CURRENT ISSUES IN MODERN LINGUISTICS AND THE HUMANITIES

PROGRAM AND ABSTRACTS

The 13th All-Russian Research and Methodological Conference with International Participation
Institute of Foreign Languages (RUDN University)
Moscow
March 26th, 2021

Moscow, Institute of Foreign Languages
RUDN University, March 26, 2021

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2021
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**Time limit:**
Welcome speech – 5-10 minutes
Plenary speech - up to 30 minutes
Sessions speech - 10-15 minutes
Debate - up to 5 minutes

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

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PROGRAM AND ABSTRACTS

(Zoom)

OPENING CEREMONY
PLENARY SESSION
(10:00 – 12:00)

Opening Speech: Nataliia L. Sokolova, Professor, PhD in Philology, Director, Institute of Foreign Languages, RUDN University (Russia)

Keynote Speakers:

Susan M. Gass, Distinguished Professor, Michigan State University, Chief Editor of Studies in Second Language Acquisition – Q1 (USA)

Second Language Acquisition Research: Linguistics? Humanities?

In keeping with the theme of this conference, I will situate second language (SLA) research within linguistics and the humanities. I will argue that SLA is multidisciplinary and falls within traditional linguistic research and typical humanities research. I will show how SLA can be part of linguistics, how it can be part of psycholinguistics, and how it can be part of sociocultural theory. Finally, I will argue that SLA research is useful for both theory and application, emphasizing that SLA can inform us about human capacity for language, is essential for pedagogy, and helps us evaluate language policy.

Keywords: linguistics, humanities, working memory, zone of proximal development
Svetlana N. Kurbakova, Dr. of Philology, Professor, MGIMO University (Russia)

New Challenges of Our Time: Translation and Intercultural Interaction

Nowadays it is common knowledge that communication between nations has always been predicated on translation as a special linguistic medium of intercultural interaction. Interpreters and translators have always provided mediation between nations and cultures, and they are sure to proceed performing their role. Integration in economic, political, cultural, scientific and technological spheres are possible under the efficiently organized translation activities. First of all, it concerns a high level of translation work and responsibility for the product.

The character of modern reality proves the prior importance of translation from Russian into English. On the one hand, we are witnessing a wide spread of the English language as lingua franca for promoting integration on the international level, and on the other hand, we are feeling the popular urge to learn foreign languages and study foreign cultures, while preserving the national identity. Besides, the nature of conflicts in modern societies allows us to assume that language has become an instrument of exerting an intentional impact on collective and individual perception, crafting the particular image of the world commensurate with definite ideology, encouraging the public to undertake certain steps and make certain decisions, both physically and mentally.

Unfortunately, modern western mass media tend to craft a negative image of Russia by using all kinds of verbal means. Virtually, the image of Russia in western mass media needs to be altered. How can we resist this assault of fake news, dirty language, libel against Russia? The answer is clear: Russia’s rich experience and potential in history and culture. It is vital to show the world our achievements in material and nonmaterial culture, our contributions to the word heritage. In this context, translation of high quality literary works from Russian into English has become especially relevant.

The translation of the poems created in the times of the Great Patriotic War 1941 – 1945 from Russian into English meets the demand to fill the gap in the knowledge of the Russian culture of the XX century by foreigners. In addition, our tempestuous times make us consider again and again such basic concepts of Motherland, patriotism, devotion to native land, family, woman, children, self sacrifice, courage, bravery. Thus, K. Simonov’s poems give us such a good chance. The world should be reminded of the great mission accomplished by the Soviet people in the fight against fascism, and it is undisputable that we should reread the
masterpieces created during the war and demonstrate them to the word population.
Keywords: intercultural communication, translation, crafting the world image.
Gulmira B. Madiyeva, Dr. of Philology, Professor, Al-Farabi Kazakh National University (Kazakhstan)

Globalization and New Vectors in Kazakhstan's Education

The purpose of the report is to present some vectors in the education of Kazakhstan. These vectors directly depend on the level of the Kazakh society, its scientific directions. In the course of the study, such methods as analytical, comparative, and descriptive were used. The economic, political, and cultural development of the country, its ranking in the world space, was determined by the structure of the socio-economic formation of society, which directly depends on the development of science, technology and education. Behind all these components are people, their professionalism, which is improved both at work and during training in educational institutions. It is no accident that in the modern world, it is important to develop the competencies of graduates that contribute to the training of creative specialists who are able to solve various tasks, be cognitively flexible, own the situation, information, enter into a dialogue, etc.

Conclusions. Multi-ethnic, multi-confessional and multilingual Kazakhstan, its openness to innovation determine the nature of multiculturalism, which develops under the influence of the unified information and economic space that has formed. At the same time, the society maintains internal stability, due to such a vector as tolerance, due to the formation of the national idea. The consolidating factor is the social consent of the peoples of Kazakhstan, their civil and state identity. At the same time, it is important to point out that a balanced language policy that provides institutional support for the languages of ethnic groups living in Kazakhstan played a crucial role in the formation of social harmony and a culture of tolerance – the key to the well – being of the nation and the security of the state. The policy of Kazakhstan has determined one of the vectors of development of Kazakhstan's education-the vector of multilingual education. In addition, in the new geopolitical conditions, the vector of education of national self-consciousness and patriotism is of no small importance. It is assumed that the combination of universal, personal values, as well as taking into account the peculiarities of the language consciousness and culture of the native and studied languages. The next vector is the informatization of all spheres of communication, including education. With the help of language students, software products, mobile applications are developed, and projects are implemented using information technologies. It is currently impossible to develop students' competencies within the framework of pure linguistics. Already in the twentieth century, it was understood that it was necessary
to attract knowledge from other sciences. In this regard, the vector of integration of sciences has become relevant in education.

Keywords: vectors of education, linguistics, integration of sciences
LINGUISTICS AND MODERN LANGUAGES

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APPROXIMATION AND ITS LANGUAGE MARKERS IN ENGLISH
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Abstract. The rise of discourse and cognitive studies represents one of the main streams of present-day Linguistics. The research carried out by S. Colcombe, A. Costa, R. Langacker, D. Medin, E. Schegloff, and other linguists paved the way to treating discourse as representation of cognitive and communicative impact of information transfer. The topicality of our research is determined by the importance of Discourse and Cognitive Studies for treating categorization of information transfer and its further verbalization.

The objectives of the research include pointing out linguistic means of approximation and their usage in English discourse; clarification of the role of approximation markers in modification of the information perceived; singling out the functions of approximation markers in English literary and scientific discourse types.

While carrying out this research such methods of investigation were applied: methods of semantic and contextual analyses, categorization and discourse analyses as well as text interpretation.

The novelty of the investigation reveals itself in treating approximation as a result of secondary categorization of the information perceived by a human being.

The research proves that approximation performs an important part in present-day English discourse. Approximation is treated as an indistinct fixation of a certain quality, degree, measure, or a trait that takes place as the result of mental operations, which have to do with categorization of properties of an object, phenomena, state or action. The usage of approximation markers in discourse indicates that the producer of utterance lacks precise understanding of nature, quality, state of the
object, phenomena or actions described, or one’s desire to avoid straightforwardness of the utterance, or hide the real or specified information, to manipulate the recipient’s behavior.

**Keywords:** approximation, categorization, cognition, semantics, discourse

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**GRAMMATICAL FEATURES OF NEW ZEALAND AND BRITISH ENGLISH**

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**Abstract.** The article presents the description of differences and similarities in the grammar of the two variants of English, the British Standard and the New Zealand variant of the English language. The colonists' influence from the continent throughout history is enormous. The British Standard substantially affected the formation of all the linguistic sections of NZE; however, each one has been changing at its own pace. The lexical layer of the language has undergone the most significant changes in comparison with others. Due to insufficient knowledge and a small amount of data, New Zealand English attracts huge attention of scientists who focus all the efforts on the identification of its specific features. Grammar, though, is considered to be stable, and, as a result of this fact, it has been little studied. Therefore, this topic is very relevant and acute.

The purpose of this survey is to reveal grammatical features of NZE and British English, confirming the existence of differences and the predominance of the British Standard, and collecting and analysing the opinion poll data based on the online RUDN University survey of bachelors and magistrates.

