the Russian language are considered a firm foundation due to the Russian language's retention of communicative abilities in government, technology, business, medicine, healthcare, science, education, etc.

The diversification of the Russian language in Kazakhstan is connected to the constantly growing influence of Kazakh language and culture, to the changing nature of Kazakh-Russian bilingualism, to the shifts in conceptual-mental worldview of Kazakhstanis, and finally to the objective processes that are happening in the language situation. Examples of the Kazakh language's active expansion into Russian that demonstrate the unintelligibility of Kazakh texts for non-Kazakhstani Russian speakers are presented. Nevertheless, no matter how explicit the examples of "contact phenomena" that witness diversification of the Russian language are, they still have a non-normative and external character in relation to the Russian language. The period of independence has not yet turned Kazakhstan into an isolated areal of the Russian language and, as of yet, is insufficient for its extensive restructuring as well as for the formation of a "Kazakh/Kazakhstani Russian language." Still, the problem of the diversification of the Russian language in Kazakhstan exists, and the need for its study is felt more and more acutely.

Sociolinguistic accents of Russian studies in Kazakhstan are borne out of the peculiarities of the Russian language in Kazakhstan, such as active Russian language bilingualism, the language shift towards the Russian language, the vitality of the Russian language, and the diversification or divergent-convergent development of the Russian language. All of these accents are studied in multiple works of Kazakhstani Russian language specialists, and they give this field an idiosyncratic and distinct image.

Pro-Environmental Online Petitioning as Important Protest Practice of Modern Russia

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In modern Russia, political participation of citizens is becoming more widespread with the development of information, communication and social technologies. Online petitions are one of the actively developing formats of such participation, made possible by the advent of digital petition platforms, which allow putting citizens' protest potential into reality through direct action – creating a petition or signing it. An online petition is a convening and conventional form of political participation that implements the principle of direct democracy through various participants in the participation pyramid, at the lower stages of which are the so-called 'clicktivists' and spearheads of regular protest actions (Berg 2017; Jungherr, Jürgens 2011; Luna-Reyes 2017; Oniszczuk Z. 2011; Rebrina, Shamne 2020).

According to researchers, the environmental agenda is often included in the political one in Russia, and ecology is becoming an important political topic (Holbraikh 2019; Kaminskaya 2019; Protest movements 2018). Eco-activists and eco-collectivists are among the participants of protest movements (Botetzagias, Jones, Malesios 2017), while the processes of involving the environmental agenda in the sphere of protest movements have some specific features in Russian society. Thus, the results of an earlier study of the protest potential of Russian blogs show that environmental issues have not yet received the status of an independent topic with the 'threat' index in the Russian-language political blogosphere and are often regarded as the matter of the 'power – officials' scope (Milovanova, Terentyeva 2020). Environmental issues usually receive separate headings on Russian petition platforms, which indicates that the facts of environmental problems raise the concern among the initiators of petitions and are the basis for a protest reaction.

The present study aims to find out to what extent Russian citizens' disaffection caused by environmental issues is reflected in convening forms of participation on petition platforms. The study also intends to determine how actively pro-environmental online petitions are created, which thematic areas of environmental issues are addressed, what the statistics on petition signers are, and what the impact of petitions is. In addition, the study analyzes the collective and personal dimension of pro-environmental online petitions as protest practices in the aspect of discursive framing the addresser's and addressee's image, the communicative features of their solidarity as well as the strategy and tactical organization of petition texts.

Russian-language online petitions are the material of the study. As is known, popular unofficial platforms such as Democrator.ru, Change.org, *петиция-президенту.рф* and some others as well as the official platform of the Russian public initiative (roi.ru) are currently used for political participation of Russian citizens.

The Democrator platform unites 2,185,506 participants and 14,938 petitions were started through it, among which about 5% addressed environmental issues. According to a 2018 report, there were 14,304,914 users of the Change.org platform in Russia; the platform also has special topics "Environment" and "Animals". *The Petition to the President platform* (*петиция-президенту.рф)* unites 7805 users and you can select a topic, e.g. "Ecology. Animal protection". 704 petitions were started on *the OnlinePetition platform* as at November 2020; you cannot select a topic on the platform but there are petitions concerning environmental issues among the successful ones. *The Local Petition platform* (localpetition.ru) has been operating since 2018 and there are about 255 petitions including those on environmental issues**.**

The Russian public initiative is an official platform, there were 18032 petitions as at November 2020, and you can select a topic as well, e.g. "Natural resources and ecology". The petitions on this topic make up about 4% of all started on the platform.

According to our estimates, pro-environmental petitions on the online platforms studied account for approximately 2% to 16% of all petitions started. At the same time, more than half of them are devoted to animal protection and combating animal abuse. Other petitions are against the construction (or operation) of harmful enterprises and facilities, destruction of forests, air and water pollution, landfills, and plastic pollution.

Online petitions are characterized by the complex addressee and addresser. As a rule, a petition is addressed to both a wide range of potential supporters and the authority, e.g.: *To the Governor of St. Petersburg A.D. Beglov ... Dear Alexander Dmitrievich, we demand that the park be returned to its historical boundaries! This is vital for St. Petersburg and Primorsky District* (https://www.change.org).

The mass addressee is verbalized in the text of the petition in direct nominations and appeals to the individual experience of potential signers, e.g.: *We are against the banning of the Walk with Lions safari trail at the Taigan Lion Park; The residents of Chelyabinsk are appealing to you. You might have already received similar requests. Our city is choking!* (*петиция-президенту.рф*/защитим-тайган-вместе); *A petition against the construction of a transit 8-lane highway through the center of Balashikha!!!* (https://www.change.org); *We are against the construction of a Russian Railways dormitory in the Chernyaevsky forest in Perm and cutting of trees outside the Palace of Culture of Railwaymen. We are asking you to save the urban forest area in Perm from cutting down trees ... This forest is vital for the people of Perm! It regulates the microclimate, purifies the air from emissions, preserves biodiversity in the city, and boosts residents' immunity, which is especially important during a pandemic* (https://www.change.org); *I am voting against the construction of a Moskovsky Avenue relief road ... This road will not save the city, but on the contrary it will load the streets (https://www.roi.ru/ 62125/); Let's prevent the building of new landfills ... Imagine for a moment that suddenly a kilometer from your home, where you were born, where your family lives and where your ancestors lived, a huge stinking heap of waste is being piled up poisoning everything around. In the river where you swam as a child, plastic bottles and bags are floating instead of fish, and the meadow where you collect mushrooms every summer has got covered with litter* (https://www.roi.ru/62728/).

The communicative behavior of a petition initiator is based on argumentation and supported by the dominance of psychological arguments. It indicates the author's preference for addressing broad audiences and their resource mobilizing attitude. Initiators of pro-environmental petitions more often use the strategy of argumentation (78%), implemented by tactics of factual (29.61%), logical (8.27%), and psychological (62.12%) argumentation. This indicates the dominance of the petition initiator’s communicative behavior towards attracting supporters but not convincing the authorities. In addition, a phatic strategy is regularly implemented in online petitions (22%), represented by the tactics of appealing to the individual experience of the addressee (27.71%) and the tactics of criticizing / blaming the target addressee as a consolidation tool (72.29%).

The online petitions studied fully reflect the “mechanisms of Internet solidarity formation which receive the following objectification: 1) the addresser uses the ‘we-conception’, which is manifested in the technique of identification with the mass addressee, in collective reference to the addressee and appeal to the addressee’s individual experience; 2) virtual ways to support with votes in favor; 3) equal status of voters; 4) group’s openness (a lot of participants and their constant flow); 5) “insignificance” of territorial boundaries; 6) relative transparency (data on the number of votes in favor and against); 7) a tendency to intensify information exchange (posting links)» [Rebrina, Terentyeva 2020].

The analysis of those online platforms that show statistics on the number of signatures submitted (on average from a few dozen to about 290,000 signatures during the life cycle of a petition) showed the activity of citizens in supporting pro-environmental petitions was quite high. Online petitions attract the attention of signers to certain environmental problems and enhance citizens’ mobilization activity focused on ecology. At the same time, it should be noted that the impact of pro-environmental online petitions is low: no more than 2% of the petition are acted upon. As far as can be judged from the comments of the signers, this form of engagement for most users of online platforms is a way to get up-to-date information on environmental issues and replace real participation in protest activities with virtual one when solving environmental problems. Virtual eco-activism is manifested in the dissemination of information about the petition and its content in social media through so-called strong (close social circle, i.e. relatives and friends) and weak (distant social circle, i.e. neighbors, acquaintances, acquaintances' acquaintances, etc.) social bonds [Kavanaugh A. et al., 2017].

An example of this may be seen in a protest text and instructions for signers published on the Change.org platform and aimed at expanding the circle of people who should send a protest to the authorities:

(text) *Dear Alexander Dmitrievich.*

As a citizen of the Russian Federation, I strongly protest the decision about cutting down 3 hectares of trees and shrubs in the historical part of the park of the 300th anniversary of St. Petersburg….

(instruction) *If you share my position and join the petition to save the site, you need to:*

1. Log in to VKontakte;

2. Go to the Governor's page: https://vk.com/...

3. Select "Messenger" from the menu on the left of the page;

4. Send a message with my text or you may edit it on your own;

5. Involve your family members and friends who live near and are not indifferent to OUR Park so that they also send the petition;

6. Type on this chat or my private chat that you sent the petition and the number of involved friends, and if you receive a response, forward it. (https://www.change.org).

On the one hand, this practice increases the number of pro-environmental slacktivists [Geger, Geger 2018; Holbraikh 2016], and on the other hand, creates the potential for non-violent forms of conflict resolution between civil society and the authorities in Russia.

Summing up the brief results of the study, the following conclusions can be drawn.

1) Environmental issues on Russian petition platforms are a separate topic area with the ‘threat’ index.

2) Pro-environmental online petitions are an important protest practice in modern Russia, which is confirmed by the ongoing additions with new pro-environmental petitions to petition platforms and positive dynamics of signers’ activity in real time, despite a rather low percentage of successful petitions.

3) Animal abuse is the most common topic for Russian online petitions among other environmental issues (protests against various types of environmental pollution).

4) Pro-environmental online petitions are a resource mobilizing form of citizen participation which contributes to the dissemination of the environmental agenda in social media through strong and weak social bonds.

5) The image of the addresser and addressee of an online petition is complex; discursive framing of the addresser’s and addressee’s image is marked by the presence of Internet solidarity features.

6) The strategy and tactical organization of pro-environmental online petitions is based on the implementation of argumentative and phatic strategies with a certain set of corresponding tactics.

7) Russian pro-environmental online petitioning, on the one hand, adds to the number of so-called slacktivists, and on the other hand, creates a culture of open and constructive cooperation between civil society and the authorities.

8) Protest discursive practice of the online petitions studied tends to bring environmental issues closer to the current political agenda.

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Negotiating Interdisciplinarity

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Abstract
The debate about multidisciplinary approaches and the zones of contact between disciplines is far from being settled. Recent research on knowledge models has detected a pattern or a tendency towards heterogenization, interdisciplinarity and heterarchization (Allwood et al. 2020). In this quest for a new knowledge model, the literature has warned against the dangers of compartmentalization (Triki, forthcoming), self isolation and insularity and failure to acknowledge advances beyond researchers' own areas of expertise (Allwood et al. 2020). However, the debate on insularity versus interdisciplinarity is still controversial in the sense that what is exactly meant by "interdisciplinarity" is still vague in view of the contradictory reactions to the ongoing search for convergence among existing theoretical perspectives and methodologies, for a better delineation of shared spaces and languages, in addition to the need for a true dialogical and open-minded predisposition on the part of several scholars (Allwood et al. 2020). To this effect, the paper critically examines the different facets of this controversy and proceeds to argue for a calculated approach to interdisciplinarity that attempts to obviate the various types of criticism leveled against it. Interdisciplinarity is not only inevitable, but is also potentially fruitful once taken carefully. This calculated approach to viewing interdisciplinarity rests upon paying attention to 1. the definitional scope of interdisciplinarity 2. discourse and academic writing, 3. disciplines' interaction with one another, and 4. political and ideological boundaries). Four hot issues set the foundations for these principles, namely the misleading connotations of the term, the problems involved in the process of crossing the borders, the complex relations with reality and the negotiability of interdisciplinarity.

Key words: *Interdisciplinarity, Negotiation, Borderlines, Compartmentalization.*

CONTEXT OF THE STUDY

The complexity of the phenomenon

Interdisciplinarity is an important and complex issue (Besselaar & Heimeriks, 2001, p. 1). It is important that modern society increasingly demands knowledge focused on the application and sharing of scientific knowledge, generally requiring the combination and integration of knowledge in various scientific disciplines.

For these authors, the scientific system is not only growing, but its structure and functioning are also changing: the place of research, the models of collaboration and the objectives of the scientific enterprise. Besselaar & Heimeriks (2001, p. 1), based on the work of Gibbons et al. (1994), make a distinction between two modes of knowledge production, corresponding to the distinction between disciplinarity and interdisciplinarity.

For these authors (Besselaar & Heimeriks, 2001, pp. 1-3), mode one is the production of traditional "disciplinary science", in which academic interest in "pure" knowledge prevails. The aim is to produce theoretical knowledge about nature (physical and human). The venue for mode one is the university, organized along disciplinary lines across faculties and departments. Therefore, it is homogeneous in terms of organizational structures and practitioners, hierarchical and relatively stable. Quality control is internal and it is performed by peer review based on the journal system.

On the other hand, Besselaar & Heimeriks (2001, pp. 1-3) argue, mode two is an interdisciplinary and application-oriented production of knowledge. The emphasis is no longer on discovering the “laws of nature”, but on the study of artefacts and the exploitation of complex systems. Mode two is heterogeneous, as a larger set of organizations and types of researchers are involved, working in specific contexts on specific issues. Different organizational forms coexist in mode two, and research is not exclusively based in universities. The quality control system is broader and not just based on peer review of academic papers, and it includes usability and social responsibility. Mode two knowledge production has its roots in the intimate interaction between information and communication technologies (ICT) and scientific and technological research for innovation. It focuses on large transnational research programs focused on applications and collaborations, such as the EU Framework Programs.

Historical Overview: A Utilitarian Perspective

For Frodeman, Klein & Mitcham (2010, p. Xxxi), interdisciplinarity represents the resurgence of interest in a broader view of the world. The hypothesis of an automatic connection between knowledge and social benefits has raised many questions about the usefulness of knowledge. According to Frodeman, Klein & Mitcham (2010, p. Xxxii), interdisciplinarity is simply a means. But to what end? Pragmatically set, it is a means towards greater insight and success in problem solving. More fundamentally, in the global age where pluralism and relativism have become default positions, means (such as new technologies or new knowledge production techniques) tend to become ends.

Current Trends

Barry & Born (2013, p. 5) observe two directions in the discourse on interdisciplinarity. The first trend defines interdisciplinarity by offering new techniques of empowerment, or even as an index of the knowledge practices which are responsible for society (Strathern, 2004b; Doubleday, 2007). The second trend emphasizes the capacity of interdisciplinarity to establish closer relations between scientific research and the demands of the economy by promoting innovation (Mirowski and Mirjam Sent, 2002). In contrast, discipline tends to be associated with a defense of academic autonomy.

Barry & Born (2013, p. I) admit that the idea that research should be more interdisciplinary has become commonplace. In this context, the question of whether a given knowledge practice is too disciplinary, or interdisciplinary, or not sufficiently disciplinary, has become an issue for governments, research policymakers and funding agencies (Khlifi and Triki, 2020). Consequently, interdisciplinarity has emerged as a key political concern, but the term tends to obscure as well as illuminate the various practices brought together under its rubric.