English has been used in New Zealand for over 200 years, from the first visit of Captain James Cook and his English-speaking crew in 1769. Its history is profound as a wide-spoken and dominating language on both islands of New Zealand. The new variant of English has formed with regional specifics being influenced by the language of the indigenous tribe called Maori, various immigrants' dialects together with the speeches of their neighbours and trade partners. NZE's linguistic core lies in British Standard; however, some crucial features present how to distinguish these two variants of the English language. Considering the comparison of NZE and British grammatical layers, the survey acknowledged the stability of the grammar part of NZE and revealed small differences in the usage of certain words. For instance, in verbs
"shall-will," "should-would"; "would" is usually replaced with "should," and shall is practically not used. The online statistics indicate the fact that people can hardly differentiate two grammar systems.

**Keywords:** NZE, British Standard, linguistic core, grammatical features, indigenous Maori tribe

**TEACHING SPANISH IN THE MODERN EDUCATIONAL REALITY: NEW ELECTRONIC RESOURCES**

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**Abstract.** In accordance with the geostrategic objectives of the Spanish-speaking countries, the didactics of Spanish as a foreign language has become one of the priority tasks facing the institutions responsible for its implementation, which are actively developing new electronic tools intended for use in modern educational reality. The language platform ENCLAVE RAE is a virtual territory that offers comprehensive set of sources and materials accumulated over the three hundred years of existence of the Spanish Royal Academy, necessary for the daily work of professionals in the academic and educational fields. This electronic resource allows to have at disposal all dictionaries and corpora, consult with academicians on all issues of using the Spanish language, track changes in the vocabulary in diachrony, study the rules of the Spanish grammar and syntax, perform a variety of practical tasks, etc. The Foundation FundéuRAE BBVA created to help not only the professional, but also the widest world community, provides consulting services on all inquiries regarding the use, spelling, meaning and pronunciation of linguistic units, and also offers interesting practical material, which can be used in research and didactic activities. To help teachers, the Internet platforms Profedelee.es and Todoele.net have been created, accumulating the widest relevant information, materials and resources necessary for professional activities in the ELE didactics field.

The Pan-Hispanic platform CANOA for the dissemination of the Hispanic countries culture is the result of the collaboration of three famous Hispanic-American educational, scientific and cultural centers and pursues the goal to promote the cultures of Hispanic countries in the world.

The leading Spanish publishing companies of educational literature provide on their websites space not only for learning, but also for cooperation and exchange of teaching experience. The editorials SGEL, SANTILLANA ELE, EDELSA and DIFUSIÓN are the oldest publishing
houses that have the widest range of textbooks and educational complexes and publish the largest number of publications for teaching Spanish as a foreign language, as well as have their own educational platforms.

The modern user also has at his disposal other information bases of linguistic data offered by universities in Spain to help teachers and students.

**Keywords:** Spanish as a foreign language, ELE didactics, new electronic resources in teaching, ENCLAVE RAE language platform, Spanish language linguistic data

**THE COVID-19 PANDEMIC IMPACT ON THE ANGLO-AMERICAN EDUCATION TERMINOLOGY**

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**Abstract.** The given paper reports on a study of the Anglo-American education terminology specifics in the context of the COVID-19 pandemic. It is demonstrated that the coronavirus pandemic has changed the global education system. In order to reduce the spread of COVID-19, most countries around the world have decided to temporarily close educational institutions. Nevertheless, learning has not stopped but is now fully taking place online as schools and universities provide remote schooling. The author analyses the peculiarities of the Anglo-American education terminology in the context of the coronavirus pandemic that has caused the emergence of new education terminological units and reconsidering the meaning and / or usage peculiarities of the existing ones. It is demonstrated that language, in particular the English language, is changing as the society settles into “a new normal”. The paper draws on medical determinologized units that have been widely distributed in the media discourse. It is shown that due to the coronavirus pandemic modern education is being characterized by developing and perfecting new teaching methods, strategies and tools. Moreover, corresponding terminology, in particular Anglo-American education terminology, is being changed, specified and updated. The inconsistent use of terminology is compounded by some education terminological units being confused with long-established instructional design approaches (for example, blended learning / hybrid learning). However, it is shown in the paper that as a hybrid model of online and in-person education blended learning is used even more frequently as schools reopen in a phased way. Special focus is given to the term “remote learning” that became widespread during the COVID-19 pandemic period in the context of school and university closures and remote learning worldwide. The
author gives definitions of this term from different lexicographic resources and examines it from the point of view of semantic and lexical variation. The study of the specifics of the COVID-19 pandemic impact on the Anglo-American education terminology contributes to a fuller understanding of the influence of the coronavirus not only on the education system but also on the terminology of this sphere. The observations made in the given article may be useful for the further study of the education terminology in the context of the new normal. **Keywords:** term, Anglo-American education terminology, COVID-19 pandemic

**THE LANGUAGE OF PHILANTHROPY FROM A MULTIDISCIPLINARY PERSPECTIVE**

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**Abstract.** Given the relevance of philanthropy in modern socio-political context, it is not unpredictable that the concept itself tops the present-day research agenda. The vocabulary of charity appears to be a changeable field: originally associated with the moral and ethical aspect of gratuitous aid, it has turned into a means of consolidated civic action. Learning the language of charity (viz. creating a dictionary of philanthropic terms) proves an extremely important task for streamlining the legal framework related thereto. It is no less important to develop a consistent language of description to be used for semantization of this vocabulary in explanatory dictionaries and reference books.

In Russia, such lexicographic sources are presently lacking, and the vocabulary of charity is largely formed under the influence of extensive English-language terminology with multiple glossaries describing various aspects of philanthropic activity.

The Russian-based vocabulary and phraseology of charity has been actively expanding in recent decades, added by calque borrowings (endowment fund, corporate charity, academic fundraising), as well as colloquial forms (донатить – from ‘to donate,’ донейшн – from ‘donation’). A review of the sites of large charitable foundations (for example, the Presidential Grants Fund) highlights the emergence of a highly specialized lexical and phraseological lingo used by individual representatives of the sector (c.f. ‘donor priorities’). A cross-cutting research of lexicographic sources reveals a rather motley picture of words included in the semantic field “gratuitous aid to those in need”.

The analysis of existing research on charity as a socio-cultural phenomenon compared against legal sources leads us to clearly demarcate the general language and legal thesaurus. For instance, the
notions of charity and sponsorship that would be used as synonymous in ordinary language, are legally different concepts; and the representatives of non-profit organizations would even regard these lexical units as opposite. The study of the language of philanthropy is immersed in an interdisciplinary context and involves a review of a significant number of historical, lexicographic, legal sources related to public practices of philanthropy and its cross-subject study. Keywords: terminology, semantics, charity, lexicography.

ONLINE EDUCATION AND EMERGENCY REMOTE TEACHING
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Abstract: This article is devoted to the correlation of following notions; online learning, distance learning, and remote teaching. Diversity of notions and terminology sometimes can be confusing; thus, the article discusses differences and similarities between them. Due to the pandemic, educational technologies are experiencing shift in the methodologies and system of the education. The article discusses the new resources making the learning process interesting and efficient, the types of distance learning and differentiates the distance learning from online learning. Notion of emergency remote teaching which occurred as a way of preventing the spread of virus due to the current situation if the global pandemic. The article shows specific cases related to the emergency remote teaching. Rather than encounters that are arranged from the earliest starting point and intended to be on the web, Emergency Remote Teaching (ERT) is a brief move of instructional conveyance to another conveyance mode because of emergency conditions. It includes the application of completely distant methods for guidance or training that might be conveyed face-to-face or blended courses and that will continue till the crisis is suppressed. The essential goal in these conditions isn't to re-make a vigorous instructive environment yet rather to give brief admittance to guidance and instructional backings in a way that rushes to set up and is accessible during a crisis or emergency. While distance learning and online education used to refer to the process of teaching when students chose the study process themselves, emergency remote teaching refers to the required shift to the study process. Thus, we can say that distance learning is a wider term which includes online learning and remote teaching. Online learning is a process of teaching when students
and educators can communicate in real-time via various applications and have real communication online; while remote teaching refers to the process of studies when lectures and study materials can be downloaded and students can get materials at any time, feedback is also given remotely lately. Emergency Remote refers to a process of education when the educational system was forced to change the traditional system, and the changes had to be rapid, due to the conditions. Latter term describes the current educational shift, when teachers had to conduct the lessons online without proper preparation and guides.

**Keywords:** online learning, online education, distance learning, emergency remote teaching, e-learning.

**INDICATORS OF THE SEMANTIC CATEGORY OF MIRATIVITY IN THE RUSSIAN AND ENGLISH LANGUAGES**

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In the process of communication the speaker can give new information that may or may not meet the expectations of the listener, who, in turn, becomes the speaker and utters a response. The language implementation of the new information that does not meet the speaker's expectations is usually described in the scientific literature as mirativity. Mirativity describes the speaker's surprise or suddenness of an action or event. We can assume that mirativity is a linguistic universal: in all languages there are constructions that the speaker uses to describe states, actions, and events that do not correspond to his current mental state.

The subject of the research is a comparative study of the indicators of mirativity in the Russian and English languages and their structural and semantic features. The purpose of the research is to analyze and compare the indicators of mirativity in Russian and English, classify these indicators for their correct use in translation. The paper uses the method of pairwise selection of lexical units, as well as the method of comparative analysis of language units.

The study compared some indicators of mirativity in the Russian and English languages and found a number of additional parameters that need to be taken into account for the most complete characterization of mirativity indicators in dictionary entries. One of these parameters is the characteristic of the action described in the proposition according to the degree of controllability. This parameter is particularly found in constructions with the verb "взять". Thus, the appearance of the value of the controllability of an action is influenced by the mood and tense of the
verb, as well as the conjunctions-particles with which the verb "взять" is combined in the appropriate form.

In the course of comparing grammatical indicators of mirativity in Russian and English, it was found that in English, the Conjunctive Mood serves the sphere of expression of evaluative meanings and can be used to formalize mirative meanings.

To sum up, analyzing the indicators of productivity and identifying additional parameters can significantly improve the quality of translation of texts from Russian to English and vice versa.

**Keywords**: modality, mirativity, surprise, category.

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**COMMUNICATIVE GAME STRATEGIES AS A TOOL FOR PRODUCING REALITY IN DOCUMENTARY AND POPULAR SCIENTIFIC PROGRAMS ON TELEVISION**

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**Abstract.** The game is increasingly penetrating the television space. The texts of cultural and historical documentaries and popular science programs, the purpose of which is to educate the viewer, expand his horizons, disseminate knowledge and raise the cultural level intensively demonstrate hidden characteristics of the game, which, however, are not covered in scientific works. So, the purpose of the article is to identify and describe the tactical and strategic repertoire of the game with reality, as well as the dominant linguistic means of its explication, in the documentaries and popular scientific texts of modern television. The research material was 400 texts (cultural and educational, built on such thematic areas as war, history of the country, cultural events, the life of workers, famous / prominent personalities; as well as popular science) TV programs broadcast by Belteleradiocompany in the period from 2000 to 2021. Methods of definitional interpretation, semantic, conceptual, contextual and discursive types of analysis were used. As shown by the study, information display / reconstruction of different spheres of reality (objects of man-made man, leisure, historical and military), social activities (economic, cultural, etc.) and phenomena of the surrounding reality (flora, fauna) is displayed through two dominant game strategies: strategy of superstructure reality with mystical, sensational and conspiracy theories; strategy of game plot transformations. The reproduction of events, narratives about the phenomena and objects of the reality unfold through the tactics: detective narration, constructing a survival drama, constructing a horror drama. They reproduce reality as an exciting, shocking and diverse game that is a source of intense...
experience. At the same time, historical, cultural and other events, and phenomena of reality are transformed into a sensation, a drama of horror or a drama of survival through a set of certain tactics and linguistic means. The revealed tactical set of production of emotionally saturated reality is immersed in a context constructed by vocabulary that simulates ideas of sensationalism and conspiracy; depicting the gloomy and difficult conditions of the existence of heroes, suffering, death; as well as representing the phenomena of reality as a fascinating detective story. **Keywords**: television, popular scientific programs, documentary, game

**IMAGE OF A FEMALE POLITICIAN IN AMERICAN AND FRENCH MASS MEDIA: DISCURSIVE CONSTRUCTION OF GENDER STEREOTYPES**

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**Abstract.** The research discusses a topical issue of changing common beliefs about the roles of men and women in the society. As new gender roles arise, gender stereotypes evolve and the consequences of it can be seen in language. The work aims to reveal discursive tools used in mass media to construct the female politician stereotype. The author also puts forward a hypothesis that there is a shift in gender roles manifested in social masculinization of women. The author conducts a comparative analysis of the female politician gender stereotype, as applied to national American and French newspapers. The objectives of the research are as follows: 1) to identify the ways female politician stereotype is verbalized; 2) to discover distinctive features of this stereotype; 3) to define the intensity of a gender shift in American and French culture, if any. Methodological principles of the work are conditioned by its interdisciplinary character and include discursive, gender and linguosociocultural approaches. The methods used are discursive analysis, contextual analysis, comparative analysis and manual content analysis.

The research reveals explicit and implicit ways of gender modelling at various language levels. At the lexical level, a number of means are identified that actualize the qualities traditionally inherent in a male politician (strength, masculinity, aggressiveness). They are expressed by the following means: positively connoted evaluative units; metonymic models based on the transfer of masculine traits; semantics of verbal predicates. The positive assessment of the female politician is also expressed in spatial and orientational metaphors. At the level of syntax, there is a tendency to use forms of the passive voice and the subjunctive
mood with the feminine referent as a subject, which indicates the subordinate status of women in the hierarchy of social relations. Comparative analysis of traditional and modern feminine stereotypes confirms the hypothesis of a gender shift towards masculinization of women.

To conclude, the long history of political life in the United States and Europe has shaped the stereotype of a male politician, thus the image of a woman politician presupposes clear masculine features. The explicit discursive tools illustrate a strong female position, while the implicit ones demonstrate a clear historical male dominant.

**Keywords:** mass media discourse, gender, gender stereotype, linguoculturology

**THE COGNITIVE STRUCTURE OF A TERM «ГРАЖДАНИН» [CITIZEN] IN RUSSIAN CONSTITUTIONAL INTERTEXT**

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**Abstract:** Constitution is a discursive representation of a law and political view of the world, so it has a complicated structure based on crucial concepts. One of them is «гражданин» [citizen], as it concerns on the mutual relationship between a person and a state. The concept and the term, which represents it in the language, is the object of our research. The aim of the investigation is to compare cognitive structures of the notion «гражданин» presented in the variants of the Russian constitutional intertext; the last are the material of the research and include texts of the Russian Soviet Federative Socialistic Republic Constitutions, published in 1918, 1925, 1937 and 1978, and the Constitution of the Russian Federation, published in 1993. Any text is considered as intertext, or a system of direct and indirect citations, so a constitution is an intertext as well. Due to the comparison of co-referential citations, the term «гражданин» as an intertextual unit can be followed in the aspect of its development. To investigate the notion structure, the prototypical method is used from the cognitive perspective: firstly, the significatum is defined, which is the whole of the basic features of a concept; then we define the real object, which the notion refers to, or a referent. After the prototypical significatum and referent are separated, as they present the ideal, the central part of a cognitive structure; so they form the structure, organizing the other its elements having the part of prototypical significatum around them. So, the cognitive structure consists of a nuclear presented with the element of a notion having the whole prototypical significatum, near-nuclear part including the elements with a considerable part of prototypical significatum, and the periphery
with a small amount of prototypical features. Each of the parts can be divided into some more fractions having different semantics. The results of the research show that the cognitive structure «гражданин» reveals the polysemy of a notion investigated, but the amount of the meanings presented in terms of the concept, gradually diminishes, which demonstrates the tendency to monosemy and homogeneous semantics with a small amount of significatum features.

Keywords: intertext, constitution, significatum, prototypical approach, cognitive structure

LANGUAGE PERSONALITY OF A MODERN AMERICAN PERSON (ON THE MATERIAL OF "LETTERS TO EDITOR" IN AMERICAN NEWSPAPERS)
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Abstract: This article is devoted to the study of the linguistic personality, national mentality, national character of the modern American person in the "letters to editor" column of American newspapers. The American press reflects the current interests and problems of society. It is a source of national concepts, in which the representation of the worldview realized by linguistic means.