Relevance of the topic

According to Christie & Maton (2011, p. 35), interdisciplinarity has been a hot topic, especially for those managing the discipline (both inside and outside of universities), but also for those who need help with real problems of various types - educational, clinical, forensic, therapeutic etc. Going in this direction argues for research efforts whose outputs are somehow more than the sum of their disciplinary parts. Christie & Maton (2011, p. 36), based on the work of Bernstein, distinguish between singulars and regions. A discourse considered as singular is a discourse which has appropriated a space to give itself a unique name. Today, we are witnessing a regionalization of knowledge, a re-contextualization of singulars (Christie & Maton, 2011, p. 57).

HOT ISSUES WITH THIS PROBLEMATIC

Four problems are immediately obvious:

Issue One: Misleading connotations

For Moran (2002, p. 3), interdisciplinarity offers a democratic, dynamic and cooperative alternative to the ancient and artisanal nature of the disciplines. And yet, this straightforward interpretation poses a certain number of questions. Moran (2002, p. 3) quotes Bennington (1999, p. 104) for whom “inter” is an ambiguous prefix, which can mean to form a communication and to join, as in “international” and “sexual intercourse”, or to separate and split, as in “interval” and “intercalate”. This ambiguity is partly reflected in the vagueness of the term “interdisciplinary” (Alwood et al., 2020). It can mean the establishment of connections between different disciplines, but also the establishment of a sort of non-disciplinary space in the interstices between disciplines, or even the attempt to completely transcend disciplinary boundaries. The ambiguity of the term is part of the reason why some critics have proposed other terms such as “post-disciplinary”, “anti-disciplinary” and “trans-disciplinary”.

Although it is quite often that these terms are not strictly defined and are sometimes used interchangeably, they all suggest that interdisciplinarity is not enough, that there is always another intellectual stage where disciplinary divisions can be more profoundly overcome or even erased. Moran (2002, p. 3) suggests that the value of the term “interdisciplinary” lies in its flexibility and indeterminacy, and that there are as many forms of interdisciplinarity as there are disciplines. In a sense, to suggest otherwise would be to "discipline" the term, to limit it within a set of theoretical and methodological orthodoxies. In the broadest possible sense of the term, Moran sees interdisciplinarity as a form of dialogue or interaction between two or more disciplines: the level, type, purpose and effect of this interaction remains to be examined.

Moreover, as Weingar and Stehr (2000, p. 1) attest, interdisciplinarity has reappeared as a ubiquitous and very fashionable term in both science and political contexts. In both contexts, interdisciplinarity has become a label almost synonymous with creativity and progress, signaling reform and modernization in science and scientific institutions. The desired developments and actual developments in interdisciplinary research are almost unanimously considered to be superior to the traditional disciplinary pursuit of knowledge production.

Issue Two: Crossing borders

For Barry & Born (2013, p. 1), the idea of discipline opens up a link of meaning. The commitment to a discipline is to ensure that certain interdisciplinary methods and concepts are used rigorously, and that unruly and non-disciplinary objects, methods and concepts are excluded. On the other hand, the ideas of interdisciplinarity imply a variety of border crossings, in which the disciplinary rules, the formations and the subjectivities given by the existing bodies of knowledge are put aside.

Issue Three: The contribution of reality

Weingar and Stehr (2000, p. 1) observe that the popular use of a term rarely reflects actual developments. In many cases, there is little or no concrete concept or experience with the actual practice of interdisciplinarity. Such a discrepancy, on its own, is reason enough to wonder about the real purposes of the widespread use of the term. How is it possible that interdisciplinarity has such positive connotations if, at the same time, it is often contradicted by the reality of the intellectual and social organizations of the scientific community?

Issue Four: Interdisciplinarity is negotiable

According to Weingar and Stehr (2000, p. 111), scientific disciplines are intellectual and social structures, in otherwords, social organizations of intellectual work. This means that they are benchmarks for intellectual work, and at the same time they are, like other organizations, involved in the delimitation, defense and promotion of this work vis-à-vis other organizations. That is, they are in the business of representing "interests". This does not prevent cooperation and, in rare cases, even merger. But normal experience is one of the developments, over considerable time periods, of separate cultures, distinct vocabularies, and isolated practices.

For these same reasons, the generally positive connotations associated with the interdisciplinary project are counterfactual. Interdisciplinary research takes place when a community of intellectual interests emerges, and even then, robust disciplinary social structures present obstacles because their elimination is much slower and more cumbersome than crossing intellectual boundaries. This divergence between organizational structures and intellectual development is a constant concern of the discourse on interdisciplinarity.

DISCUSSION

Definition of terms

This section seeks to showcase how the calculated approach views the definitional scope of interdisciplinarity in comparison to adjacent concepts. To this effect, Jensenuis (2012, based on Stember 1990 and Zeigler 1990) highlights the distinction between the following terms:

- **Intradisciplinary:** working in a single discipline.
- **Crossdisciplinary:** looking at one discipline from the perspective of another.
- **Multidisciplinary:** people from different disciplines work together, each drawing on their disciplinary knowledge.
- **Interdisciplinary:** integrates knowledge and methods from different disciplines, using a true synthesis of approaches.
- **Transdisciplinary:** creates a unit of intellectual frameworks beyond disciplinary perspectives.

These subtle distinctions reveal the complexity of the phenomenon of interdisciplinarity since they call for a fine-tuning of the various practices subsumed under the umbrella term of interdisciplinarity. The complexity and multi-facetedness of academic writing has been highlighted in the literature (Altakhaina 2010). Indeed, seven dimensions are taken into considerations, namely: the generic dimension (i.e. the importance of genre in AW), the modal dimension (epistemic, evidential, evaluative and deontic modality in hedging) (Hyland, 2002), the politeness framework dimension (Hyland, 1998; Crompton, 1997), the disciplinary dimension, the pragmatic dimension (Ucelli et al., 2013) that calls for meta-pragmatic awareness, the question of literacy is complex and the rhetorical dimension (rhetorical borderlines and contact zones, the scant attention given to the concept of audience) (Kroll, 1984). The argument proffered here is the call for a conscious choice of strategy that bases the weighing of the pros and cons on all the above factors when embarking on an interdisciplinary project.

Interdisciplinarity arising from the problems of academic writing rooted in questions of hegemony and power negotiation

The various definitions of academic writing and its competing typologies (Abdulkareem, 2013) and the challenges which face teachers of AW (Al Fadda, 2012) all converge on taking academic writing to be inherently and inevitably social (Kroll, 1984). It is this other-oriented nature of academic writing that C.D.A.-based approaches highlight most in view of their sensitivity to questions of hegemony and power negotiation.

Foremost among the advocates of this view of academic writing is Chandrasoma (2010, p. 1) who defines students' writing as a rhetorically organized text embedded in appropriate knowledge (disciplinary / interdisciplinary / extra-disciplinary) and its potential for interpretation (discourse) in power structures that are "politico-institutional" (Derrida, 1992, p. 23) in order to meet the evaluation criteria for a particular course leading to a diploma or postgraduate qualification in a university or any tertiary education institute.

While freeing up the complexity inherent in students' writing, Chandrasoma (2010, p. 2) recognizes the impact of academic interdisciplinarity on a wide range of academic writings. Academic interdisciplinarity exerts considerable influence on the discursive construction of students' texts. However, Chandrasoma (2010, p. 2) does not fail to note that interdisciplinarity in academic writing does not in any way indicate an isolated area of knowledge; it is always mediating and mediated by discipline and extra-disciplinary discipline.

According to the taxonomy proposed by Chandrasoma (2010, p. 4), extra-disciplinary texts include all texts other than disciplinary and interdisciplinary ones, such as media texts (popular newspapers, television, etc.), para-medical texts (magazines, brochures , produced by special interest groups such as refugees, environmentalists), texts inherited from tradition (proverbs, fables, etc.), anecdotal texts (anecdotes, tales from memory), in addition to texts used in non-academic practices (for example, filling in of forms by an inventory employee). Extra-disciplinary discipline is an essential dimension of students' writing, although its importance and epistemological potential is not sufficiently explored by critical examination. Therefore, Chandrasoma (2010, p. 4) finds it evident that hegemonically established institutional legitimacy is a factor that undermines or even delegitimizes extra-disciplinary texts in the culture of academic writing.

Chandrasoma (2010, p. 7) maintains that the boundaries of knowledge are flexible. Disciplinary knowledge is not only constituted by systematized and compartmentalized knowledge with relatively impermeable limits; it is, also, disciplined by a set of values. The term "compartmentalized" has distinct connotations of boundaries, and those boundaries are not so much determined by an individual discipline as by other disciplines. Each discipline, for example, has its own lexis or discourse markers in the field, its own informational content or knowledge capital, its institutional and institutionalized size and, when taken as a whole, these phenomena contribute to the maintenance of limits.

According to Chandrasoma (2010, p. 10), hegemonic relations are always intertextually constructed, contested, rejected, modified and maintained in a given academic culture. Disciplinary knowledge is always constructed discursively.

Disciplines as constructions of academic work

According to Liddicoat (2010), the idea of discipline is a politicized, ideological framework for the nature of academic work and the identification of an area of academic work because a discipline is not simply a categorization of activity, but an ideological construction of its place within the academy. For this author, a discipline is, above all, a community based on an investigation and centered on competent researchers. It is made up of individuals who come together in order to facilitate intercommunication and to establish a certain degree of authority over the norms of this inquiry (Geiger, 1986, p. 29). Therefore, this means that disciplines can be characterized by processes of association and dissociation: that is, forces that lead to the regrouping of academics in order to constitute the practice of the discipline and the forces that lead to the separation of those who practice the discipline from those who do not. Thus, for Widdowson (2005), interdisciplinarity is simply not a problem because, in his belief, interdisciplinarity is not possible because no interaction of disciplines leaves these disciplines in their virgin form, a discipline can modify another to reflect its own perspectives.

Interdisciplinarity as a critical turning point

For Weiss & Wodak (2003, pp. 110-111), the perceived need to transcend disciplinary boundaries in Critical Discourse Analysis (CDA) is a contemporary imperative in most social sciences (Jessop and Sum, 2001). Critically, "social change cannot be interpreted in a particular social science, but must be understood in the social and natural whole of human life" (ibid.). As a consequence of the contemporary trend towards an interdisciplinary, “transdisciplinary” (Fairclough, 2000) or “post-disciplinary” (Jessop and Sum, 2001) approach, approaches to social analysis represent, by definition, a critical turning point. It is an approach which assumes that disciplinary boundaries are merely institutional and discursive consequences of historical power struggles between vested interests, the political economic forces in which such interests are embedded, and intellectual defenders and opponents. Disciplinary limits are, therefore, “historical discourse” phenomena (Wodak, 2000).

CONCLUSION

It transpires from the above discussion that the debate about interdisciplinarity is far from being settled (Allwood et al. 2020). The paper has foregrounded the vagueness of the term "interdisciplinarity". To this effect, the paper has proceeded with a critical examination of the different facets of this controversy to argue for a calculated approach to interdisciplinarity that attempts to obviate the various types of criticism leveled against it. This approach takes into account 1. the definitional scope of interdisciplinarity 2. discourse and academic writing, 3. disciplines' interaction with one another, and 4. political and ideological boundaries. Interdisciplinarity is not only inevitable, but is also potentially fruitful once taken carefully. To this effect, the paper has identified four hot issues serving as the basis these principles, namely the misleading connotations of the term, the problems involved in the process of crossing the borders, the complex relations with reality and the negotiability of interdisciplinarity. As has been cogently argued by Weingar and Stehr (2000, p. 271), the constructivist approach denies that it is meaningful any longer to speak of different branches of science separated by deep epistemological divisions and distant forms of practice. The structures that organize the way we know are not eliminated by interdisciplinarity, but rather relocated by it.

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Language, Consciousness, Culture in the Theory of Speech Activity

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The origins of Russian psycholinguistics – the theory of speech activity –should be sought in the history of Russian linguistic thought of the 19th and early 20th centuries, and above all, in solving the problem of the relationship between language and thinking. This can be especially said about the works of the representatives of the psychological direction in the study of language, especially A.A. Potebnya and F.F. Fortunatov.

These and other psychologically oriented theories of domestic and foreign linguistics (by A.A. Potebnya, D.N. Ovsyaniko-Kulikovsky, A.L. Pogodin, G. Paul, A.M. Peshkovsky, R.O. Shor, M.N. Peterson, E.D. Polivanov, L.P. Yakubinsky, L.V. Shcherba) were well known to L.S. Vygotsky and found their reflection in his theory of speech and thought activity [Naumova 1990, p. 25]. In turn, the theory of activity by A.N. Leont’ev, which is based on the cultural-historical theory of psychological development by L.S.Vygotsky, is one of the foundations of Russian psycholinguistics. It is the theory of speech activity that deserves credit for the development and clarification of the ideas of L.S. Vygotsky on how the thought is completed in the word, and for the construction of a model of speech generation (the model of language ability) reflecting the real stages of the 'transformation' of inner thought into an external word (the model of A.A. Leont'ev – T.V. Akhutina based on the materials of various forms of aphasia).

The cultural-historical theory of psychological development, where the psyche of a person is recognized as the result of interiorization (i.e., the transition of the actions initially performed with objects of the external world to the internal plan) forms the basis of the ideas about the ontogenesis of language ability formed in Russian psycholinguistics. For a child, such activity with objects of the external world, on the one hand, presupposes the participation of other people in it since the child's birth, and, on the other hand – the presence of intermediary objects in which socio-historically formed means and methods of activity are fixed (L.S. Vygotsky, A.N. Leontiev, A.R. Luria, etc.). With this approach, the genetic roots of language must be sought 'in those forms of specific human actions which reflect external reality and the formation of a subjective image of the objective world, as well as the basic methods of communication between the child and others' (Luria, 1975, p. 148). The high speed of assimilation of the native language in early childhood, which gives the impression of a spontaneous deployment of innate structures, persuades many researchers (for example, a group of scientists led by N. Chomsky) to admit that innate knowledge is the basis of such assimilation.

From the point of view of J. Piaget, the fact that a child in just a few years assimilates the structures of a logical and mathematical nature without any visible effort does not at all testify in favor of the theory of innate knowledge, since the supporters of the theory of innate knowledge do not take into account the existence of a self-regulation mechanism which is 'as universal as heredity and is, in a sense, governing the latter' (Piaget, 1983, p. 249). Self-regulation has organic roots; it is inherent in life and mental processes, and its action can be directly controlled.

E.S. Markarian points to a similar mechanism; he calls it the principle of self-organization, the latter being, from his viewpoint, a common property of biological and social systems. Self-organizing systems are defined as information-ordered systems that are capable of ‘progressive evolution in the processes of interaction with the environment through the use of feedback mechanisms’ (Markaryan, 1983, p. 93). The key feature of a self-organizing system is the ability to ‘strive for a certain result, being guided by certain information programs’ (Ibid.).

These programs are nothing more than the ‘models of the required future’ by N.A. Bernstein, who believed that the reflection of the external world in the brain is built according to certain advancing models, the ‘model of the required future’ being a reflection of the task of a certain action in the brain (Bernstein, 1966, p.110). In creating a ‘model of the required future,’ according to N.A. Bernstein, two interrelated processes are involved: probabilistic forecasting based on the perceived situation and programming of the action which should lead to the realization of the required future. N.A. Bernstein proclaims the principle of activity (the ‘model of the required future’) to be a general biological law, and the principle of feedback to be the main principle of regulation of any type of human behavior, including speech. It is essential that with such an approach, the body’s response to the situation is not an action itself, but a decision about the action. This is the so-called principle of anticipatory reflection of reality, which is, according to P.K. Anokhin, the main form of ‘adaptation of the living matter to the space-time structure of the inorganic world’ (Anokhin, 1978, p. 18). The essence of the anticipatory reflection is that, based on the experience of the past, the organism actively adapts to the upcoming events.