Keywords: linguistic personality, concept, American linguistic personality, worldview, culture-bound words
Abstract. The article analyzes the cognitive and semantic characteristics of conceptual metaphtonymy as a phenomenon of cognitive combination of metaphor and metonymy. Conceptual metaphor and metonymy are mental mechanisms formed as a result of the interaction of two or more conceptual areas. Formed as a result of semantic reinterpretation, metaphor and metonymy become units of secondary indirect nomination and allow us to think about one content area using the concepts of another area. The considered cognitive phenomena are based on the associative principle, as a result of which the same object can be considered both metonymically and metaphorically. Being different cognitive phenomena, metaphor and metonymy, however, are not mutually exclusive and interact both in common language and in terminological combinations. Despite the fact that many scientists have long been engaged in the study of metaphor-metonymic interaction, the problem of describing and classifying metaphtonymic models remains relevant. The purpose of the research is to analyze metaphor-metonymic processes in investment terminology. Phraseological term units are formed in the professional environment as fixed idiomatic combinations. The cognitive structure of such terminological combinations is revealed through their component structure. The article presents a review of the classifications of the analyzed phenomenon, gives different scientists’ points of view on the issue, and identifies a new type of metaphtonymic relations by the example of a «to dress up a portfolio» term. Metaphor and metonymy, interacting in blending, turn out to be the connecting elements for identifying the meaning of the expression «to dress up a portfolio». The blending of the meanings of the elements leads to the fact that in reality the phrase is neither a pure metaphor nor a metonymy, but serves as an
example of the combination of metaphorical and metonymic projections. Only when analyzing a blend consisting of metaphor-metonymic connections, it becomes possible to give a correct interpretation of the idiomatic term. Since this example does not apply to any of the types of metaphtonymy proposed by L. Goossens and F. Ruiz de Mendoza, it seems necessary to propose a new type of metaphor-metonymic interaction - a combination, when a metaphor and a metonymy exist on absolutely equal rights being a part of an idiomatic terminological combination.

**Keywords:** metaphor, metonymy, metaphtonymy, a term, an idiom, combining

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**CORPUS-BASED CONTRASTIVE STUDY OF ENGLISHES**

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**Abstract:** The paper presents the results of the corpus study of noun cryptotypes in 20 varieties of English (Englishes). A noun cryptotype is approached in this study as ‘a covert class of Lexical Grammar…it is referred to the type of classification of nouns, marked by lexical selection in a syntactical construction rather than a morphological tag’ (Boriskina, 2011). The purpose of the research has been to determine the influence of chronos and topos on the linguistic variation of such noun classes within Englishes.

The data of 64,702 tokens have been collected from Mark Davies’ corpora: GloWbE (Corpus of Global Web-based English) (Davies, 2013) (1.9 billion words) and NOW Corpus (“News On the Web”) (Davies, 2016) (11.9 billion words). Both corpora contain the data of 20 Englishes thus making it possible to research the variation in English.

The Englishes have been clustered with the help of a self-organizing Kohonen map, which is a type of neural network algorithms. There have appeared to be six clusters of Englishes, which are in correspondence with geographic areas: 1. American area (American English and Canadian English), 2. Australian area (Australian English and New Zealand English), 3. European area (British English and Irish English), 4. Asian area (Indian English, Pakistani English, Singapore English, Hong Kong English, Malaysian English, Bangladeshi English, Sri Lankan English, and Philippine English), 5. African area (Kenyan English, South African English, Nigerian English, Ghanaian English, and Tanzanian English), 6. Caribbean area (Jamaican English).

The used quantitative approach shows that the correlation coefficient between geographically close Englishes (like Canadian English and
American English) is higher than between geographically distant Englishes (like American English vs Philippines English), i.e. the geographical factor happened to be more important than the temporal one. Apparently, variation in noun cryptotypes between Englishes is more topos-determined than chronos-relevant.

Key words: Englishes, corpus-based study, quantitative approach

FEATURES OF CODIFICATION AND STANDARDIZATION OF TOPONYMS

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Abstract. Linguistic stability leads to the accuracy of language structure and the correct spelling and pronunciation of letters or sounds in a particular language. Any speech association must adapt written code based on different alphabets to their needs. Land names play a very important role in human society. Geographical names come from the spoken language. Therefore, the specification of toponyms is part of the cultural heritage of the people. This is because one of the tasks of the United Nations expert group on geographical names is to coordinate international efforts on the proper use of place names. Publications of national names, international maps, atlases and newspapers allow for the establishment of officially standardized names. If a system of languages is specified, each language is used as a separate language, in its own way, without the influence of other languages. In addition, the need for standardization and codification of language leads to the purity of language, the need for a certain regulation of the conscious use of elements, the systematization of language processes. Names are used in every area of society, are an integral part of language and our ability to communicate. Land names need to be standardized to facilitate the effective management of many functions in society. Another important task in each language is to create spelling for all local regional languages that do not have their own writing system. If toponymists need to stabilize names in certain languages, these spelling systems are essential. In order to obtain information, it is necessary to standardize and codify information that helps to standardize the etymologies of place names and general land terms.

Key words: toponymy, standardization, codification, place names.

THE EDITOR’S LETTER AS A SPECIFIC SPEECH GENRE IN ART CRITICISM DISCOURSE

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Abstract. Performed in the framework of Mikhail Bakhtin’s theory of speech genres, the present study investigates samples of an editor’s letter - introductory address to readers of art review magazines written by the director of the museum, or the chief editor of the art review magazine. The content of such magazines is generally focused on art, contains serious academic analysis of works of art; the texts of articles belong to various genres of institutionalized critical art discourse and thus follow certain formal and communicative rules. According to Bakhtin, all speech genres belong to two types -- primary and secondary, the latter demonstrating cultural, literary or academic sophistication and profoundness of the text. Speech genres may be informative or phatic in nature, or can combine the two functions. While art criticism is fundamentally informative and secondary, oral speech genres are mostly phatic. The genre of an editor’s letter answers several criteria of a phatic genre, belonging, at the same time, to the secondary genre type. The objective of the paper is to identify in the editor’s letter genre features typical for phatic texts, trace them to oral genres of several types. The methods used involve contextual linguistic analysis, comparison of different genres, and investigation of content blocks of the text as well as theoretical appraisal of the findings. The results show that compared to critical art reviews, editor’s letters are on a different level of dialogism, with a more definite addressee. The phatic function is actualized by a certain set of linguistic features, proximity to primary genres is evident in the incorporation of “beseda podusham” (intimate talk of friends), “beseda o zhizni” (talk about life) and other oral speech genres. At the same time, the excellence of intellectual discourse, a thorough understanding of a wide range of artistic and philosophical topics that are addressed signal the transition of this genre to the secondary genre type and demonstrate the mechanism of this transition.

Keywords: speech genres, primary and secondary genres, phatic and informative genres, art criticism, genre features

COMPLEX “COVID VOCABULARY”: POTENTIAL OF SPANISH WORD FORMATION

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Abstract. The current research deals with the coronavirus neologisms appeared in Spanish over the past year as a result of word formation of complex language units. Since the pandemic disease activated nomination processes in many languages, the neologisms that arise in this era around the world has become relevant for linguistic studies. The purpose of this study is to identify the main models of building complex words, and the semantic groups concerning the COVID-19 thematic field in the modern Spanish language. Methodologically, we applied structural and semantic analysis of the 111 language units, which form the so-called “Covidcionario” – a kind of “folk” dictionary containing the coronavirus neologisms from Spanish Internet mass media. All the analyzed units proved to fulfil both nominative and expressive, or evaluative functions, reflecting the Spaniards’ attitude towards COVID-19 and the related restrictions. As a result, word composition, abbreviation and blending were identified as the ways of complex pandemic neologisms, blends being the most popular one (56 language items of 111). Among them, we distinguished four blending models, such as partial blends (covidnoico = covid + paranoico – “a person who has paranoia about everything connected with coronavirus”), haplological formations (cuarentrena = cuarentena + entrenamiento – “physical exercises which one does at home during the quarantine period”), “matryoshka” blends (videoyayada = videollamada ‘videocall’ + yaya ‘granny’ – “communication with the 65+ relatives”) and hybrid blends (crossfitamiento = Eng. crossfit + Span. confinamiento – the same as cuarentrena). The main motivating components of the Spanish coronavirus neologisms are parts of such lexical items as covid, coronavirus, pandemia, cuarentena, confinamiento. Among the most popular semantic groups to which they belong are the names of coronavirus and its restrictions; nomination of people who cause negative emotions by their actions in the pandemic era; food, drinks and related activities (gaining and losing weight, eating while distance working, etc.); feelings and emotions towards the current situation. In conclusion, we consider a number of coronavirus blending neologisms to be likely included into the normative dictionaries of the Spanish language in the future.