According to T.N. Ushakova, the following basic components of the human anticipatory interaction with the world are given genetically: the ability to distinguish facial expressions, a preference for human faces and speech, the context-based perception of events. Anticipation as an inalienable property of the psyche performs three major functions in the process of interaction with the world. The first function is anticipation, or expectation, of certain events; the second function is regulatory: it consists in readiness for events, anticipating them in behavior, planning of actions; the third function is communicative. Any communication between people, their interaction, the willingness to subordinate to social and cultural norms, the ability to instantly recognize the emotional state of other people, to assess a social context - all these opportunities, according to T.N. Ushakova, are originated in the early human ontogenesis (Ushakova 2019). However, the anticipating type of behavior, and above all a context-based type of perception of events innate in infants, according to T.N. Ushakova, say for the fact that the infant is ready to enter the world of human culture already at the genetic level, since both culture and language as an instrument of culture function as repeating sequences of events.

The role of culture in the ontogenesis of the human psyche has been recently confirmed by the neurobiological discovery of the so-called mirror neurons in the brain. As V. Ramachandran states, ‘It is difficult to overstate the importance of understanding mirror neurons and their function. They may well be central to social learning, imitation, and the cultural transmission of skills and attitudes – perhaps even of the pressed-together sound clusters we call words. By hyperdeveloping the mirror-neuron system, evolution in effect turned culture into the new genome.’ (Ramachandran, 2012, p. 25). V. Ramachandran calls the humans the one and only species ‘that veritably lives and breathes culture’ (Ibid. P. 140), the culture being transmitted, from his point of view, thanks to language and imitation.

In order to answer the question about the relationship between language and thinking, the theory of speech activity seeks its answer to the main question, i.e., the question of the relationship between language and consciousness. As A.A. Leont’ev puts it, there are two mutually exclusive approaches to the relationship between language and consciousness in world science. According to the first approach, the unit of consciousness is a linguistic sign. Out of such a viewpoint, there follow Neo-Humboldtianism (including the theory of linguistic relativity), linguistic philosophy, general semantics, and other neo-positivist interpretations of language. According to another approach, the unit of consciousness is 'objective meaning, and language, in this case, is understood as a system of meanings that can be actualized in verbal form too' (A.A. Leontiev 1993, p. 16-17). In the psychological theory of activity, consciousness is identified with the picture of the world. The latter is revealed to a person; it includes the person, his/her actions, and states (A.N. Leontiev 1977, p. 125). Meanings are recognized as the most important constituents of consciousness, since they are the ideal form of existence of the objective world, its properties, connections, and relations transformed and rolled up in the matter of language (Ibid, p. 141). It is meanings that underlie the mechanism of knowledge transferring from generation to generation, since they become the ideal form of existence of the objective world; they control the internal and external activities of people.

The structure of individual consciousness is a complex formation that demonstrates the unity of the subjective and objective (A.N. Leontiev 1977, Velikhov, Zinchenko, Lektorsky 1988). Whereas the structure of individual consciousness can be considered as a kind of universal, the content of consciousness is culturally determined and is the result of a special system of organization of the elements of experience characteristic of each particular culture. These elements themselves are not always unique and can be repeated in many cultures.

A representative of a particular ethnic group perceives any object not only in its spatial dimensions and in time, but also in its meaning, the meanings concentrating the intrasystemic connections of the objective world in themselves. In meaning – in contrast to personal meaning – a certain cultural stereotype is fixed, an invariant image of a given fragment of the world, inherent in one or another ethnic group. Since each person looks at the world through the system of objective meanings assimilated in the process of socialization, culture can be considered, among other things, as a system of consciousness.

The development of these ideas brought up to the concept of language as a reflection of sociocultural reality, since, according to A.A. Leont'ev, 'the cultural specificity of a community ... is made of a system of semantic units constituting the image of the world and acting as an indicative basis of an activity, rather than a system of speech reaction or speech generation. This image of the world is built not from verbal, but rather from objective meanings.' It is the meanings that constitute the image of the world and, at the same time, act 'as constituents of the processes of speech generation that are unfolding in time' (A.A. Leont'ev 1996, p. 43). At the same time, the system of concepts, according to A.A. Leont'ev, 'exists only in the linguistic form ...' (Ibid,, p. 53).

Why is this so? Firstly, as A.A. Leont'ev puts it, a person 'deals with the objective world as a whole rather than with separate objects; he/she operates not with a separate meaning, but with a system of meanings' (A.A. Leont'ev 1993, p. 19). Secondly, meaning as a component of consciousness is an ideal form of existence of the objective world, of its properties, connections, and relations, which are transformed and rolled up in the matter of language (A.N. Leont'ev 1975).

The object of a psycholinguistic experiment in relation to the problem of meaning, according to A.A. Leont'ev, 'is always a subjective content of a symbolic image or certain operations on it. Such an experiment can be considered objective and scientific, because this subjective content itself ... is only relatively subjective' (A.A. Leont'ev 1976, p. 63).

It can be concluded that in the theory of speech activity, language is understood as a sociocultural phenomenon, human consciousness as an image of the world, and culture as a system of consciousness.

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Expressiveness of the Texts of Mathematical Works in English and French Languages

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Abstract
The style of exact sciences supposes stating the material in the emphatically logical way, excluding any manifestations of figurativeness and emotionality. However, some expressive means are used in the texts of mathematical works and have their own peculiarities even in comparison with scientific texts from other fields of knowledge. The results of expressiveness study of the texts of mathematical works in English and French are provided. The works of outstanding modern mathematicians in the field of differential geometry and algebraic topology served as a material for the research. These authors achieved fundamental results in the above stated fields; their works written in an irreproachable style serve as the basis for further studies. For the difficult material to be apprehended properly the author should concentrate the reader's attention on the key notions which the further proof is based on, stress the important points, convince the reader in correctness of his arguments. Efficient emphasizing facilitates better understanding the author's idea. Moreover, the texts of mathematical works sometimes deal with different approaches to solving one or another problem, existing points of view on some issues. The author ought to express clearly and substantiate convincingly his stand on the matter. It is here where various stylistic techniques of emotional impact on the reader are needed. In the texts of mathematical works in the considered languages there are as

general expressive means common to both of them as well as peculiar ones for each of them. The stylistic peculiarities found out in this study should be taken into account at dealing with the texts of mathematical works in these languages.

Key words: *emphatic construction, figurative lexis, parenthetical words, repetition, rhetorical question.*

It is known that the scientific style, especially the sub-style of the exact sciences, is characterized by consistency and objectivity, generalization and abstractness. At first glance, the texts of mathematical works are written in a strict, “dry” language, completely devoid of imagery and expressiveness. But this is not the case. Unlike other styles in the scientific genre, expressiveness should be understood as “such stylistic qualities, thanks to which the tasks of communication in this area are best realized”. Indeed, the texts of mathematical works should not only be accurately and logically written, but also adequately understood by the reader. Presenting the material, the author must somehow sharpen the attention of the addressee on important points, emphasize them and convince the reader of the truth of his reasoning. In addition, the texts of mathematical works consist of more than just mathematical calculations. They may contain, for example, the history of scientific research on a given problem, a comparison of different approaches, etc., where the author must express and substantiate his position.

“The specificity of the elements of the emotional plan in the scientific literature is that the manifestation of the individual, evaluative in scientific presentation is something permissible, but in no way an integral quality of style. The stylistic coloring of the emotional elements of the statement in the scientific literature is especially intense, contrasting. Since linguistic units have been transferred into an unusual environment, their coloration begins to appear with the greatest clarity and convexity”.

However, it should be noted that the sub-style of the exact sciences is a rather closed area for the penetration of foreign-style elements. The conservatism of this area of scientific communication is maintained for a number of reasons: stability of the terminology system of mathematical texts; stereotype and repetition of the basic elements of these works in order to facilitate the perception of complex material; the tradition of the continuity of new knowledge with a solid evidence base. Therefore, foreign-style inclusions in the texts of mathematical works are quite rare.

Scientific speech has its own set of limited emotional-expressive means and their internal distribution according to the degree of activity. As a rule, they include intensifying particles, pronouns, adverbs, emotional and expressive vocabulary, various superlatives, parenthetical words and phrases, figurative words, rhetorical questions, colloquial vocabulary, expressive order of words, lexical repetitions etc.

By the method of continuous sampling from the texts of mathematical works written by famous modern English and French mathematicians, 1000 sentences using emotionally expressive means were extracted and the frequency of their usage in the studied material was calculated.

Most often in the texts of mathematical works lexical repetitions are used as emotional means of expression. The clichéd expressions accepted in mathematics, are often intensified by the word *only*. *If and only if* was encountered quite often. In addition to lexical repetitions, the so-called expanded variable repetitions are also used, when at first a briefly formulated thesis is then repeated, being semantically developed and deepened. Such a technique is used even within the framework of one sentence, the repetition is introduced by such phrases as *in other words, that is,* etc. The author paraphrases the previously expressed thought, adding almost nothing.

Intensifying and limiting particles, pronouns, quantitative adverbs are widely used in English and French mathematical texts, for example, *exactly, precisely, just, only, absolutely/ aisément, clairement* etc.

The texts of mathematical works are replete with parenthetical words and phrases, for example, *naturally, indeed, in effect, as a matter of fact, in fact / en effet, naturellement* with the help of which the author expresses his position or focuses on something mentioned earlier.

In English and French mathematical works, there are superlatives such as *the most obvious, the best, the simplest / le pire,* etc.

Emotionally expressive vocabulary is rarely used: *wonderful, remarkable, beautiful, miraculously / des meilleurs*, etc.

Verbal imagery is encountered even more seldom. Sometimes you can find such figurative words as a *picture, doors, a trap, a black box, under one roof, Schrödinger's cat, cousins, a crystal fortune-telling ball,* etc.

Rhetorical questions and question-answer complexes were not used very often, though it is an effective way of "coloring the thought emotionally". "A rhetorical question is not a question at all, and it has nothing to do with rhetoric; it is simply an indirect expressive means that symbolizes a more or less definite group of feelings".

We extremely rarely came across an expressive word order in the mathematical works under study. The strict word order is almost always observed by the mathematicians.

As specific for the English and French texts of mathematical works, it is worth noting:

1) the use of emphatic expressions *it is / was ... that (which) / c'est ... qui / ce sont ... qui; c'est ... que / ce sont ... que; ce qui…, ce que*. Instead of dots, the word (phrase) is given a special emotional coloring.

In the French sentence, the emotional coloring of the utterance is emphasized by the presence of the excretory expressions *C'est ... qui / Ce sont ... qui; C'est ... que / Ce sont ... que; Ce qui…, ce que…*, the structure of which contains the forms of the verb *être* and the relative pronouns *qui / que*.

2) rarely – the use of the auxiliary verb *to do,* which is redundant in an affirmative sentence, to enhance the meaning of certain points. In French mathematical discourse, the verb *devoir* practically does not occur in this sense.

3) in isolated cases – deliberate change in the stable order of words in a sentence. There is a combination of an emphasizing word expression with an interrogative word order to place the necessary accents.

In a French sentence, it is also possible to change the direct order of words without using emphatic expressions. In this case, an expressive shade is conveyed by transferring the subject outside the sentence, as a rule, in the upcoming subject position with a pause orally, and a comma in writing. At the same time, its subsequent replacement with the corresponding personal pronoun is required.

In conclusion it is also worth noting that the research results for different languages are approximately comparable, although there are peculiarities of using expressive means in each of the studied languages. It can be said that "the greater the share of indirect means in the expression of a thought, the more confidently we can say that this thought arises under the influence of feelings and emotions, which constitute its main content; affective indirect means – this is a kind of thermometer, which can be used to measure the emotional intensity". Attracting the attention of the reader or listener and trying to revive the style of the evidence base, the authors of each of the studied works, written in English or French, strive to some extent to introduce elements of expressiveness into the mathematical discourse, while maintaining the authenticity of the language, in which the content of a specific mathematical phenomena, theorems, lemmas, equations, etc. is stated.

Thus, in the texts of mathematical works we are dealing not with emotional, but with purposeful "intellectual" expression associated with emphasizing the importance of a particular thought for the author.

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Cultural Knowledge in Terms of Intercultural and Cross-Cultural Communication Issues

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The problem of knowledge investigation has been the subject for discussion since ancient times. It occupied the minds of Greek philosophers and other scholars, but still it is one of the most important theoretical questions in the multidisciplinary field of science, which so far has not received all the attention it deserves. The approaches to knowledge as a multifold phenomenon are analyzed and described in a number of investigations (Alavi & Leidner, 2001; Liu et al., 2019). In modern theories knowledge is being analyzed in different ways: it and can be considered to be an object of philosophical observation, a result of information processing and development, a state of mind in its dynamics, a capability for world perception, a state of knowing of what has been learnt or discovered, etc. Knowledge is connected with identifying certain patterns, principles, laws and relationships in a given subject area and can be used in the process of solving specific problems within this area, or to derive new facts based on knowledge that determines further inference. Knowledge is considered to be based on the results of human experience, understanding and processing individual and social values, being an organized complex structure. Language, along with other media, serves to be an indispensable condition for knowledge representation. Knowledge as a verified result of cognition enters the system of speech activity as an integral cognitive component that serves to arrange and systematize facts for their use and further transmission. It should be mentioned within these lines that at the level of sign systems knowledge is objectified primarily by means of natural human language.

Typological characteristics of knowledge are based on the principles and criteria of their identification. While taking into consideration the notion of cultural awareness as referred to knowledge one should proceed from the premise that the notion in question is closely connected with the concepts of cultural sensitivity and intercultural competence. The cultural awareness issue has been discussed time and again by linguists and cultural studies experts, as well as organization management specialists that apply their intercultural communication skills, based on their expertise, to different areas of human activities (Foronda, 2008; Morley, 2020; Sherman, 2019). It is a well-established fact that cultural competence being manifested in any of its variations that include both cross-cultural and intercultural issues deals with the concept of respect towards people of other cultural roots. Otherwise stated, such issues as cultural sensitivity and cultural awareness, based on tolerance and other universal values, present the firmly established background for cultural competence formation. It should always be borne in mind that people as individuals as well as representatives of their own cultures are different from each other in their linguistic and social behavioural characteristics, religion, beliefs, education, social status, etc. Thus discussing cultural and ethnocentric limitations and ways to become “a culturally competent global citizen” M. Winkelman writes: “The need for people to develop these cultural skills is becoming increasingly apparent within our society and around the world. All too often cultural differences create insurmountable barriers to effective social and political relations. Most humans are trapped in a "cultural encapsulation" in which they are unable to understand others points of view and work effectively with them" (Winkelman, 2018, p. i).

The domain of cultural knowledge is manifested by various cultural phenomena, represented both at the linguistic and other semiotic levels. The processes of understanding and successful communication within the multicultural environment are determined by the factor of mutual understanding and adequate interpretation of the initiatives and intentions. It should be emphasized that for the present stage of the society development this has become an indispensable foundation in many spheres of human communication. Thus, the problem of elimination conflicts based on ethnocentrism manifestations has become one of the painstaking issues within these lines. Language plays an important role both in overcoming negative ethnic stereotypes and communication barriers, on the one hand, and, unfortunately, in generating aggression and conflicts, on the other (Akbar & Abbas, 2019; Vishnyakova et al., 2019), which may cause a variety of reactions and consequences within the society, either explicitly or implicitly inspired by ethnocentrically determined political and socio-cultural factors (Kim, 2020; Maghakyan, 2011). Experts declare that, as referred to cultural awareness and competence development, it is an urgent task "to help move the individual from cultural embeddedness - a normal ethnocentrism - towards appreciation of the importance of understanding and working with the perspectives of people from other cultures … moving towards cultural awareness, developing cultural sensitivity, and understanding the bases from which you may develop cross-cultural competence" [Winkelman, 2018, p. i]. It should be emphasized that cultural knowledge, on which such notions as cultural awareness and cultural sensitivity, as well as cultural competence are based, is supposed to be understood in the broader sense of the word, as this phenomenon comprises not only issues that belong to the cultural background of a certain linguo-cultural community but, in terms of interaction between language and culture, covers linguistic representations of the phenomena in question that refer to the domain of a linguistic sign cultural experience, for language is used to embody, express and symbolize cultural reality.

The approach to cultural knowledge as the domain of cultural concepts representation helps to penetrate into the sphere of human consciousness and mechanisms of cultural and conceptual meaning transfer from one culture to another on the basis of intercultural competence and corresponding skills application, including realization of linguistic meaning potential (Bracaj, 2015; Deardorff, 2009; Geeraerts, 2006; Holden & Kortzfleisch, 2004).

The boundaries between cultural knowledge, or 'knowledge of the world', and linguistic knowledge, considered both from the theoretical and practical points if view, i.e. as the knowledge of the basic regularities and concepts within the domain of language, as well as language skills application, are sometimes subtle and so far present "unresolved analytical problems" [Keesing, 1979, p. 14], as culture should be regarded in terms of cognitive phenomena and the interaction of cognitive systems of communicants, represented at the discourse level, where knowledge of the world is actualized [Keesing, 1979; Van Dijk, 2014]. Otherwise stated, intercultural and cross-cultural communication issues comprise "the integrity of cognitive, communicative and cultural skills that represent the ability of a human being to take part in various kinds of interactions with representatives of other cultures, which leads to appropriate results and desired purposes achievement on the part of all the communicants in question. In case of successful and effective communication both social and linguistic behavior of the interlocutors should meet the expectations of the representatives of cultures under consideration, based on a high level of cultural awareness and language proficiency" [Vishnyakova & Vishnyakova, 2020, p. 22].

Due to the spread of English as an international language special attention should be given to its role and status within the domain of intercultural communication. S. L. McKay states that “a language cannot be linked to any one country or culture; rather it must belong to those who use it. Hence, the typical relationship between culture and language needs to be re-examined” (McCay, 2002). In educational, scientific, business and other professional and social circles English is used extensively as the means for communication, and thus, the problem of communicative culture and communication styles adaptability as well as the problems of intercultural awareness, sensitivity and cultural competence development on the basis of English come into being (Crowther & , 2017; Savage, 2018).

The situation becomes further complicated as English like any other language is characterized by its own conceptual basis as well as linguistic consciousness specificity, closely connected with the long history of the particular worldview formation process. In spite of the extensive discussion and new English varieties and approaches presentation (Goddard & Wierzbicka, 2018), it is not only providing information on cultural behaviour, cultural knowledge and cultural artifacts that is by no means significant, but also values, expectations, attitudes and beliefs of the host culture, which needs a new approach based on keeping an open mind and trying to penetrate into at least partially into of its domain. It should be mentioned in this connection that particular methods and techniques have been elaborated for teaching cultures, which include a sphere of interculturality creating, teaching culture as difference (McKay, 2002), teaching values, with taking global cultural flows into special consideration (Shennan, 1991; Singh & Doherty, 2004).

Thus, very much depends on particular approaches and goals of learning, and individual predilections of learners, as “learning about another culture does not necessarily mean that one must accept that culture” (McKay, 2002, p.84). At the same time cultural awareness and intercultural competence development is based first and foremost on the ability to respect other cultures and to use cultural knowledge to implement successful intercultural communication. Cultural knowledge as referred to intercultural communication issues helps to explain and understand similarities and differences between cultures, acquire necessary communicative skills and provides access to successful communication on the basis of cultural sensitivity and cultural awareness.

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Revisiting the Syntactic Derivation of English Split Questions

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Abstract
This article argues that an English Split Question consists of two parts, a *wh*-question and an *it*-cleft. The former serves as a topic and is located in [Spec, TopP] and the latter as a comment and is in the complement position of Top. In the first part, the *wh*-phrase moves from its base position within TP to [Spec, CP] for the purpose of typing the clause as WH-interrogative. The second part has an underlying structure of 'Is it X that-clause', where X is put into focus and receives a focus interpretation and 'that-clause' expresses presupposition. In order to highlight the focused X of a cleft, the expletive *it*, the auxiliary *be* and the presupposition are all deleted at Phonetic Form, thus deriving a well-formed split question.
Key words: *split questions, movement, deletion, focus, cleft.*

INTRODUCTION

In an English split question (SQ), a *wh*-part is followed by a tag, which is shown in the following example:

(1) *What* did Mary buy, *an apple*?

Phonologically, there is an intonation break between the *wh*-part and the tag; orthographically, the two parts are separated by a comma. In the second part, the tag, apart from being a single NP, can also appear in the form of two NPs linked by a coordinator *or* or in the form of a Complementizer Phrase / CP, as illustrated in (2):

(2) a. *What* would you like to eat, [$_{NP}$ *beef*] *or* [$_{NP}$ *fish*]?

b. *What* does Lucy believe, [$_{CP}$ *that she is more beautiful than Mary*]?

In an SQ, the tag usually serves as a correlate of the *wh*-phrase in the first part and provides a possible answer to the *wh*-interrogative. Besides, an SQ is interpreted as a yes-no question and accordingly a possible answer to it has to be either affirmative or negative just as the one required by an ordinary yes-no question. Furthermore, when the tag is represented as 'NP or NP', a possible answer is restricted to one of the NPs.

In addition to the *wh*-phrase *what*, other *wh*-phrases, such as *who*, *when*, *why*, *where*, can also be found in an SQ, as shown in (3).

(3) a. *Who* broke the window, *Mary*?

b. *When* / *Where* / *Why* did John buy the book, *yesterday* / *at the bookstore* / *because he lost the old one*?

In the literature, linguists (López-Cortina 2003, 2009; Ha 2010; Lee 2011; Sohn 2011; Botteri 2015; Wang & Han 2018a, etc.) have attempted to analyze the internal structure and the syntactic derivation of split questions, but those researches mainly focused on Italian, Spanish and Korean, and English split questions have not received much attention. Although Camacho (2002) and Arregi (2010) have discussed split questions in Spanish and English, some issues still remain unaccounted for. In this article, we intend to provide a principled explanation of the internal structure of English split questions and of the syntactic positions and functions of *wh*-phrases and NPs as well. We will first discuss English split questions with an 'NP' tag, analyze its internal structure and syntactic derivation, and then extend the relevant explanation to similar constructions whose second parts are represented as a 'NP or NP' or a 'CP'.

The organization of this article is as follows. Section 2 introduces the two existing approaches to English split questions and analyzes their weaknesses. Section 3 proposes our approach and provides supporting evidence from syntax. Furthermore, we attempt to extend our analysis to the explanation of SQs whose second parts are represented as a 'NP or NP' tag or a 'CP' tag, respectively. Section 4 summarizes and concludes this article.

TWO EXISTING APPROACHES

Currently, there are two approaches to the interpretation of an SQ in the literature, one being the monoclausal approach (Camacho 2002) and the other being the biclausal approach (Arregi 2010). Although both approaches have provided an account of the syntactic derivation and representation of an SQ, there are issues that still require further analysis.

The monoclausal approach

Camacho (2002) argues that an SQ is composed of a single CP where the *wh*-phrase is base-generated within the Tense Phrase / TP and the 'NP' adjoins to and linearly follows it. The *wh*-phrase undergoes overt movement from its base-position to the specifier of CP / [Spec, CP] and leaves a copy behind. Thus, the derivation of an SQ can be briefly illustrated in (4):

(4) [$_{CP}$ *What$_i$* did [$_{TP}$ Mary [$_{VP}$ buy [$_{NP1}$ t_i [$_{NP2}$ *an apple*]]]]]?

Camacho further suggests that *wh*-phrases in an SQ are not *wh*-operators[52]. In other words, an SQ can only be interpreted as a yes-no question rather than a *wh*-question even though it contains a *wh*-phrase. Nevertheless, *wh*-phrases still undergo overt movement in an SQ. Therefore, a *wh*-phrase moves overtly from within TP to [Spec, CP] and such a movement strictly obeys Island Constraints[53] (Ross 1969).

Although the monoclausal approach has provided a reasonable account of the overt movement of *wh*-phrases, it has failed to explain other aspects of SQs.

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[52] This term is used in syntax to denote interrogative and negative expressions which have the syntactic properties that they trigger auxiliary inversion, as in '*What* have you done?', and allow a polarity item like partitive or existential *any* to occur in their scope, as in '*Nothing* can anyone do.'. In the case of interrogative operators, they can be lexical, such as *wh*-phrases in partial questions, or covert, as in the case of yes-no questions.

[53] The Island Constraint means if a *wh*-phrase moves across a syntactic island, such a movement will violate a relevant island constraint, thus rendering the derived sentence ungrammatical.

First, the monoclausal approach cannot properly explain how the theta-role of the 'NP' tag is assigned. According to the Theta Criterion[54] (Chomsky 1981), an argument or a nominal expression has to be assigned a proper theta role; otherwise the relevant sentence is unacceptable. However, the assignment of theta roles cannot be properly accounted for under the monoclausal approach.

(5) *What*$_i$ did [$_{TP}$ Mary buy t_i, [$_{NP}$ *a magazine*]]?

The theta roles and grammatical functions of the *wh*-phrase *what* and the 'NP' *a magazine* are closely associated with the predicate *buy*. In the spirit of the monoclausal approach, the *wh*-phrase *what* is base-generated within TP, serving as an internal argument of the predicate *buy*, and the 'NP' *a magazine* adjoins to and linearly follows it. However, even though the two-place predicate *buy* is capable of assigning two theta roles[55], it cannot assign the theta role of THEME to the *wh*-phrase *what* and the 'NP' *a magazine* simultaneously. The reason is that after the predicate *buy* has assigned the theta role of THEME to the *wh*-phrase *what*, it can no longer assign the same theta role to the 'NP' *a magazine*. The only theta role that the predicate is still capable of assigning is that of AGENT which is then assigned to its external argument NP argument *Mary*. Such being the case, the 'NP' *a magazine* did not receive any theta role and the whole sentence is unacceptable due to the violation of Theta Criterion. However, (5) is still grammatical, which means that the 'NP' *a magazine* does have a theta role (THEME). Therefore, how the 'NP' is theta-marked has to be properly explained.

Second, the monoclausal approach claims that the *wh*-phrase in an SQ is a non-*wh*-operator which means that an SQ can only have an interpretation of a yes-no question rather than that of a *wh*-

[54] Theta Criterion

a. Each argument is assigned one and only one theta role.

b. Each theta role is assigned to one and only one argument.

[55] Specifically, the theta role of THEME is assigned to the internal argument and the theta role of AGENT to the external argument.

question. In most cases, a *wh*-phrase in English is considered to be an interrogative operator and it moves to [Spec, CP] in order to check the strong interrogative feature of C and type the clause as being interrogative (Cheng 1991), while in a yes-no question, the [Spec, CP] is occupied by a covert non-*wh*-operator which types the clause as being a yes-no question. Admittedly, an SQ is indeed interpreted as a yes-no question, but the claim that the interpretation results from the *wh*-phrase being a non-*wh*-operator is not theoretically nor empirically reliable, because *wh*-phrases are normally regarded as *wh*-operators and they are capable of typing clauses as interrogatives. Thus, the interpretation of an SQ requires further explanation.

Third, the monoclausal approach predicted that the position of the 'NP' is determined by the position of the *wh*-phrase. In other words, when the *wh*-phrase is an internal argument of the predicate, the 'NP' follows the predicate, while the *wh*-phrase is an external argument, the 'NP' precedes the predicate. However, as is shown in (6), the position of the 'NP' is invariably final regardless of the position of the *wh*-phrase.

(6) a. *What$_i$* did Tom buy t$_i$, *an apple*?
b. **Who$_i$* t$_i$ *Tom* won the MVP Award?
c. *Who$_i$* t$_i$ won the MVP Award, *Tom*?

The biclausal approach

Arregi (2010) argues that an SQ consists of a *wh*-part and a tag and that the two parts are separate sentences, with the former being interpreted as a *wh*-question and the latter a non-*wh*-question. Specifically, in the *wh*-part, the *wh*-phrase moves to [Spec, CP] to check the strong interrogative feature of C and type the clause as being interrogative; in the second part, the 'NP' tag undergoes focus movement to [Spec, CP] and the complement of C, namely TP, is deleted at Phonetic Form (PF), thus stranding the remnant 'NP'. Accordingly, the derivation of an SQ can be roughly illustrated as in (7):

(7) a. *What* did Mary buy, *a magazine*?

b. [$_{CP1}$ *What$_i$* did [$_{TP1}$ Mary [$_{VP1}$ buy t$_i$]]], [$_{CP2}$ [$_{NP}$ *a magazine*]$_j$ **[$_{TP2}$ Mary [$_{VP2}$ bought] t$_j$]]**[56]?

In the above example, the first part serves as an antecedent for the second part, while the 'NP' *a magazine* in the second part serves as a correlate[57] of the *wh*-phrase *what* in the first part. Therefore, the *wh*-phrase and the 'NP' exhibit connectivity effects. In other words, when the *wh*-phrase is an internal argument of the predicate in the first part, the 'NP' functions as an internal argument of the same predicate in the second part, as shown in (8b). Likewise, when the *wh*-phrase is an external argument, so is the 'NP' in the second part, as exemplified in (8d):

(8) a. *What* did Mary buy, *a magazine*?

b. [$_{CP1}$ *What$_i$* did [$_{TP1}$ Mary [$_{VP1}$ buy t$_i$]]], [$_{CP2}$ [$_{NP}$ *a magazine*]$_j$ **[$_{TP2}$ Mary [$_{VP2}$ bought] t$_j$]]**?

c. *Who* broke the window, *Mary*?

d. [$_{CP1}$ *Who$_i$* [$_{TP1}$ t$_i$ [$_{VP1}$ broke [$_{NP1}$ the window]]]], [$_{CP2}$ [$_{NP}$ *Mary*]$_j$ **[$_{TP2}$ t$_j$ [$_{VP2}$ broke [$_{NP2}$ the window]]]]**?

Comparatively speaking, the biclausal approach is preferred over the monoclausal approach in the following three aspects. First, the assignment of the theta roles of both the *wh*-phrase and the 'NP' can be properly explained by the biclausal approach. Specifically, the *wh*-phrase is base-generated within TP and is assigned a theta role by the predicate in the first part. Since the first part serves as an antecedent for the second part, the latter has a similar syntactic structure as that of the first part except that the argument of the predicate in the first part is realized by a *wh*-phrase while the argument of the same predicate in the second part is realized by an 'NP'. Therefore, the 'NP' is assigned the same theta role as that of

[56] The **outline** font marks the constituents which are deleted and hence receive a null spellout in the PF component.

[57] The NP tag sometimes does not serve as a correlate of the *wh*-phrase, such as *who cooked the meal, the meal?* Although the second part requires special contexts, the SQ is grammatical. However, this is irrelevant to our discussion at hand.

the *wh*-phrase by the predicate in the second part. After the ‘NP’ has undergone focus movement to [Spec, CP], the complement of CP, namely TP, is deleted at PF, thus generating a well-formed SQ.

Second, Arregi states that the *wh*-phrase in the *wh*-part is indeed a *wh*-operator which moves overtly to [Spec, CP] and types the clause as being an interrogative. Moreover, the second part involves the focus movement of the ‘NP’ to [Spec, CP] and a subsequent deletion of all the constituents that follow the ‘NP’ at PF. He further posits that an SQ is only interpreted as a yes-no question whose interpretation is determined by the second part. Particularly, the form of the source of the tag determines the possible felicitous answers to an SQ. If the source of the tag is a yes-no question, the answer has to be *yes* or *no*; if the source of the tag is an alternative question, the answer has to be one of the alternatives provided in the tag.

Third, Camacho (2002) points out that the position of the ‘NP’ tag in an SQ is determined by that of the *wh*-phrase. However, Arregi (2010) argues that the position of the tag has nothing to do with the position of the *wh*-phrase and its position is invariably final, as shown in (9):

(9) a. *What* did Mary eat, *an apple*?

b. *Who* loves John, *Lucy*?