Keywords. Spanish language, neologisms, word formation, coronavirus

VERTICAL CONTEXT IN STUDYING CULTURE-BOUND PHRASEOLOGICAL UNITS
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Abstract. Modern linguistics studies the national and cultural aspects of languages as they function as a component of culture reflecting the historical information about the nation and many facts of the current state of the language. Culture-bound phraseological units are an integral part and one of the means of forming the language picture of the world for a particular community. Linguists often include the studying of cultural markers of phraseological units to the study of the issue of vertical context. Vertical context can help in understanding and analyzing these phraseological units because it is defined as a set of elements of the socio-cultural background in which the communication process takes place. It is clear that every phraseological unit has such elements in its semantics, and when speakers use phraseological units they appeal to interlocutors’ consciousness, operating with the known connotations associated with a particular phraseological unit. Thus, it is necessary to explore the significance of vertical context in studying culture-bound phraseological units.

Key words: phraseology, linguistics, vertical context, the English language.

ONOMASTIC IDENTITY IN THE CONTEXT OF MULTILINGUALISM
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Abstract. The problem of national identity has recently attracted the attention of domestic and foreign scholars of linguists, today the countries of the post-Soviet space are raising the problem of their national identity more and more sharply, which is manifested in the history and language of the people. One of the main national identifications is personal names, surnames, and names. Identity is a phenomenon that is detected only when the “other” or “alien” is formed, so national identity is formed together with the desire to bring different nationalities closer together.

At the moment, various trends and directions in the study of onyms in linguistics are being implemented. In the context of intercultural communication, namely the functioning of different languages in the territory of multilingual Kazakhstan, they have undergone a number of semantic and structural changes. For example, in the field of business and trade (Bazis-A, Crystal management ...), education (SDU, UIB, KIMEP ...), music, culture and art (Ninety one, Kesh you, Bla Bla bar ...), media and TV (Toy beststar, Instalajyk, Globus), in the field of fashion and
design, brands of clothing, furniture, food, etc. (SmartSatu, Saumal, Argymaq), these names are presented in different languages and writing systems: Kazakh, Russian, English, Latin and Cyrillic. In the current conditions, it is very important to trace the interaction of onyms, in the conditions of intercultural communication, where, onomastics becomes a reflection of the specifics of national identity.

**FEMINITIVES IN RUSSIAN SPEECH: THE HISTORY OF THE EMERGENCE AND PROSPECTS FOR DEVELOPMENT**

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Abstract: This article is devoted to the study of feminitives in Russian speech. The aim of the study is to determine the degree of feminitives - neologisms integration in everyday Russian speech and to assess the prospects for the development of this linguistic phenomenon. Feminitives are a nominative category of designating females in a certain sphere. The issue of androcentricity of language appeared in linguistics in the twentieth century, which was caused by changes in the social society system. Achievements of the feminist trend drew researchers' attention to the problem of the correlation of speech and gender, as well as to the linguistic reflection of male dominance. The explicitness of the category of gender and the historical tendency to form feminitives become the reasons for the special interest of researchers in the formation of feminititives-neologisms in Russian. The theory of naming subjects of a certain kind of activity (e.g. profession) becomes a key aspect of case studies.

The research includes a description of the gender category in Russian, a historical note on the development of the gender notion of nouns categorization. Particular attention is devoted to the issue of formation of representations about the naming subjects of professional activity in Russian. Social changes provoked the active reproduction of already existing correlates of the feminine gender and feminitive neologisms to nominate female persons in certain professional and social spheres. In the course of this study a diachronic analysis of the system of feminitive creation in Russian was carried out.

The article presents the results of a sociological survey of 300 Russian university students on the level of feminitatives- integration in Russian youth speech. Particular attention is paid to the evaluation of the need for the development of feminine categories and their stylistic evaluation by native speakers.
The trend of feminization of speech is traced in the texts of the media. The analysis of the national corpus of the Russian language of the media texts provides the results on the frequency of use of feminatives in modern journalism, also demonstrates the stylistic characteristics of the use.

**Key words:** feminitive, grammar category of gender, modern Russian speech

**POLITENESS IN AMERICAN ENGLISH AND RUSSIAN LANGUAGE**

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**Abstract.** This work is devoted to the study of the peculiarities of verbalization of the concept of politeness in modern English, namely the review and systematization of possible and permissible repertoire of linguistic resources available to the speaker to create a polite statement in relation to situations, which in turn implies the consideration of pragmatic features in the formation of the general meaning of the utterance.

The purpose of the study is to identify the category of politeness in American English and Russian languages, based on social values and beliefs in a daily discourse and cross-cultural pragmatic.

This article discusses value and behavior connection in Russian and American cultural communities through comparison analysis. The speaker of a different cultural background must be not only be very well versed in the target language, but must also posses sociopragmatic knowledge, which consist in identifying possible correlations between language forms, sociolinguistic and pragmatic functions in everyday discourse. Research material of polite discourse in Russian and American English which is provided in this paper serves as an example for discourse analysis and translation. The goal is to identify patterns of target language use which predict pragmatic failure or success. Pragmatic failure has been studied in terms of both pragmalinguistic and sociopragmatic.

The general purpose of the work led to the following task: explore the primary means and ways of implementing the category of politeness in different genres of communication. The relevance of this study is determined by: a) the general focus of modern linguistics on the study of utterances in the process of communication; b) the special social significance of the category of politeness in the process of interpersonal
communication, in the interaction between the speaker and the listener and their impact on each other.

In determining similarities between American English and Russian polite discourse there is a tendency among cross-cultural pragmatic researches to assume that all native speakers of one language share the same discourse norms. This research in cross-cultural pragmatics (American English and Russian) brought attention on variation of those norms, especially in non-verbal modalities such as kinesics, prosody, gesture, and facial expressions, which accompany verbal speech. Cultural norms of each language community should be taken in consideration.

**The keywords:** politeness, cross-cultural pragmatics, sociolinguistics, Russian culture, American culture

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**ENGLISH YOUTH SLANG AS A LINGUISTIC REPRESENTATION OF RELEVANT SOCIAL PROCESSES**

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**Abstract.** There is no doubt that a lexicon is the most flexible and socially dependent component of any language. It means that everything that happens in terms of social changes is reflected in the vocabulary. A large part of the vocabulary consists of youth slang words, which is why modifications in youth slang are directly related to changes in society, which determine certain topics.

Therefore, the objective of this research is to single out lexical units divided into particular topics, so-called semantic fields, which are considered to be relevant for modern society and reflected in the English slang. We singled out three semantic fields that are extremely topical nowadays from our point of view: the Ecology, the COVID-19 pandemic and the Alternative Dietary Lifestyles.

Two structural methods are dominant in this study, namely, the methods of componential and distributional analysis. The first method helped establish the components in the content of meaning of a selected word. Also, we studied the morphology of selected slang units to clearly understand the meaning of each component. We used the second one to find out how these new lexical units, so-called slangisms, are used in the context. For this task an online dictionary named Urban Dictionary was searched, where exemplifying sentences showed these slangisms in use. The results of this work can be applied in the translation of various popular texts, scripts of youth TV series and films, as well as song lyrics. At the same time, this study can help delve deeper into the youth culture of English-speaking countries in the whole.
Keywords: youth slang, slangism, lexical units, social processes

THE USE OF LANGUAGE AS A MEANS OF RHETORICAL ARGUMENTATION IN POLITICAL SPEECHES
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Abstract. The role played by politicians in today's global society is extremely important. Politicians' words, their speeches determine the role of the country in the international arena, form the image of the state in the eyes of the world community, and determine the current and future political situation in the state itself and beyond. For every politician, it is essential to use properly various means of persuasion including rhetorical argumentation.

The objective of this research is to identify the ways of expressing rhetorical argumentation by means of language. As the goal of rhetorical argumentation is to make the audience accept the point of view of a politician it is clear that this can be only achieved by means of language. After the analysis, it has become clear that these means can be represented on three levels: lexical, syntactical, and stylistic.

In our research, we have used several methods among which the main one is the method of pragmalinguistic analysis. It allowed us to analyze the possibilities of the use of language units as means of expressing the speaker's intentions. We have also used semantic analysis of lexical structures to understand specifics and contextual meaning of the chosen words, functional-semantic analysis that allowed us to study the functions of certain grammatical structures, and stylistic analysis to examine an emotional impact of language means on the audience.

The results of this work may help to predict future actions and intentions of the politician, which can be useful in the field of diplomacy and international relations. Moreover, they can help to identify the most productive ways of influencing the audience, which can be used not only in political discourse but in publicistic discourse as well, e.g. in the area of speech-writing.