Although the biclausal approach has advantages over the monoclausal approach, it still faces challenges. Generally speaking, an ‘NP’ can always stay in-situ and receive a focus interpretation by means of phonological prominence or stress. This is one of the ways that is usually adopted to realize unmarked-focus in English, as illustrated in (10):

(10) *What* did Mary cook, did Mary cook *noodles*?

Even though the ‘NP’ *noodles* received a focus interpretation in its base position, (10) cannot be regarded as an SQ because its second part still contains other constituents apart from the ‘NP’, such as *did*, *Mary* and *cook*. Therefore, Arregi further assumes that the ‘NP’ *noodles* undergoes focus movement to [Spec, CP] in the second part and that in a yes-no question, C contains three features, namely [+Q], [+Foc] and [E]. Concretely, [+Q] stands for the interrogative feature and indicates that the sentence is a yes-no question; [+Foc] refers to focus feature which triggers the movement of an 'NP' to [Spec, CP]; [E] refers to ellipsis feature which issues an instruction not to parse its complement at PF. As a result, the second part involves the focus movement of the 'NP' to [Spec, CP] and a subsequent deletion of all the other constituents that follow the 'NP' at PF, thus generating a well-formed SQ as in (11):

(11) [$_{CP1}$ *What$_i$* did [$_{TP1}$ Mary [$_{VP1}$ cook t$_i$]]], [$_{CP2}$ [$_{NP2}$ *noodles*]$_j$ **[$_{TP2}$ Mary did [$_{VP2}$ cook] t$_j$]]**?

However, the [+Q] feature, apart from being capable of typing the clause as a yes-no question, can also trigger auxiliary inversion from T to C. Accordingly, when the complement of C, namely TP, is deleted at PF, both the 'NP' and the auxiliary should be contained in the remnant structure because both of them are under the maximum projection of CP. However, such a derived structure is ill-formed, as described in (12a); only when the auxiliary is deleted along with the TP can the ill-formed structure be remedied, as illustrated in (12b).

(12) a. *[$_{CP1}$ *What$_i$* did [$_{TP1}$ Mary [$_{VP1}$ cook t$_i$]]], [$_{CP2}$ [$_{NP2}$ *noodles*]$_j$ did **[$_{TP2}$ Mary [$_{VP2}$ cook] t$_j$]]**?

b. [$_{CP1}$ *What$_i$* did [$_{TP1}$ Mary [$_{VP1}$ cook t$_i$]]], [$_{CP2}$ [$_{NP2}$ *noodles*]$_j$ **did [$_{TP2}$ Mary [$_{VP2}$ cook] t$_j$]]**?

However, the problem of this operation is that since the 'NP' and the auxiliary are both under the maximum projection of CP and if we stick to the constrained theory of ellipsis where only constituents can be deleted (Jayaseelan 2000, Lasnik 1999, Merchant 2004), both the auxiliary and the 'NP' should be the targets for ellipsis at PF. As a result, such an operation will not derive an SQ but an interrogative sentence, as exemplified in (13).

(13) [$_{CP1}$ *What$_i$* did [$_{TP1}$ Mary [$_{VP1}$ cook t$_i$]]], **[$_{CP2}$ [$_{NP2}$ *noodles*]$_j$ did [$_{TP2}$ Mary [$_{VP2}$ cook] t$_j$]]**?

OUR ANALYSIS

We agree with Arregi (2010) in that the first part of an SQ is interpreted as a *wh*-question where the *wh*-phrase moves from its base position within TP to [Spec, CP] and types the clause as being an interrogative. However, in this article, we argue that the second part of an SQ does not derive from an ordinary non-*wh*-question. Instead, it is derived from an underlying structure of an it-cleft. Specifically, the basic form of the second part is represented as 'Is it X that-clause' whose fixed structure is used to realize marked-focus in English where 'X'[58] is put into focus and receives a focus interpretation. 'That-clause' is a presupposition whose background information is provided by its antecedent in the first part. Since the source of the tag in the second part has a basic structure of 'Is it X that-clause', it has an interpretation of a non-*wh*-question, thus making it possible for the SQ to be interpreted as a non-*wh*-question as well. In other words, the answer to the SQ must be either affirmative or negative. Moreover, since 'that-clause' carries old information and the expletive *it* and the auxiliary *be* do not express concrete semantic meanings, all these constituents are deleted at PF in order to highlight the focused constituent in this fixed structure, namely X, thus deriving a well-formed SQ.

Furthermore, in the spirit of Cartographic Approach (Rizzi 1997, Cinque 1999, Radford 2018), CP is split into Force Phrase / ForceP, Topic Phrase / TopP, Focus Phrase / FocP and Finiteness Phrase / FiniteP. We argue that the first part in an SQ serves as a topic and is located in [Spec, TopP] and that the second part serves as a comment and is situated in the complement position of the head of TopP. Therefore, the underlying structure of an SQ is briefly shown in (13) by omitting other details.

(13) [$_{\text{ForceP}}$ [$_{\text{TopP}}$ [$_{\text{CP}}$ What$_i$ did$_j$ Mary t_j buy t_i]], Top [$_{\text{FocP}}$ [$_{\text{Foc}}$ is$_h$][$_{\text{FiniteP}}$ [$_{\text{TP}}$ it t_h [*an apple*]$_k$ [$_{\text{CP}}$ t_{k2} that [$_{\text{TP}}$ John bought t_{k1}]]]]]]?

[58] 'X' refers to the focused constituent in this fixed structure, such as an 'NP', an 'NP or NP', or a 'CP'.

Section 3.1 analyzes the syntactic aspects of an SQ, particularly the internal structure of the second part, the structural relationship between the *wh*-question and the non-*wh*-question and the licensing mechanism of ellipsis in the second part. Section 3.2 extends our analysis to other types of SQ whose second part contains a remnant ‘NP or NP’ or a ‘CP’.

Syntax

In this section, we attempt to discuss the syntactic aspects of an SQ by analyzing the internal structure of the source of the tag, the structural relationship between the *wh*-question and the non-*wh*-question and the licensing mechanism of ellipsis in the second part.

The internal structure of the second part

According to our assumption, the second part of an SQ is derived from an underlying structure of an it-cleft. The fixed structure of an *it*-cleft is represented as ‘It is X that-clause’ which is used to realize marked-focus in English. In other words, the constituent that appears in the position of X is focused. According to Huddleston & Pullum (2005), under normal circumstances, a subject, an object, or other adjuncts that are associated with time, place, purpose, manner, condition, or reason, can appear in the focus position and receive a focus interpretation, as exemplified below.

(14) John bought a book for Lily on Saturday.

(15) a. It is *John* that bought a book for Lily on Saturday.

b. It is *a book* that John bought for Lily on Saturday.

c. It is *for Lily* that John bought a book on Saturday.

d. It is *on Saturday* that John bought a book for Lily.

Furthermore, Dékány (2010) suggests that the focused constituent in an it-cleft displays connectivity effects; specifically, it has properties that are licensed in a position within the ‘that-clause’. For example, a reflexive in the focused position may be bound by an element with the ‘that-clause’, even though the reflexive is higher up in the structure than the ‘that-clause’.

(16) It was herself$_i$ that Mary saw$_i$ in the mirror.

In addition, the 'that-clause' in an it-cleft expresses a presupposition which contains information that has already been mentioned in the previous discourse and its truth value is normally not affected when the containing construction is negated, as shown in (17):

(17) a. It is a book that John bought for Lily on Saturday.

b. It is*n't* a book that John bought for Lily on Saturday.

(17a) expresses a presupposition *John bought something for Lily on Saturday*, while in (17b), though the containing construction is negated, the presupposition remains the same.

Moreover, Quirk et al. (1985) states that an *it*-cleft can not only be used in a declarative sentence but also be extended to interrogatives, exclamations and subordinate clauses, as illustrated in (18).

(18) a. Was it *for this* that we suffered and toiled?

b. *Who* was it that interviewed you?

c. *What a glorious bonfire* it was that you made!

d. He told me that it was *because he was ill* that they decided to return.

Accordingly, we assume that the second part of an SQ is based on an *it*-cleft whose underlying structure is represented as 'Is it X that-clause'. Such a structure is naturally interpreted as a non-*wh*-question and the answer to it has to be either affirmative or negative, just as the one required by an ordinary yes-no question.

However, this structure so far cannot satisfy the requirement that only the 'NP' tag is spelled out at PF while all the other constituents are not. In the next two parts, we will first discuss the structural relationship between the *wh*-question and the non-*wh*-question and then analyze the licensing mechanism of ellipsis in the second part.

The structural relationship between the wh-question and the non-wh-question

According to our analysis, we assume that the *wh*-question functions as a topic and is located in [Spec, TopP] and the non-*wh*-question serves as a comment and is situated in the complement position of the head of TopP. One of the anonymous reviewers has pointed out that it is rather counterintuitive to have a *wh*-question as a topic. This is because a *wh*-question always seeks new information, while the literature abounds with examples of topics conveying given or old information. However, since Paul (2015:195) has argued that topics can convey given and new information alike and are not associated with a particular informational value, it is possible to assume that a wh-question can occur in [Spec, TopP].

Furthermore, our assumption made in this article is that the *wh*-part serves as an antecedent clause for the non-*wh*-question. Therefore, the 'that-clause' in the latter which expresses a presupposition has a similar syntactic structure as that of the antecedent clause. Besides, the focused constituent in the comment conveys new information and it also functions as a correlate of the *wh*-phrase and provides a possible answer to the *wh*-question, thus satisfying its interrogative property. In other words, the *wh*-question and the non-*wh*-question are not independent but they are structurally related.

(19) a. What did Mary buy, *an apple*?

b. [$_{ForceP}$ [$_{TopP}$ [$_{CP}$ What$_i$ did$_j$ Mary t$_j$ buy t$_i$]], Top [$_{FocP}$ [$_{Foc}$ is$_h$][$_{FiniteP}$ [$_{TP}$ it t$_h$ [*an apple*]$_k$ [$_{CP}$ t$_{k2}$ that [$_{TP}$ John bought t$_{k1}$]]]]]]?

In (19), the *wh*-question *what did Mary buy* occurs in [Spec, TopP] and conveys a presupposition that Mary bought something. Since the first part serves as an antecedent clause for the second part, the 'that-clause' has a similar structure *Mary bought something*. In addition, the focused constituent *an apple* in the second part serves as a correlate of the *wh*-phrase *what* and provides a possible answer to it. Specifically, both the *wh*-phrase and the focused constituent are understood as the object and theme argument of the verb *buy*.

The licensing mechanism of ellipsis

Since the second part of an SQ has the basic form of ‘Is it X that-clause’, the subject is invariably *it* which is regarded as a non-referential pronoun and its referent is getting bleached. This is in contrast to a referential pronoun which refers to a specific entity, as exemplified in (20):

(20) a. *It* is John that bought a present for Lily on Saturday.

b. I bought a book yesterday and *it* was very expensive.

In (20a), the non-referential pronoun *it* does not carry any concrete meaning and is required in order to satisfy the Extended Projection Principle in that every sentence must have a subject, while in (20b), the referential pronoun *it* refers to a specific entity mentioned in a previous discourse, namely, *the book that I bought yesterday*.

Furthermore, Lambrecht (2001) views the complex *it is* as a focus marker and it introduces the focused constituent. The presupposition carries given information that is provided by the antecedent clause. Therefore, for the purpose of highlighting the focus of this structure, all these constituents can be deleted at PF. Although what has been deleted is not a continuous constituent, the non-constituent deletion (Den Dikken *et al*. 2000; Wang & Han 2018b) is still feasible and acceptable because its utmost priority is to highlight the focus of the structure and it also conforms to the economy principle in that “both derivations and representations are required to be minimal, with no superfluous steps in derivations and no superfluous symbols in representations (Chomsky 1995:92)”.

(21) [$_{CP}$ [*What*]$_i$ [$_C$ did]$_j$ [$_{TP}$ John [$_T$ t_j] buy t_i], [*an apple*?]]

In the first part, the *wh*-phrase *what* moves from its base position to [Spec, CP] in order to type the clause as interrogative and the auxiliary *did* has also undergone head movement from T to C. Moreover, since the *wh*-part serves as an antecedent clause and provides background information for the second part, the ‘NP’ *an apple* is located in the focus position of the fixed structure ‘Is it X that-clause’, as illustrated in (22):

(22) *What$_i$* did$_j$ John t$_j$ buy t$_i$, is it *an apple* that John bought?

Given that the presupposition carries given information which is provided by its antecedent clause and that the subject *it* and the auxiliary *be* do not have concrete meanings, all these constituents can be deleted at PF in order to highlight the focused ‘NP’ *an apple*, thus deriving a well-formed SQ, as shown in (23).

(23) *What$_i$* did$_j$ John t$_j$ buy t$_i$, **is it** *an apple* **that John bought**?

Furthermore, the feasibility and acceptability of the ellipsis operation can be supported by the evidence from Focus Condition on Ellipsis (Merchant 2001) and Discontinuous Spellout or Split Spellout[59] (Radford 2009:190).

According to the Focus Condition on Ellipsis, a constituent can be deleted if and only if it is e-given. The concept of e-givenness[60] was first proposed by Schwarzschild (1999).

(24) a. *Who* does Mary love, *John*?

b. *Who* does Mary love, **is it** *John* **that Mary loves**?

For ease of exposition, we use A to represent the first part and E to represent the second part. Through Ǝ-type shifting, the focus-closure of A can be described as ‘Focus-closure (A)= Ǝx. Mary loves x’ which means there exists an x and such that x refers to a person. Since the *wh*-part serves as an antecedent for the second part, the latter has the underlying structure ‘Is it John that

[59] Discontinuous spellout or split spellout arises when part of a moved phrase is spelled out in the position in which it originates, and the remainder in the position in which it ends up – as in ‘*How much* do you believe *of what he said*?,’ where the *wh*-phrase *how much of what he said* moves to the front of the sentence, with *how much* being spelled out in the position it moves to, and *of what he said* being spelled out in the position in which it originates.

[60] E-given or ellipsis-givenness refers to the concept that a constituent E can be deleted if and only if it has a salient antecedent A and through Ǝ-type shifting E entails the focus-closure of A and A entails the focus-closure of E.

Mary loves'. Accordingly, the focus-closure of E can be expressed as 'Focus-closure (E)= Ǝx. Mary loves x' which also means there exists an x and such that x refers to a person. Given that A entails the focus-closure of E and E entails the focus-closure of A, Focus Condition on Ellipsis is satisfied and the relevant constituents in the second part can be deleted at PF.

Moreover, Radford (2016:499) argues that discontinuous spellout or split spellout is possible in English, as shown in (25):

(25) a. *What hope* could there be *of finding any survivors*?

b. *What hope* ***of finding any survivors*** could there be ***what hope*** *of finding any survivors*.

The Quantifier Phrase (QP) *what hope of finding any survivors* is base-generated in the complement position of the verb *be* and then a copy of this QP is moved to [Spec, CP]. If we only take the spellout of QP into consideration, then the discontinuous constituent *what hope* is spelled out at the head of the movement chain and *of finding any survivors* at the foot, thus generating the well-formed sentence in (36).

So far, the non-constituent deletion (Den Dikken *et al*. 2000), the Focus Condition on Ellipsis (Merchant 2001) and the Discontinuous Spellout (Radford 2009:190) have together provided supporting evidence for the ellipsis operation in deriving a well-formed SQ. Moreover, as argued in An (2016), although syntax initially determines what is to be deleted, it is not a requirement on PF deletion per se. Accordingly, we might assume that PF which is a component that determines linear order can independently allow what is to be deleted to form a discontinuous constituent. In the case of the derivation of an SQ, the deletion operation will target all the parts in an it-cleft except the focused X for the purpose of highlighting the marked-focus, thus deriving a well-formed SQ.

Remnant 'NP or NP' or 'CP'

In this part, we attempt to extend our analysis to the explanation of other types of SQs whose second parts are represented as a 'NP or NP' or a 'CP'.

Han & Romero (2004) pointed out that there is a possibility in an alternative question that two 'NPs' which are linked by a coordinator *or* might not be a continuous constituent. Specifically, each 'NP' might belong to a different clause where other constituents except the 'NP' have undergone an ellipsis operation, as illustrated in (26):

(26) a. Did John eat beans or rice?

b. Did John eat [beans or **did John eat** rice]?

Accordingly, it is reasonable to assume that in an SQ where the second part is represented as 'NP or NP' the remnant part is derived from an alternative question which contains two coordinated elements linked by *or* and each coordinated element is based on an *it*-cleft in which 'NP' appears in the focus position. A subsequent deletion of the subject *it*, the verb *be* and 'that-clause' in each coordinated construction derives an SQ whose second part has a remnant 'NP or NP'.

Furthermore, in a fragment sentence, an 'NP' or other phrases can be regarded as semantically equal to a proposition and denote an assertion.

(27) John: What did Lucy buy?

Mary: A book.

Bill: A book or a dictionary?

According to Merchant (2004), on the surface, Mary's reply in (27) seems to be an isolated 'NP', but it actually expresses the same proposition as a complete CP *Lucy bought a book*. Likewise, Bill's reply in (27) is semantically equal to a proposition *Did Lucy buy a book or (did Lucy buy) a dictionary*. Therefore, the 'NP' *a book* and the 'NP or NP' *a book or a dictionary* both express certain forces, with the former expressing a declarative force and the latter an interrogative force. Since there is a one-to-one mapping between a specific semantic structure and a syntactic structure and the force is expressed by the head C of CP, the ‘NP’ or the ‘NP or NP’ actually belongs to the maximum projection headed by C and regarded as a complete CP. What’s so special about these structures is that only the ‘NP’ or the ‘NP or NP’ is spelled out at PF, while all the other constituents are not. It’s obvious that the deletion operation hinges on the syntactic structure in the previous discourse. However, not any random ‘NP’ or ‘NP or NP’ can be regarded as a CP. Only when the relevant structure expresses a certain force, either declarative or interrogative, can they be deemed as a complete CP; otherwise they are simply regarded as isolated ‘NP’ or ‘NP or NP’.

Based on the above analyses, in an SQ where the second part is a remnant ‘NP or NP’, the second part is derived from two CPs linked by *or* because each ‘NP’ expresses a certain force and, as a result, each NP is regarded as a complete CP which expresses a proposition. Each CP is based on an *it*-cleft with ‘NP’ being put into the focus position and a subsequent deletion of the subject *it*, the verb *be*, and ‘that-clause’ will derive an SQ which is represented as ‘NP or NP’. In an SQ where the second part is a remnant ‘CP’, the second part is also derived from an *it*-cleft which has an underlying structure ‘Is it CP that-clause’ and a similar ellipsis operation will generate an SQ whose second part is a remnant ‘CP’.

(28) *Who* did Mary meet last night, *Lily* or *Lucy*?

A natural answer to (28) should be either ‘Lily’ or ‘Lucy’. In other words, the tag, which is represented as ‘NP or NP’, provides a possible answer to the *wh*-part and restricts the answer to one of the ‘NP’s. Since the second part has an underlying form of ‘Is it Lily that Mary met last night or is it Lucy that Mary met last night’, before the deletion operation takes place the structure of the SQ is expressed as in (29):

(29) *Who* did Mary meet last night, is it Lucy that Mary met last night or is it Lily that Mary met last night?

Given that the *wh*-part serves as an antecedent for the second part, it can provide background information for the presupposition.

Furthermore, considering that the subject *it* and the verb *be* do not carry concrete meaning, they are deleted at PF, thus deriving a well-formed SQ.

(30) *Who* did Mary meet last night, **is it** *Lucy* **that Mary met last night** *or* **is it** *Lily* **that Mary met last night**?

Similarly, our analysis can also be extended to an SQ where the tag is a 'CP', as shown in (31):

(31) *Why* is John so angry, *because he has quarreled with his friend*?

The second part, which is a 'CP', is put into the focus position of an *it*-cleft which has an underlying form of 'Is it because he has quarreled with his friend that John is so angry'. Since the second part is interpreted as a yes-no question, the SQ should accordingly be interpreted as such. Therefore, a natural answer to the SQ should be either affirmative or negative. At PF, the expletive *it*, the verb *be* and the presupposition are all deleted, leading to a well-formed SQ, as illustrated in (32):

(32) *Why* is John so angry, **is it** *because he has quarreled with his friend* **that John is so angry**?

SUMMARY AND CONCLUSION

In this article, we have analyzed the syntactic derivation of English split questions. As a first step, we have reviewed the existing approaches to the analysis of an SQ and have analyzed their weaknesses. We argued that an SQ consists of two parts. In the first part, the *wh*-phrase moves to [Spec, CP] and the clause is interpreted as a *wh*-question. The second part is an *it*-cleft which has an underlying structure of 'Is it X that-clause' and it is thus interpreted as a yes-no question. We outlined a syntactic configuration where the *wh*-question is located in [Spec, TopP] and functions as a topic and the non-*wh*-question occurs in the complement of the head of TopP and serves as a comment where the remnant X is in a focus position and receives a focus interpretation. We provided further evidence from phonology, semantics and syntax to our analysis that the two parts are not independent but they are structurally related. We also claimed that an *it*-cleft is usually used to highlight a certain constituent in a sentence. When used individually, its fixed structure has to be fully represented. However, when background information is provided in the previous discourse, the deletion of the subject *it*, the verb *be* and the presupposition will have the advantage of reducing structural and informational redundancy for the purpose of obeying the economy principle to the greatest extent and, accordingly, deletion is then preferred.

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Correlation of Key Words in PRC Ideological Texts

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Abstract
The article presents the text analysis of the two volume`s booklet “Key Words to Understand China”. It is one of the important documents defining the peculiarities of China's influence on foreign audiences in the field of ideology. The frequency of words in the text, their correlation determines the basis for interpreting the meaning of China's messages to the outside world. The relevance of such studies is obvious, since, along with the rise of its economic power, China is steadily expanding ideological presence in the global media space, offering its own model of socio-economic development – “Socialism with Chinese Characteristics in the New Era.”
Key words: *China, Ideology, Keywords, Frequency, Correlation, Hermeneutics.*

Over the past decade Chinese propaganda activity has been driven mainly by two factors: China's growing economic power and the ambitions of its leader, President Xi Jinping. The relationship between these two factors can be characterized by the obvious assumption that economic success strengthens Xi's credibility as a successful leader, both domestically and abroad, while fueling his personal confidence that the chosen course of development is the right one.

These basic factors produce additional new circumstances. In particular, China's approach to the economic level of the United States created a situation of “Thucydides' trap” and initiated a trade war between the two countries. Western countries are ambivalent about the authoritarian elements of Chairman Xi's leadership style. Certain harsh statements by Chinese officials addressed to foreign journalists can lead to conflict situations in the media space of partner countries.

In this regard, a number of new characteristics of China's propaganda emerged over the past decade. In particular, it is assumed that the increased activity and assertiveness of this propaganda activity indicates that China is gradually moving away from positioning itself as a developing country of the “second echelon” and is trying to establish itself as a state comparable in power and influence to the United States. Examples include the global network of Confucius institutions, the creation of the China Global Television Network (CGTN), the development of multilingual media portals, and the use the super modern, innovative information and communication technologies.

In fact, these processes are objective, largely predictable. It is determined by the natural logic of largely uncompromising rivalry between the two leading economies. Another reanimation of the very old, trite, stereotype thesis of "Chinese threat" is also predictable. As an example we can cite the recent statement made by the director of national intelligence, John Ratcliffe, who stated that “the intelligence is clear: Beijing intends to dominate the US and the rest of the planet economically, militarily and technologically,” “This generation will be judged by its response to China's effort to reshape the world in its own image and replace America as the dominant superpower”. The PRC “represents the biggest threat to America at the moment and the biggest threat to democracy and freedom in the world since the Second World War,” says J. Ratcliffe.

Analysis of J. Ratcliffe's statements, in our opinion, shows two key judgments: “to reshape the world in its own image” and “the biggest threat to democracy and freedom”. First, it states the inconsistency of the forecasts that have been persistently repeated by Western analysts since the beginning of the policy of reforms and opening up in China, that is, since 1979. Forecasts predicted the erosion and collapse of the ideological system of the Chinese Communist Party as market reforms and the transition to a capitalist economy were implemented. Naturally, ideals and values of Western countries must fill the empty space. However, this has not happened. Moreover, China, according to J. Radcliffe, is strong enough to try to "to reshape the world in its own image", that is, on the basis of its ideological system, offering, and possibly imposing ideals and values with "Chinese characteristics" on the rest of the countries. Secondly, as follows from the statement of J. Radcliffe, we are talking about absolutely uncompromising competition between two, as follows from the pathetic statement of J. Radcliffe, equal worldviews (or ideologies) - Western and Chinese. Thus, we can conclude that the global rivalry between the West and China has spread not only to the above-mentioned economic, military and technological areas, but also to ideology. If earlier, since the establishment of the PRC in 1949, the CPC's ideological initiatives were viewed exclusively as a factor of influence on the internal life of the country and the activities of relatively small groups of so-called “Maoists” in other countries, now, within the framework of “Global Partnerships”, “Changes in the System of Global Governance” and “Building a Community of Shared Future for Mankind” China offers the world community its own option or model of the future, which is determined as “Xi Jinping's Thoughts on Socialism with Chinese Characteristics in the New Era.”

Thus, the need for an in-depth, comparative study of the features of these systems is absolutely obvious. Moreover, Western model is certainly more understandable for the Russian mentality, which does not exclude its study in new conditions. For many specialists the form and content of the Chinese model in many respects remains "Chinese or Greek language”. In our opinion, in the process of studying the ideological component of the Chinese model, one should first of all pay attention to documentary sources, which are the initial point, basic point for the practical implementation of communist party guidelines and instructions.

China presents a wide range of documentary sources that allow you to analyze, understand and evaluate the content and vectors of its modern worldview. These are, first of all, documents of party congresses and plenums, speeches of officials, laws and regulations, “white papers”, etc. In this context, in our opinion, the 2-volume edition of the “pocketbook” format “Keywords of China. XIX Congress”, published in 2018 in 15 foreign languages can be considered as an object for research. This important state project was organized by the China Office for the Publishing and Distribution of Literature in Foreign Languages, the China and the Modern World Research Institute and the Chinese Institute of Translation Studies. The purpose of the publication is to present “modern China through an authoritative reading” to a foreign audience. The authors set the task to help foreigners “comprehensively and objectively to understand the main messages of the 19th Congress of the CPC.” At the same time, it is obvious that, unlike full documents, the edition of “Key Words” is a concentrated presentation of the main ideological messages, which, in the opinion of the Beijing leadership, should be understood and assimilated by the world community.

When analyzing the text of "Key Words", it is proposed to use the method of statistical counting of the frequency of indicator words with subsequent interpretation of the results using some principles of hermeneutics.

The research involves two main stages: analysis of the table of contents text and the main text. This article covers only the first stage.

In total, the Table of Contents “Key Words” contains 1334 hieroglyphs. The table of contents is divided into 12 chapters, each with subchapters.

Table 1. The ratio of the volume of “Key Words”`s chapters

1	2	3	4		
1	Ideas and basic strategic guidelines of Socialism with Chinese Characteristics in the New Era	113/22%	1		
2	The historical mission of the Chinese Communist Party in the new era	21/4%	9		
3	Win a decisive victory in the complete construction of a moderately prosperous society, start a new campaign to build a modernized socialist state	51/10%	3		
4	Implement a new development concept, create a modernized economic system	41/8%	6		
5	Improve the institutional system that ensures the position of the people as the master of the country, develop the political system of socialist democracy	50/9%	4		
6	Build confidence in your own culture, stimulate the flourishing and prosperity of socialist culture	17/3%	11		
7	Increase the level of provision and improvement of the well-being of the population, strengthen and renew social management	23/5%	8		
8	To speed up the reform of the ecological civilization system, to build a "beautiful China"	37/7%	7		
9	Unswervingly follow the path of strengthening the army with Chinese characteristics, comprehensively stimulate the modernization of the national defense and armed forces	19/4%	10		
10	Adhere to the "one country, two systems" course, stimulate the reunification of the homeland	9/2%	12		
11	Follow the path of peaceful development, stimulate the creation of a community of the common destiny of mankind	45/9%	5		
12	Unswervingly and comprehensively intimidate internal party governance, constantly build up the party's potential in exercising power and raise the level of its leadership	86/17%	2		

Note. 1. Serial number in the Table of Contents. 2. Title of the chapter. 3. The volume of chapters in pages. 4. Serial number depending on the volume of the chapter.

Table 1 - Interpretation.

Chapters 1, 2, 12, directly devoted to the activities of the CCP, make up 43% of the total “Key Words”. Chapters 3,4,5,6,7,8,9 are devoted to internal problems and make up 46% of the total volume of “Key Words”. Only 11% of the text (chapters 10, 11) refer to international issues. Moreover, Chapter 10 (Taiwan), if we adhere to China's position, can also be attributed to domestic politics, and in this case the share of international problems in the Table of Contents will be only 9%. Thus, the concentrated message of the Keyword Table of Contents, aimed at foreign audiences, can be formulated as follows: “China under the leadership of the CCP is almost entirely focused on solving domestic problems. Foreign policy activity occupies only the fifth place among the priorities”.

Table 2. Frequency of indicator words in the Table of Contents “Key Words”

1	2	3
	新 (новый) new	21
	党 (партия) party	20
	社会主义 (социализм) socialism	19
	中国 (Китай) China	18
	发展 (развитие) development	14
	特色 (специфика, особый) specific	10
	军 (военный) military	8
	人民 (народ) people	6
	社会 (общество) society	5
	民主 (демократия) democracy	4
	文 化 (культура) culture	3
	经济 (экономика) economy	3
	和平（мир） peace	1

Note. 1. The serial number of the indicator word in accordance with the frequency of use in the Table of Contents. 2. The name of the indicator word. 3. The frequency of the use of the indicator word in the Table of Contents.

Table 2 - Interpretation. China, represented by the Communist Party, offers the world a completely NEW development model – “Socialism with Chinese Characteristics in the New Era.”

In conclusion, I would like to express some explanations and comments.

1. The conducted mini-research represents an initial stage. It is intended only to demonstrate the essence of the approach to the study of Chinese documentary texts and in no way pretends to be final conclusions. Next stages include identifying the frequency of indicator words in the main text of the "Key Words", their interpretation, comparison with the conclusions of the Table of Contents, as well as with similar results of the study of basic party documents and content published on the leading information portals of the PRC media, including the website “Getting to Know China through Key Words” (http://keywords.china.org.cn/index.htm).

2. A separate area is a study of specific, figurative Chinese phraseological units-slogans, which are contained in the text of the “Key Words”: “Four Consciousnesses”, “To Forge Iron, One Must Be Strong”, “Four Malfeasances”, “Three Stricts and Three Earnests” etc., as well as ideological principles: “ Truthfulness, Efficiency, Spiritual Closeness, Inclusiveness”, etc.

3. The intention to investigate the CCP's party documents can evoke skepticism for a number of reasons. For example, everyone knows that the Program Guidelines of the XXII Congress of the CPSU (1961), viz. “the construction of communism by 1980” and the statement (1961) of the General Secretary of the CPSU N.S. Khrushchev, viz. “the current generation of Soviet people will live under communism” were not materialized. The collapse of the USSR as the largest socialist power and the negative attitude to

socialist and communist ideology implanted in the modern Russia can also produce a nihilistic attitude towards the socio-economic model of development proposed by China.