Keywords: rhetorical argumentation, political discourse, language means
INDIRECT COMMISSIVE SPEECH ACT TYPOLOGY IN RUSSIAN DIALOGIC COMMUNICATION

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Abstract. In the current linguistic research, a significant position is occupied by the pragmatic direction, aimed at identifying the functional specifics of the dialogical implementation of illocutionary intentions, the external linguistic grounds for the interlocutors’ contacts in the spontaneous dialogue. The researchers focus on the systematic study of the characteristics represented by language units in speech use, the analysis of the interpersonal interaction basic components. This perspective recognizes the anthropological principle as a priority in contemporary pragmatic concepts. Taking into account this current trend in linguistic science, the proposed publication is also carried out. Its subject is indirect commissive acts that function in dialogic communication. The object of the research is the pragmatic analysis of the interaction of language means while initiating indirect commissive acts, as well as the specifics of their functioning in the dialogic communication.

The novelty of analyzing the ways of indirect expressing the commissives is determined by the fact that until now, in the language theory, these speech acts were considered, as a rule, in connection with the explicit forms of their implementation. Some attention was also paid to direct commissary acts. It is also advisable to analyze speech-act structures that implement the commissive meaning indirectly, since the frequency of their functioning in dialogic speech is quite high. Statements that serve as the basic means of manifesting a message are used to implement the commissive meaning due to the specific parameters of the current
situation of dialogic communication. In some studies, linguists only state the fact of the existence of indirect commissive constructions in the Russian language, their analysis is carried out simultaneously in connection with the consideration of the pragmatic aspect of language forms in general. This determines the relevance of the present research. Its aim is to systematically describe indirect ways of expressing commissive speech acts in the Russian language and the features of their dialogic implementation. The basic method used to solve the stated tasks is the method of linguistic description, which included a contextual methodology, elements of comparative analysis (with indirect directive acts).

Indirect speech acts have the characteristics of human actions: they are initiated by a subject who has certain beliefs, knowledge, seeks to realize their communicative intentions, values, and possibly prohibitions on any actions of the addressee. From an epistemic point of view, this subject is minimally rational, defined as one of the players in the «communicative game», which is controlled by the rules of cooperation and competition. An indirect commissive act is implemented in dialogic communication as an illocutively forced remark; In this case, directive and assertive speech acts act as the initial replica. The pragmatic model of indirect commissive communication of the dialogic type of relationship is formed on the basis that the relationship between the interlocutors is aimed at continuing their joint daily activity.

**Keywords**: pragmatics, dialogic communication, indirect commissive act, perlocutive effect.

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**AN INNOVATIVE CULTIVATION PROGRAMME FOR NEW ENGINEERING TALENTS WITH INTERNATIONAL COMMUNICATIONAL CAPACITY**

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**Abstract.** In recent decade, an increasing number of foreign students have enrolled in English-Taught undergraduate courses in universities of China. The universities which are qualified to accept foreign students have built up specific full English teaching resources, constantly summarizing experience and polishing designs of curriculum and resource allocation for domestic students. In February 2017, the National Ministry of Education of People’s Republic of China issues *Notice on Research and Practice in New Engineering Areas*. It is clearly required that universities should be innovative, and that the cultivation of compound talents should be enhanced in the field of engineering education. This thesis discusses the essentiality, indispensability and
feasibility of opening full-English teaching resources to domestic engineering students of China. Simultaneously, the full-English talent cultivation curriculum is suggested to involve social and cultural related subjects, in other words, subjects of humanities. The term of new engineering talents conveys the nation’s ideal and need for a high-standard social constructor in modern China. It is the young talents with great creativity, innovative spirits, and a global perspective that this country is aching in awaiting such talents to be cultivated in bulk. To achieve such a cultivating goal, the curriculum should not be constrained to science, technology, and engineering. Instead, it is general-shared cultural and other humanity subjects that enlighten the young intellects’ thoughts. This dissertation introduces current cultivation programmes for new engineering talents in China, followed by reforms and redesigns of cultivation programmes. After a discussion on the practical budget-controls realised by reallocating existing study resources, an innovative New Engineering Talents’ cultivation plan is achieved by a multi-cultural classroom and an interdisciplinary curriculum. Full-English taught subjects are emphasised due to the necessity and significance of social and cultural subjects when examining the value of disciplines in cultivating New Engineering Talents of China, who is capable of embracing the cross-boundary competition and intercultural cooperation.

**Keywords:** Reallocation of teaching resources, Cultivation of New Engineering Talents, Intercultural communicational capacity

**THE ANALYSIS OF EDUCATIONAL SYSTEMS IN ENGLAND AND NEW ZEALAND AS FORMATION MEANS OF LINGUISTIC SPACE**

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**Abstract.** The article analyzes the educational systems in England and New Zealand forming a new linguistic space of these two countries. The research aims to evaluate and present the comparison of the British and New Zealand structure in education.

It is customary to assume that English education and diplomas from Oxford or Cambridge Universities are the most prestigious ones. However, according to the 2018 Education Index, New Zealand is ranked 14th and the United Kingdom takes 15th place. As a consequence, New
Zealand and England are considered to be two of the most appealing countries for getting a higher education. The British model of education is based on the concept of the liberal educational approach. Since the New Zealand education system is built on the principles of the British one (A Comparative Analysis of Higher Education in Australia and New Zealand: 3), diplomas and certificates of the New Zealand model are accepted and highly valued around the world. The division of New Zealand's educational system into four sectors, as in Britain, led to the introduction of general free education in the 70’s of the XIX century. New Zealand English, like the educational system, has developed under British influence as a result of the Anglo-Saxons’ colonization.

The research highlights the problem of the formation means of linguistic space in NZ where special attention is paid to the study of the Maori language, after its prohibition of teaching in educational institutions in 1871. Following decolonization at the end of the XX century, New Zealand took the path of ‘national identity’, modifying new concepts in NZ educational system. In the XX century, the concept of "Language nests" («Te Kōhanga Reo») began to form, opening places for pre-school children, where they would be surrounded by the Maori language on a daily basis. The Language Nests program had a huge success and subsequent shifts in NZ educational sphere structure have made itself incomparable.

The survey also demonstrates the results of a conducted online sociological research among bachelors and magistrates at RUDN University. It was held in order to reveal their attitude and identify which system appeals to them more.

**Keywords:** NZ, New Zealand English, Te Kōhanga Reo, Language Nest, Maori, British education.

**PEOPLES' SPEECH REPRESENTATION IN THE "VEDOMOSTI" (1703-1727) NEWSPAPER**

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**Abstract.** It is generally known that the newspaper “Vedomosti” – the first Russian newspaper – primarily served as the official newspaper of the Russian government, and its editor was Peter the Great himself. Indeed, during the Northern War, “Vedomosti” was an important part of the political propaganda of the young Russian state. But since the time when the military advantage tilted in the direction of Russia and the tension began to decrease, the newspaper began to publish news and more free content: for example, entertainment information about various
events of European life - both secular and ordinary people. At the same time, some publications, small in volume, as well as a significant part of the materials of “Vedomosti”, contained references to various peoples, and the style of these references at least partially formed the general perception of these peoples. Thus, a complete sample of examples showed that the "Vedomosti" – both the people as a whole and its individual representatives – mentions the English, Germans, Dutch, Italians, Kalmyks, Tatars, Murins (Moors), Mazurs, Jews, Wallachians, Armenians, Hungarians, Greeks, Turks, Tatars, Chukhonians (Finns), French, Swiss, Arabs, Persians, Georgians, Moguls, Indians, as well as abstract "wild people", about the possible the nationalities of which can be judged by the country in which they are found. In some cases, we are talking about a mention as such, or about a sporadic mention (Finns, Greeks, Wallachians, Masurians, exotic Indians and Georgians for Europe), or about a mention that is stereotypical from the point of view of our time (in “Vedomosti” Jews traditionally suffered from harassment), but the stories of private representatives are more interesting (for example, the British have a lot of long-livers, the Jews-clever businessmen or converted to Christianity). At the same time, it is possible to omit the consideration of noble representatives (kings, the upper class), since these people symbolized not so much the people as the country, while the people is still a more general concept. With this approach, news reports are valuable materials that demonstrate both general cultural and people-specific cases of speech representation of information about the diversity of ethnic groups.