However, in contrast to the late USSR, China has so far been able to solve the entire range of tasks that promote dynamic socio-economic development. And, it seems, the basis of these actual achievements is the ideology of “socialism with Chinese characteristics.” In this regard, one should probably pay more attention to the opinion of the Director of National Intelligence of the United States, John Ratcliffe, who, addressing the world community, demands “to recognize that “the world is being presented a choice between two wholly incompatible ideologies”.

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Revisiting the of cultural and language identity of the bearer of two closely related linguocultures

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One of the key categories of modern linguistics and interdisciplinary areas with a pronounced linguistic component is the concept of "language personality", which was especially actively developed at the turn of the XX – XXI centuries following Yu. N. Karaulov, who devoted a number of studies to this problem. Of course, in each specific scientific field, this category is comprehended with emphasis on various aspects, however, in principle, its structure, as well as a number of basic manifestations, remain quite stable.

One of the characteristic manifestations of a linguistic personality in the communicative processes carried out by it is **cultural** identity and the most closely interconnected with the latter **language** identity. The term "identity", which is included in the terminology fund of many modern scientific directions, does not have an unambiguous interpretation in the research literature and is usually defined with an emphasis on the aspect (aspects) most significant for a particular science, and in these cases it is often used in several meanings.

So, in the context of issues relevant to the theory of intercultural communication, this concept turns out to be significant from the point of view of several existing approaches, which is reflected in the "Dictionary of Intercultural Communication Terms" (2013), which notes four meanings of the term "identity" used in various scientific fields, with which this interdisciplinary field is especially closely linked (sociology, communication studies and psychology) (Dictionary of Intercultural Communication Terms 2013: 244).

The well-known Russian researcher of the problems of intercultural communication O. A. Leontovich also points to the ambiguity of the interpretation of the concept of "identity", focusing primarily on work of J. N. Martin & T. K. Nakayama (Martin & Nakayama 1999). In her opinion, at least three approaches to the definition of this phenomenon can be distinguished: **sociopsychological** (identity is created partly as one's own "I", partly – depending on group affiliation, and therefore is a "multifaceted" concept); **communicative** (more dynamic compared to the first: identity arises on the basis of one's own "I" and in the process of exchanging communication with other individuals) and **critical** (when identity, which is a dynamic entity, is attributed to an individual even before birth) (Leontovich 2007: 145). At the same time, representatives of all approaches agree that the basis of cultural identity in all cases is, in the words of P. S. Adler, "the image of oneself, merged with culture, in the integral perception of reality by the individual" (Adler 1974). "The means of expression of identity can be the so-called "key symbols": emblems, flags, clothes, hairstyle, gestures, artifacts, etc. **The leading place among other means is undoubtedly taken by the language**, which reflects ethnic, national, geographic and other affiliation personality" (emphasis added. – I. Z.) (Leontovich 2007: 147).

In the process of communicative interaction, especially intercultural interaction, an extremely important role is played by the inherent **cultural** identity of the individual (one of the varieties of identity in principle), which is expressed in the recognition of the cultural specificity and national originality of cultures of the communicants and “is determined by means of language, vocabulary, discourse models” (Dictionary of Intercultural Communication Terms 2013: 125). **Language** identity, or rather, the awareness of one’s belonging to the speakers of a certain language, is included in cultural identity as one of the components, and is a particularly significant factor for the process of verbal communication.

In the process of communicative-speech interaction with other members of society, especially a society that unites representatives of different cultures, any person almost always demonstrates in various amounts own cultural and language identity, which, in our opinion, is legitimate to combine with the concept of **linguocultural** identity. Linguocultural identity finds expression in the linguistic “design” of the communicative-speech process, and not only in the choice of the actual language of communication, but also in the nature of the use of figurative means, in intertextual references (for example, in preference for precedent phenomena that are important for a particular linguocultures), etc.

In this case, we are interested in the question of the qualification of the linguocultural identity of a bilingual language personality – a person who constantly lives in the conditions of closely related bilingualism and, accordingly, in the socio-cultural context of the interaction of two closely related cultures. As a result, this bilingual language personality also turns out to be a bearer of two cultures simultaneously (although, as a rule, with a predominance of one of them).

Specifically, we are talking about the Ukrainian and Russian linguocultures, which are very actively and diversely in contact on the territories of a number of regions of modern Ukraine. The cultural and linguistic context of a similar nature has developed in the regions, which in the process of interaction of two related cultures – Ukrainian and Russian – have formed historically. The core of these cultures is naturally closely related (i. e., showing the highest degree of kinship) Ukrainian and Russian languages, which, together with the Belarusian language, are included in the East Slavic subgroup of the Slavic group of the Indo-European language family.

Despite the fact that modern Ukraine, without a doubt, is a multi-ethnic state (which naturally implies a multi-lingual population), the only state language in the country, in accordance with the Constitution, is Ukrainian. This fact is clear evidence of the authorities' desire to approve monolingualism at the state level.

However, in spite of the efforts made by the authorities, the main languages used by the citizens of Ukraine in the process of communication remain two – Ukrainian and Russian, as evidenced by numerous studies of sociologists, culturalogists, psychologists, etc. In this regard, the actually existing language situation (more specifically, cultural-language) that has arisen in a number of territories of the Ukrainian state (primarily in the southern and eastern parts) can be qualified as **homogeneous** (since closely related languages are in contact in it) and, at the same time, **non-equilibrium** ("with idioms-components with unequal demographic and functional capacity" (Glossary of Sociolinguistic Terms 2006: 150).

The cultural-language policy pursued in the state, as you know, not only significantly affects the nature of the language situation in the country as a whole and in its individual territories, but also determines the characteristics of the bilingualism that has formed in these spaces, which can be **balanced** or **unbalanced**, **co-ordinate** or **subordinate**, etc.

The language policy implemented at the state level practically nullifies the possibilities for the existence of **co-ordinative** bilingualism in Ukraine – bilingualism, in which "the first and second languages of the bilingual are autonomous in his mind and do not mix in his speech practice" (Glossary of Sociolinguistic Terms 2006: 97). The rights of the population, for whom Russian is their native language, to freely use their native language for a long period (almost thirty years) have been systematically limited, and often infringed upon. In the same way, there are no conditions for yet another type of bilingualism with a positive component – **balanced**, "in which a person is equally fluent in two languages, can use them in all spheres of activity, while one language does not influence the other, that is, the situation characterized by equal levels of bilingual language competence" (Dictionary of Intercultural Communication Terms 2013: 44).

As a result, in most Ukrainian regions with a compact population, for which the native language is Russian, there is actually **subordinate** bilingualism, "in which one of the languages plays a more important role than the other, while there is significant interference of one language when using another" (Dictionary of Intercultural Communication Terms 2013: 45), or **functional** bilingualism, "in which a bilingual uses a second language mainly in a certain area of communication, for example, only in the workplace" (Dictionary of Intercultural Communication Terms 2013: 46).

The regions of Ukraine, where at present there is an obviously bilingual situation, belongs to the southeastern part of the country, which includes the Donbass. The cultural-language identity of the population of this territory for many decades has been formed on the basis of the coexistence of two closely related languages on this territory, which are key components of no less closely related cultures – Russian and Ukrainian. Through much of the twentieth century, in the second half of the century, this coexistence was not only consistent, quite harmonious, a lot of times – mutually enriching.

Residents of Donbass, who were often reproached and continue to be reproached for neglecting Ukrainian culture, have never been such. This can be judged, in particular, by the significant body of works created by Donbass writers and poets, which in one way or another reflect the achievements that the world owes to the representatives of Ukrainian culture. Among these writers are prose writers Boris Gorbatov, Taras Rybas, Nikita Chernyavsky; poets Vladimir Sosyura, Pavel Besposhchadnyy, Vasily Goloborodko and many others. This is, finally, the world-famous lyrical poet and military journalist Mikhail Matusovsky, who was born and lived part of his life in the easternmost city of Donbass – Luhansk.

All of these and many other representatives of the Russian culture of Donbass not only perceive the colorful Ukrainian culture as part of the common culture of the Eastern Slavs and have repeatedly confirmed that they appreciate it at its true worth, but also often creatively interpret this culture in their artistic concepts, emphasizing the continuity of the resulting cultural "composition". Evidence of this is the frequent appeal to personalities significant for the Ukrainian and universal culture (such as, for example, prominent Ukrainian writers Mikhail Kotsyubinsky or Ivan Franko), references to works of art (paintings, architectural masterpieces, imaginative literature works, etc.) and others precedent phenomena that have been created within the framework and traditions of the national Ukrainian culture.

In the literary and artistic works written by the writers of Donbass in Russian, various types of Ukrainianisms (words, phraseological units, text fragments) are often included, giving the imaginative literature work a special, based on biculturalism, flavor and originality. This confirms the validity of the observation of V. V. Naumov, who noted that the second language is often used by a bilingual "as an additional, more expressive means of expressing thoughts, the mental state of the writing individual, although it is generally known that an increased emotional background finds a more accurate verbal expression in the native language" (Naumov 2006: 88).

What has been said testifies to the fact that the majority of the representatives of Donbass perceive Ukrainian culture as an organic part of their creative and life context. However, at the same time, they are not at all inclined to abandon their native Russian culture, which was absorbed by them, figuratively speaking, with their mother's milk, in the process of mastering their native Russian language. In the overwhelming majority of cases, these individuals speak quite definitely about their language identity (in particular about the priority for them of the Russian language as their native language), thereby confirming the opinion of V. V. Naumov: "Fundamentally one language can still be native, since the linguistic consciousness of an individual cannot accommodate equally two different language systems. The second, non-native, bilingual language should be more tightly controlled by thinking, which sooner or later may fail" (Naumov 2006: 85).

It seems that in cases similar to those described by us, it would be more correct to interpret the linguocultural identity of a language personality as formed on the basis of a kind of "fusion" of two closely related cultures – Russian and Ukrainian, the nuclear components of which are the languages that embody them. The main, basic condition for the formation of an identity of a similar character of personality is the absence of antagonism in the interaction of contacting cultures in the context of which this person exists. Their combination should be complementary, which, of course, does not exclude the possibility of some contradictions, but in general this cultural interaction should be carried out quite smoothly and quite harmoniously, and mutual influence should be predominantly positive.

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Metaphor and Archetype as a Transcendent Unit of a Literary Text Based on the Material of A. Alimzhanov's Prose

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Abstract
Kazakh Russian-speaking is not a new phenomenon, but it is relevant to this day and has a half-century history. Anuar Alimzhanov's prose acts as the reality of the writer's linguistic picture of the world. In the process of reading and understanding a prose work, the reader crosses the language picture of the world of the author and the reader. The artistic speech of writers is individual and has an aesthetic property, screening the surrounding reality in a figurative form. Language means in artistic speech construct an individual author's text and in the scientific field of activity are called tropes. For Kazakhstan, the dialogue of cultures is important through the study of intercultural relations that contribute to the preservation of the literary heritage of the Kazakh people in Russian, which is based on an aesthetic interest in «not like your own» (N. L. Leiderman) and a tolerant attitude to foreign cultures. In the composition of a work of art, metaphors perform an important function: they draw the dynamics of the characters ' relationships, mark the culmination point in their history. The metaphorical nature of the narration gives the text individuality and colorfulness.
Key words: *artistic text, metaphor, metaphorical expression, interpretation of artistic text, archetype, transcendent unit.*

Kazakh Russian-speaking is not a new phenomenon, but it is relevant to this day and has a half-century history. In modern linguistics and literary studies, interest is intensified in a comprehensive study of the inheritance of artistic speech by "substitutes for national culture" (D. S. Likhachev) and their individual author's speech system as an expression of the creative representation of the writer and his ideological and thematic concept. Interpretation of the works of Kazakh authors who created their works in the space of the Russian language, gives knowledge of the artistic world of the Kazakh people. The research on the topic «Metaphor and archetype as a transcendent unit of a literary text based on the material of A. Alimzhanov's prose» is caused by the emergence of great interest in the work of representatives of Russian literature in Kazakhstan. Based on the analysis of A. Alimzhanov's prose, the article presents the features of the unity of knowledge and its verbal expression. **Two trends are investigated:**

1) the author's «I» as an extralinguistic category (limited by the openness of the civil position through the voices of the prose writer and the character created by him);

2) historical reminiscences that create storylines that involve a complex dialectical logic of time and space.

Anuar Alimzhanov's prose acts as the reality of the writer's linguistic picture of the world. In the process of reading and understanding a prose work, the reader crosses the language picture of the world of the author and the reader. In the works of art of the bilingual author, the Russian-language text is based on the Kazakh culture and is a system of material and spiritual values of the people. Such an artistic text as a sign system requires a foreign-ethno-cultural reader to plunge into someone else's ethno-cultural environment. The tool for transmitting basic information is a linguistic-specific unit of national vocabulary, represented by a word that functions within a certain foreign-ethno-cultural community of people, can be represented by an untranslatable, non-alternative word. Such non-equivalent words and meanings are actually culturally background. In the language of fiction, there are means that give the text imagery and enhance the impact on the reader, explained by the logical content of speech with its emotional and expressive colors. The artistic speech of writers is individual and has an aesthetic property, screening the surrounding reality in a figurative form. Language means in artistic speech construct an individual author's text and in the scientific field of activity are called tropes. Fiction could not exist tropes, speech figures that give the works a special author's style.

Epithet, metaphor and its types, parceling, metonymy, personification, litotes, hyperbole, synecdoche, comparison, etc. Words in the authors ' works of art are informative and give an additional characteristic to the subject, or hero, or created image. Metaphor and archetype as a transcendent unit of a literary text is one of the foundations of the analysis of Anuar Alimzhanov's prose discourse. Novels by A. Alimzhanova, created on the basis of historical realities of the era of Al-Farabi and Makhambet Utemisov, carry the characteristic features of the writer's artistic vision, which reveal the realities of life in Kazakh society. The metaphorical and archetypal nature of the author's artistic concept is an essential feature and generalization of modern views on the nature of metaphor and its role in a literary text. Metaphorical expressions, playing a leading role in the plot-compositional construction, figuratively convey meanings that cannot be directly defined and possess an evaluation function with suggestive characteristics.

Metaphorical and archetypal as a transcendent unit of a literary text contributes to:

1) the image of the spatio-temporal components of the text, the image of the characters and States of the characters,

2) dynamics of their relationships

3) actualizes the subtext,

4) creates a text composition with a developed storyline.

By studying the topic «Metaphor and archetype as a transcendent unit of a literary text based on the material of A. Alimzhanov's prose», one can:

1. reveal the problem of understanding and interpreting national culture by decoding metaphors;

2. prove the importance for the interpretation of metaphorical expressions, the ability to see expressions with figurative meanings,

3. Supplement your knowledge of context and non-text information,

4. identify the reader's language and communication skills.

Scientists A. A. Potebnya, M. N. Kozhina, V. A. pishchalnikova, G. D. Akhmetova and others were unanimous in the opinion that metaphor is the most important feature of a literary text, and the author's figurative metaphor is the basis for creating the artistic world. The language space of such a text is a metaphorical structure that explains that the artistic text is characterized not only by imagery, but also by allegory and figurality. A bright representative of foreign and ethno-cultural literature, A. Alimzhanov uses indirect nominations in literary texts, implicitly expressing assessments and opinions, which is due to his aesthetic task.

E. S. Bogdanova's article «Metaphor in a literary text: functions, perception, interpretation» concludes that there are a number of factors for the interpretation of metaphors in a literary text, such as

1) knowledge of the nature of the literary text and metaphor, its functions, the ability to recognize the metaphorical expression in the text,

2) understanding the range of direct and figurative meanings of the used tokens,

3) the idea of possible transformations of meaning that arise under the influence of the context and the system of generally accepted associations that are quickly activated in the mind when the concept is perceived and are associated with the peculiarities of the people's mentality, since for cultural and historical reasons, the same metaphors can cause different associative rows among representatives of different cultures, *4) knowledge of the historical background of text creation,*

5) knowledge of the symbolism of the used tokens,

6) awareness of the author's intention and intent, which is associated with the reader's communicative competence,

7) the presence in the recipient's cognitive base of receptive schemes that provide the perception of hidden meanings, as well as developed associative thinking[1].

Kazakh writer-reference Anuar Alimzhanov, recreated in his works both historical images of Al-Farabi, Rudaki, Makhambet Utemisov, and his author's image of the historian Askar («The Return of the teacher», «Rudaki's Throne», «The Messenger» and «Makhambet's Arrow», «The Road of people»), using metaphors. The writer's prose, filled with a stream of archaeological and historical information, flowed into journalism.

For Kazakhstan, the dialogue of cultures is important through the study of intercultural relations that contribute to the preservation of the literary heritage of the Kazakh people in Russian, which is based on an aesthetic interest in «not like your own» (N. L. Leiderman) and a tolerant attitude to foreign cultures. The literary and cultural approach is relevant in the study of borderline literature, clarifying important national components of a literary text. Important chronotope, archetype as a fundamental parameter of national culture. As a denotative-event and formal-grammatical category of the literary text of the chronotope and archetype has been widely studied by literary critics (M. M. Bakhtin, Yu. m. Lotman, D. S. Likhachev, V. N. Toporov, etc.) and linguists (E. S. kubryakova, A. I. Novikov, L. G. Babenko, N. A. Nikolina, etc.).

The functional-semantic analysis of the transcendent unit of a literary text is based on the author's national-historical originality and organic vocabulary. the system of paradigmatic connections and lexical-semantic units is also defined on the material of A. Alimzhanov's prose. The features of syntagmatic relations are established, the role of dominant lexical and semantic units as the main indicator of the system organization of a literary text with specifics in the individual author's system of the writer, the role and place of turkisms, including proper names, and repetitions as national-oriented means of creating an image-language picture of the world in the system of artistic texts of the author is shown. Makhambet Utemisov – «the poet of the Kazakhs-the favorite of bershey and adayevs, all Kazakh families» in the image of A. Alimzhanov already at the first appearance in the novel behaves extremely independently «reedom and will above all» and «you can't keep a song in zindan». His poems are recited by heart by the dzhigits from Yedil to Zhaik, on the banks of the Aral sea and Syr Darya: «Hey, horsemen of the native steppes, On horses, on horses, on horses! Let the wind envy the horses fly Out to battle. Hurry up!» Kazakhisms – words of the Kazakh language that are not mastered by the Russian language-have the status of proper Kazakh units in the bilingual text. Catachism include the vocabulary of the Kazakh language, non-equivalent against the Russian. A metaphor in a text can be implemented in a word or phrase, or in a text fragment. In A. Alimzhanov's works of art, words with stylistically neutral coloring are synonymously brought together, whose lexical meanings are characterized by order, Stability, and a low degree of valence: «The teacher never insulted or humiliated him»; « - Shut up! You are weak and pathetic.» [2] the Main character of A. Alimzhanov's novel, the thinker of the East Alfarabi: «He could become a musician or write odes of praise for the lords and live in luxury, enjoying love, waiting for caravans, conquering the Grand viziers and insignificant men, scholastics and epigones of Islam with his mind and knowledge...» [3]. In the composition of a work of art, metaphors perform an important function: they draw the dynamics of the characters ' relationships and mark the culmination point in their history. V. K. Kharchenko in his research [4] identifies fifteen functions of metaphor: ethical, autosuggestive, coding, nominative, informative, mnemonic, style-forming, text-forming, genre-forming, heuristic, explanatory, emotional-evaluative, conspiratorial, game, ritual. Of these, three functions are distinguished, combined into one of six classes that embody the text direction of study: style-forming, genre-forming, and text-forming functions. Analysis of the functions of a metaphor allows us to identify its most significant properties. The functions of a metaphor in a literary text are: basic, auxiliary, and secondary in terms of the functioning of its role in text formation.

Visual and expressive means:

tropes-

1. Metaphor

2. Epithet

3. Hidden comparison

Transferring the properties of one item to another based on their similarity or association.The metaphor is designed for non-literal perception.

«*The tram runs up /Tossed pupils...*»

(V. V. Mayakovsky.)

Types of metaphors

1. Reification (transfer of features of an inanimate object to a person).

«Strengthen the battle of fearless hearts...» (A. A. FET.)

2. Personification (transfer of human features or features of a living being to inanimate objects or phenomena).

«Listevtomny, light rustle.» (F. I. Tyutchev.)

3. Figurative definition of the subject (phenomenon).

The epithet shows the author's attitude

to the image, indicates one of the properties of the object (logical definition: wooden house; epithet: the dark house).

The epithet is more often expressed by an adjective and an adverb.

«A minute man builds ruins on the dust...»
(K. N. Batyushkov),
«And you will not wash away all your black blood
The poet's righteous blood!...» (M. Y. Lermontov)

Characteristics of metaphors:

1) Verb metaphor: midday breathes (F. I. Tyutchev).

2) Material metaphor: blanket lanterns (V. V. Mayakovsky).

3) A metaphorical epithet: tender flame (S. a Yesenin).

4) Expanded metaphor: F. I. Tyutchev's poem «Fountain»

5) Implemented metaphor: V. V. Mayakovsky's poem «That's how I became a dog»

6) Household (erased) metaphor: the rain is drumming, the clock is ticking.

Metaphor

-this is the use of a word in a figurative sense based on the similarity between phenomena.

Example:

Blizzard is angry, Blizzard is crying
* The hated frost is raging.
Every tree is lit
Rosy, lush fruit.

Role in language: gives speech a special expressiveness, emotionality.

It is used to express the personal assessment of the author, his unique personality. A metaphor is a way to create a linguistic picture of the world based on the meanings already present in the language.

Erased, petrified, dry, or historical metaphor:

the bow of a boat, the eye of a needle, etc.

Phraseological units are figurative stable combinations of words that are

metaphorical, emotional, expressive and reproducible in the memory of most native speakers: a Vicious circle, a death grip, seventh water on jelly, and so on.

1) *Single metaphor*: homeless heart

2) *Expanded metaphor*: So I dreamed that my heart didn't hurt.

It is a porcelain bell in yellow China ... (N. Gumilev)

3) *Traditional-poetic metaphor*: fire of love, morning of life

4) *Individual author's metaphor*: the hump the sidewalk

A metaphor can be both an impersonation, an allegory, a periphrase, a hyperbole, a litota, a meiosis, and another trope.

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The Dynamics of Russian Language Development and its Role in Public Life of Kazakhstan

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Introduction

Like many countries in the modern world, Kazakhstan is a multiethnic state where many languages and cultures function and develop. Currently, Kazakh and Russian languages are "leading in the number of speakers" in the social and communication system of Kazakhstan, and the languages of diasporas are locally used.

The status of the Russian language in the language legislation is approved in the Constitution of the Republic of Kazakhstan, 1995, article 7 (Constitution of the Republic of Kazakhstan 1995), Law of the Republic of Kazakhstan No. 151-1 dated 11.07.1997. "Law of the Republic of Kazakhstan Concerning languages in the Republic of Kazakhstan", article 5 (Law of the Republic of Kazakhstan 1997), State Programmes for the Functioning and Development of Languages (1998-2000, 2001-2010, 2011-2020), Decree of the Government of the Republic of Kazakhstan № 1045 dated 31.12. 2019 "On approval of the State Programme for the Implementation of Language Policy in the Republic of Kazakhstan for 2020-2025" (State Programme 2019). The status of the Russian language declared in the documents reflects its relevance in Republic as a carrier of a significant amount of scientific and cultural information. According to the "Public Opinion" Research Institute, in 2017 the percentage of the population who spoke Russian was 92.3% (State Programme 2019). For an adequate understanding of the linguistic situation in the country it is important to know the spheres of communication where the Russian language is used, as well as the social conditions of its functioning.

Methods

To achieve the goals, the study used a descriptive method that includes observation and analysis; linguistic modeling, which allows projecting language phenomena and features of the functioning of the Russian language in Kazakhstan on its use in other countries with common development trends.

Results and discussion

The most significant areas of the functioning of the Russian language in Kazakhstan include: society and politics, education and science, mass media, culture, etc. Let us consider in more detail some of them.

The sphere of social and political activity. During the preparation and approval of state Laws, Decrees, Codes and other documents regulating the legal activities of the state, two languages are used: Kazakh (state) and Russian (official). The Law of the Republic of Kazakhstan "Concerning languages in the Republic of Kazakhstan" regulates: "According to the Resolution of the Constitutional Council of the Republic of Kazakhstan dated May 8, 1997 № 10/2: "This constitutional norm is understood unequivocally that in state organizations and local self-government bodies, Kazakh and Russian languages are used equally, in the same way regardless of any circumstances" (Supplementary Resolution 2007).

The language of legal proceedings in Kazakhstan is also regulated by "Law of the Republic of Kazakhstan Concerning languages in the Republic of Kazakhstan": Article 11. The language of responses to citizens' requests. Responses of state and non-state organizations to citizens' requests and other documents are to be given in the state language or in the language of the request" (Law of the RK 1997). According to the articles of "Civil Procedure Code of the Republic of Kazakhstan" dated 31.10.2015 (Code 2015) and in accordance with the Law of the Republic of Kazakhstan dated November 16, 2015 №. 401-V "On access to information" legal proceedings are to be conducted in the language in which the claim is filed.

In the 1995 Constitution of the Republic of Kazakhstan, free elections are defined as a fundamental principle of the organization of state power, and the people were considered as the bearer of sovereignty and the only source of state power. During the period of elections to Government authorities, all the documentation accompanying this process is prepared in two languages (voting sheets, campaign leaflets, invitations to elections, etc.).

The sphere of administration. Administrative management includes documentation and correspondence of a state, legal, economic, and cultural nature. This is one of the most important areas of human activity, where the Russian language is also currently used. By the end of 2018, the share of outgoing documents in the state language in the total document flow of state bodies was 93% (State programme 2019). As a rule, many documents are presented in two languages: Kazakh and Russian.

The use of the Kazakh and Russian languages in the Armed Forces is also regulated by the requirements of Article 12 of "Law of the Republic of Kazakhstan Concerning languages in the Republic of Kazakhstan", which states the following: "In the Armed Forces of the Republic of Kazakhstan, as well as in all types of military and paramilitary groups, in organizations of state control and supervision, legal protection of citizens and in law enforcement agencies, the functioning of the state and Russian languages is ensured” (Law of the Republic of Kazakhstan 1997). The functioning of languages in the country's Armed Forces is one of the factors in strengthening national security.

The Russian language is used in the development of economic relations with Russia and other CIS countries as the most acceptable for both parties.

The sphere of Education. The Russian language in Kazakhstan is an obligatory part of the unified State General Education Standard (SGES). The functioning of the Russian language is carried out in two sectors, different in purpose, scale and structure: as a language of education and as a subject of study.

Thus, the network and contingent of state preschool organizations in Kazakhstan for the 2017-2018 academic year was 9828 institutions (862305 people).), including Kazakh as the language of education – 6279 (462841 people), Russian – 1542 (75648 pers.), mixed languages (Kazakh / Russian) – 1994 (323068 people), other languages – 13 (748 people) [Statistics 2018: 27-28].

At the level of secondary education in Kazakhstan there are educational institutions, where education is conducted in Kazakh, Russian and mixed languages, as well as classes with both Russian and Kazakh language of education at all parallels. Network and contingent of General education state schools subordinated to local Executive bodies for the 2017-2018 academic year was 7047 institutions (2972319 people), including schools with Kazakh language of education – 3746 (1323339 pers.), Russian – 1237 (378614 pers.), mixed languages (Kazakh / Russian) – 2037 (1253924 people, including the Kazakh language of education– 637500 people, with the Russian language of education – 530956 persons), with other languages – 27 (16442 people) (Statistics 2018: 75-79).

For all specialties in special secondary and higher educational institutions of Kazakhstan, students are recruited both in groups with the Kazakh language of education and in groups with the Russian language of education. The total university student population for the 2017-2018 academic year was 496,209 people, including students with the Kazakh language of education – 318,896 people, with Russian – 158,267 people, with English – 18,659 people, with other languages – 387 people (Statistics 2018: 291). Thus, in the system of higher and postgraduate education learning is conducted in both Kazakh and Russian.

The sphere of mass media. Both Kazakh and Russian languages are represented in the mass media of Kazakhstan (television, radio, periodicals), which influence people's views and contribute to the formation of cultural and spiritual values. “The State Programme for the Implementation of the Language Policy in the Republic of Kazakhstan for 2020-2025” provides an analysis of the current situation, according to which in 2018 the total number of mass media in the Republic was 3328, including 548 in Kazakh, 850 in Russian, 1160 in both Kazakh and Russian, and 770 in three or more languages (including other languages) (State programme 2019).

According to “Press of the Republic of Kazakhstan. 2016” Statistics Compendium (Press of the Republic of Kazakhstan 2016) 373 publishing houses and publishing organizations functioned in Kazakhstan in 2016. In accordance with the state national policy, literature in the Republic is published in 16 languages of the peoples living in Kazakhstan and other peoples of the world. The largest number of books in 2016 was published in Kazakh and Russian: 2268 (48.3%) and 1639 (34.9%) titles, respectively. Books are published, furthermore, in two and three languages, which also contain Russian (Press of the Republic of Kazakhstan 2016: 10-12). 998 newspapers were published in Kazakhstan in 2016, including 320 in Kazakh, 459 in Russian; and 195 in two languages: Kazakh and Russian (Press of the Republic of Kazakhstan 2016: 71-72).

The population of Kazakhstan has the opportunity to read many Russian-language newspapers and magazines published in Russia.

The sphere of advertising, branding and the country's image promotion. The Law of the Republic of Kazakhstan “On Advertising” declares that “advertising (except for periodicals, Internet resources, news agencies) is distributed in Kazakh and Russian languages, as well as in other languages at the discretion of the advertiser” (Law 2003). The law also states that “the translation of the content of the advertisement must not distort its main meaning” (Law 2003). The law “On Advertising” also spelled out norms for the language.

Kazakhstan also forms its own brands, and their nominations are actively used in the language. These include the products of confectionery factories “Rakhat”, “Bayan-Sulu”, oil and gas company “KazMunayGas”, etc., which occupy a firm position in the society consciousness, evoking a single holistic image.

Thus, advertising is considered as a reflection of the linguistic view of the world of representatives of the Kazakh society.

Russian language in the Kazakhstan segment of the Internet. Kazakhstani blogosphere is a developing communication environment where civil and national identity is expressed, which is manifested not only in the active use of several languages, but also at the level of the communication environment as a whole. The analysis of language interaction was carried out by us (Zhuravleva, Levchenko 2019) on the material of comments to the publications of the Kazakhstan news portal nur.kz., which is identical in format to a “news blog”. A total of 529 comments left on fifteen articles written in Russian were analyzed. The share of comments in the Kazakh language in relation to the Russian-speaking ones was about 11% on average. At the same time, the ratio for a single article ranges from 2% to 35%. It can be stated that at the level of the Kazakh blogosphere, the interaction of several languages is found in all the main elements of the blog. it can be traced at the level of graphics, vocabulary and even stylistics.

Conclusion

When functioning in the extraterritorial social and communicative system of Kazakhstan, the Russian language is used in oral everyday communication, written informal communication; official communication within an integral administrative unit – a multinational state and interstate communication.

The processes that take place in the Russian language system under these conditions allow us to speak about the dynamics of its development, which contributes to the formation of stylistic, lexical and grammatical features. The variability of a language that functions outside the primary distribution zone, that is, outside the national territory, is influenced by a complex set of linguistic, sociolinguistic and extralinguistic reasons (Zhuravleva, 2016).

Thus, the status of the Russian language declared in the main documents of the Republic of Kazakhstan reflects its high demand as a language that is officially used on an equal basis with the state language by all groups of the population in all spheres of communication.

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