Keywords - historical stylistics, intercultural communication, Vedomosti, speech representation

SONGS OF FRANCE AS PART OF THE CULTURAL CODE
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Abstract. Songs are a musical and textual form that makes it possible to pass on historical experience to new generations, and allows the younger generation expressing their attitude to reality. With the advent of new applications and programs and the ability to post one’s product on social networks and distribute it to the whole world without intermediaries, the situation has completely changed for both authors and listeners. The peculiarities of the song in the XXI century are direct access to listening, independent obtaining of encyclopedic information about a specific song, its authors and historical context, the possibility of an instant response.
from each listener, comparing performers, creating a community for emotional communication on portals, direct communication with performers online ... Within the framework of intercultural communication, the cultural value of songs that are somehow connected with Russia has been investigated. An interesting case of intertextuality was revealed when analyzing the song "Le Temps du Muguet". The name recalls the famous song "Le Temps des cerises". The metaphor (cherries of love falling like drops of blood) later became the image of the Paris Commune. The connotation: commune - communism - USSR - Moscow led the authors of the arrangement of "Moscow Nights", autonomous in content, to the idea of a paired name. Next, the role of glossolalia in French song has been investigated. Analysis of the 1883 collection made it possible to single out dozens of glossolalia in choruses and parts of verses of French folk songs (Panada; Bobino pinpin; derirette; tourelloirrirette; mironton, mirontaine; ran-tan-plan; Falariden-falaridon; Ziste-zeste-mallepeste). Cases of the use of such meaningless phrases by Russian poets stylizing pseudo-French songs for films have been discussed. This trend is also typical for songs of the XXI century. At The Junior Eurovision Song Contest 2019, France was represented by the song “Bim bam toi”. In 2020, the song titled "J'imagine" also included glossolalia and onomatopoeias (na-na-na, la-la-la, oh, flute, and English ones: oUPS, hey, go), with ten million views. It is the quantitative criterion (the number of views and likes) and comments on the Internet that determine the popularity of songs in our time.

**Keywords:** intercultural communication; song; intertextual analysis; French; glossolalia.

**MUSICAL EDUCATION AS A MEANS OF INTERCULTURAL COMMUNICATION**

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The study examines the problem of the effectiveness of intercultural communication through the musical and informational environment. The world community is often faced with the issue of misunderstanding each other. If we cannot understand a language unknown to us, the emotional language of music is understandable to everyone and this allows us to unite on common values and meanings. It is impossible to learn all languages, but a person's aspiration for diversity and comprehension of a foreign culture is, therefore, the song comes to the fore in relation to other types of art, the need for singing and vocal education is growing in society.

Object of study. The process of developing intercultural communication of students through the musical information environment in children's art
schools.
Purpose of the study. To develop and test a technological toolkit for the development of intercultural communication in a musical information environment. Promote the importance of music education.
Tasks: developing - the development of emotional and aesthetic responsiveness to musical sound and speech intonation, artistic and aesthetic taste in the selection of the singing repertoire, the culture of vocal performance; technological - the development of vocal-performing, vocal-technical skills based on understanding and comprehending theoretical knowledge of vocal; educational - fostering interest in musical culture, spiritual and moral qualities of the individual (initiative, independence, self-control, etc.), pride in the cultural vocal heritage of their country and the whole world as a whole.
Methodology. The research methodology is based on the works of N.P. Shishkovova, L.S. Maikovsky, B Bryson. When classifying the methods, the signs indicated in the works of N.P. Shishkovova - a method of thinking in terms of the categories of musical life. Music, like language, has its own means of expression, through musical nuances, strokes, tempo, rhythmic, modal characteristics; L.S. Maikovsky method of cognition of international culture. Thanks to this method, the student develops social adequacy; B Bryson is a method of acquaintance with a variety of musical genres. Thanks to this method, multicultural capital develops in the student. Indeed, familiarity with the variety of musical genres, the ability to navigate in them is an indicator of the flexibility of a person. Love for music, for a certain genre is able to unite, even despite different social statuses.
Results. The results of the work - the development and testing of pedagogical methods for the development of intercultural communications of students in the conditions of the musical information environment.
Findings. The musical information environment has shown its effectiveness in the development of intercultural communication of students. The following results of the joint activity of the teacher and the student have been achieved: education in students of citizenship, patriotism, dedication, industriousness, respect for human rights and freedoms, love for the surrounding nature.
Keywords: Intercultural communication, information, song, melody.

USE OF AMERICAN SLANG IN TEACHING ENGLISH AS A FOREIGN LANGUAGE WITH SOCIOLINGUISTIC APPROACH
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This article is devoted to understanding of American slang and its dependence on pragmatic aspects of the language in a socio-cultural oriented society. The aim of this paper is to study slang in the modern communicative reality considering social factors of language communities with sociolinguistic approach. Thus, it is analyzed the theoretical understanding of slang, as well as its pragmatic aspect, by considering it in a social context. It highlights the relevance of this topic for learning English as a foreign language and its accurate translation into Russian.

The study defines such a phenomenon as slang and considers it as a product of a society, in this case, American society. It is argued that slang is an integral part of American English of any age, gender and social status, and its manifestations are quite often found in everyday life and daily communication. American slang is widely used in a daily discourse (oral or written), movies, TV shows, news, social media, and newspaper. Sociolinguistic approach helps to study how people use language in their communication or interaction, language ‘in society’ or language ‘in its context.’

This study applies a descriptive qualitative research method. The research is closely related to understanding of slang in various social realities, therefore, for successful translation of slang into Russian, it is important to understand contextual situations that have additional information about the realities. In other words, by translating American slang into the target language, one should focus on the accompanying factors, such as the social context and extralinguistic situations. It is discussed that translation of slang should begin with the selection of an exact well-established analog in foreign language. Examples of comprehension of American slang and its accurate translation into Russian language are provided through the movie “The Incredibles.”

The findings of the study showed that Russian students rarely use American slang in a discourse of a target language due to its pragmatic peculiarities. As a result of the study, it was concluded that slang is quite controversial, since it does not have a clear framework, but at the same time, it is limited to a certain social language environment.

Keywords: American slang, social context, sociolinguistic approach, pragmatics, Russian translation
EMOTION METAPHORS IN BRITISH AND AMERICAN FICTION
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Abstract. In modern linguistic researches category of emotiveness is one of the most important categories. So since the 1990s linguistic branches of science have been studied emotions as a language phenomenon. Nowadays many scholars appeal to the people’s emotional sphere and its representation in language. But only some of them pay attention to the correlation between emotions and metaphors. Metaphor is an important means of language expressiveness as well. And metaphors correlated with the emotions is more expressive that any other metaphor used in oral or written speech and more vivid than the emotional word or word-expression.

In this article we deal with the metaphors of emotions used in British and American fiction. The study of this aspect of emotiveness can help us to understand the intimate implication of literary works and its influence the perception and adequate cognition of emotions. We decided to reveal the cases of emotion metaphors used in the English-speaking prose and to analyze the conceptual models of emotion metaphors functioning in the literary texts.

Different types of metaphors are used in literary discourse. Emotion metaphors play a great role in fiction as well. Describing the characters’ life and the mode of thoughts, authors create the emotional world of their personages. This world is individual and quite rich and it cannot be represented without figurativeness. And metaphors help to create characters and their inner world.

The object of the article is the metaphors based on the emotion nominations.

The subject of the article is the semantic and stylistic description of the emotion metaphors in the English-speaking literary discourse.

The objective of the paper is to reveal the role of emotions in metaphoric modeling of the author’s worldview and to determine the linguistic and cognitive realization of emotion metaphor in literary contexts.

The sources of our research are passages from English and American pieces of fiction. Among the authors are: M. Atwood, J. Conrad, J. Galsworthy, E. Hemingway, M. Mitchell, W.S. Maugham, J.K. Rowling, O. Wilde.
In the article we used the following methods of research: the descriptive method; the method of conceptual analysis; the method of semantic analysis.

**Keywords:** emotion, metaphor, concept, fiction
FUNCTIONING OF THE NOUN DISTRESS IN GENDER SPECIFIC CONTEXTS
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Abstract. Lexis of English as a global academic language becomes increasingly part of institutional communication across the world. This process also involves some common English words such as happiness, sadness or distress which, apart from everyday speech, are used in professional communication to refer to subject-matter of academic research. As there is no single established academic definition for concepts of this type, their transfer into other linguistic communities (e.g. through translation or borrowings) frequently results in miscommunications, impeding cross-cultural comprehensibility in academic settings. This study aims to describe the semantic structure of the English word distress in non-academic contexts. We assume that, in the absence of a universally accepted definition, this structure serves as a semantic base for the academic uses of the term distress.

This report presents the contextual semantic analysis of the word distress based on 264 contexts retrieved from the British National Corpus and Corpus of Contemporary American English. Our findings show that distress refers to a state of lasting discomfort (caused by unmet vital needs or disruption of routine) which makes the subject seek assistance. To clarify the content of the word distress and its value as a research instrument, uses of this term in gender-specific contexts were analysed. The material provides valuable information on the gendered understandings of “vital needs” and of socially acceptable manifestations of distress in English-speaking cultures.
Over the course of the study, the semantic structure of the word *distress* has revealed great potential as a diagnostic tool for inquiry into English-speaking cultures, opening new avenues for comparative and translation research.

**Keywords:** lexicology, semantics, gender, academic communication

**COMMUNICATIVE STRATEGIES IN INSTITUTIONAL DISCOURSE (THE ENGLISH TAG-QUESTION)**

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**Abstract.** The English tag question has been the object of interest for several decades. Research into this field has made it possible to describe the structural and functional diversity of tags, their pragmatic potential, as well as some sociolinguistic factors that condition their usage in discourse. Previous research gave understanding of the need to find new approaches to the study of tags, since their functional description does not reflect their discursive diversity. The present paper attempts to consider the English tag question as a universal grammatical structure whose communicative potential extends to satisfy a wide range of communicative tasks from hedging to persuasion. Communication is viewed in the paper as strategically planned socio-psychological activity aimed at achieving goals set by the speaker through the use of effective tools. From the point of view of cognitive science, the main function of language is not to transmit information, but to create an area of interaction between interlocutors. Affected by received messages the listener creates information themselves to reduce the uncertainty in their own cognitive area, which determines their behavior. The present paper aims to consider the communicative potential of the English tag question in two types of institutional discourse: courtroom discourse and business communication. In institutional communication, goal setting and efficiency are prime since they are directly related to the effectiveness of doing business. Attaining goals is the speaker's priority, whereas solutions to this task can be different, they are adjusted to the setting. Tag questions are viewed as hedging strategies, strategies of politeness and strategies of persuasion. The author seeks to understand whether tag questions perform similar communicative tasks in the two discourse types and aims to compare their relevant frequencies. For the purpose of the
analysis 2500 instances of tag questions have been collected and subjected to contextual, qualitative, quantitative and comparative statistical analyses. The research has proved the feasibility of the author’s approach to the treatment of tags and laid the foundation for further research.

**Keywords**: communication, communicative strategy, hedging, persuasion, politeness, tag question.

**COMPLEX IDENTITY IN AUTONOMOUS REGIONS IN EUROPE**

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**Abstract.** Language is the basis for the identity. This study examines territorial conflicts in several member states of the European Union. The main cases are South Tyrol, the Aland Islands, the Faroe Islands, Greenland.

The conflicts over the Aland Islands and South Tyrol had gone through their peaks before the creation of the European Union, but they influenced the favorable attitude of Italy, Austria, Sweden and Finland towards European integration. These two conflicts can be considered conflicts that perform the function of a strategic link between the two pairs of neighboring states and affect their overall course in relation to European politics. In South Tyrol and the Aland Islands the importance of regional identity and mutual linguistic community with the neighboring state is of higher importance than the identity with their own states. This is another reason for a more distinctive manifestation of the European supranational identity, as well as the local identity in these regions compared to other regions of the country.

The Danish cases - the Faroe Islands and Greenland – provide us with completely different results. Regional identity and linguistic affiliation here do not have any reference to other states, they are directed inward and have the autochthonous character. The European identity level here is lower than the average in Denmark. This explains the refusal of these regions of the formal process of participation in European integration and is the basis for the phenomenon of the “special territories in the EU”.

The example not covered in this text confirms the hypothesis. For the constituent parts of the United Kingdom - Northern Ireland, Wales and Scotland - Celtic language is one of the main factors of regional identity.
Form of verbal politeness in conversational Ecuadorian and peninsular Spanish

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Abstract. The present work deals with the narrow but very particular difference between the forms of verbal politeness of Spanish in the case of Ecuador. In the sociocultural verbal conversational context, it analyzes the expressions of Latin American Spanish in the case of Ecuador. Main objectives of this work are to investigate the communication of verbal politeness taking into account that each person has an innate ability to communicate that develops over time and to establish differences and similarities between Peninsular Spanish and Latin American (Andean Ecuadorian Spanish), based on an intercultural pragmatic tendency to assume that all native speakers of this language share many similarities in verbal politeness. Thus, it is necessary to investigate the use of certain linguistic strategies that can help to improve the individual's verbal communication. It is important to take into account that in Ecuador there is an extensive native vocabulary that combines Quichua with Spanish or Spanish in colloquial context which contribute to the formation of speech styles within the community. The method applied in this study is a non-statistic meta-analysis of research literature review. The paper discusses a necessity to adapt a pragmatic reflexive approach with different politeness strategies that allows to recognize verbal communicative situation of a certain language community.

Keywords: politeness, Ecuador, Spanish, Peninsular Spanish, pragmatic

Comparative analysis of kinesic components of romantic communication in Russian, English and...
SPANISH LINGUISTIC CULTURES BASED ON LITERARY TEXTS
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Abstract. The paper aims to identify universal and nationally specific kinesic components of romantic discourse by the example of the Russian, English and Spanish linguo-cultures. The article reveals the content of the notion “romantic discourse” and shows that in the Russian, English and Spanish linguocultures romantic communication is characterized by the use of kinesic means, such as gestures and bodily movements. The relevance of the research topic is due to globalization processes and the rapid establishment of contacts between Russia, Great Britain and Spain, which, in turn, brings these linguistic cultures closer together and makes it necessary to study them in more depth in order to understand the peculiarities of the representation of kinesics in the course of interpersonal communication. The scientific originality of the study lies in the fact that the author identifies the difference in romantic communication strategies used by the Russian, English and Spanish linguo-culture bearers. The conclusion is made that kinesic components play a special role in romantic communication of the Russian, English and Spanish linguistic culture bearers.

The question of the similarity and divergence of the kinetic components in romantic communication in the Russian, English and Spanish linguocultures remains controversial and is of significant interest for specialists in the field of linguistics and cultural linguistics, as well as for representatives of business spheres, whose activities are in one way or another connected with Russia, Great Britain and Spain, for a better understanding of the meaning and use of kinetic components in a communicative aspect. To achieve this research goal, it is necessary to solve the following tasks: first, to consider the romantic discourse; second, to describe the characteristics of romantic discourse; thirdly, to carry out a comparative analysis of the use of kinesic components in romantic communication in Russian, English and Spanish linguocultures.

The practical significance of the study lies in the fact that the comparative analysis of the kinesic components in romantic communication in the Russian, English and Spanish linguocultures carried out in the article can be used in the scientific environment to clarify the issues of similarities and differences between Russian, English and Spanish linguistic cultures. It can also contribute to the development of productive collaboration between linguists and cultural linguists.

Keywords: kinesics, romantic discourse, romantic communication, linguoculture, non-verbal means of communication.
APPROACHES TO THE STUDY OF THE PROBLEM OF INTERCULTURAL COMMUNICATION
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Abstract: The ability to communicate well across cultures is an increasingly in-demand skill that requires time, practice, reflection, and a great deal of work and patience. This article examines the characteristics of communication between people of different nationalities, ethnic groups. The definitions of the concepts: communication, culture, intercultural communication are given. The role of intercultural communication at work and its influence on increasing the productivity of employees, on the favorable atmosphere in the workplace is considered. Given a number of simple measures that any company can take to improve intercultural communication between its employees. Also considered the role of intercultural communication between students and faculty in the university and its impact on student performance, faculty-student relations. Provides a number of measures that universities can use to improve intercultural communication between students and faculty. Provides a list of tips to help domestic and international students cope with group assignments.

Keywords: intercultural communication, culture, work activities, learning, students

PHONETIC ADAPTATION OF JAPANESE VOCABULARY IN THE ENGLISH LANGUAGE
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Abstract. Nowadays there are a huge number of languages in the world, and to some extent, they are all influence each other. Relations between countries are increasing every day, and in this regard, it becomes necessary to introduce new concepts and phenomena into the vocabulary of the language. English as an intermediary language in the international arena has become an integral part of the life of the entire society. Knowledge of words of foreign origin will help people learning English to freely contact with the culture of another country. However, the number of Eastern loanwords recorded in English dictionaries is quite small, the process of integration of Japanese vocabulary occurs
intensively and their number in the English language also increases due to numerous factors of interaction of cultures.

The relevance of the paper is determined by the fact that this area of borrowing foreign words is not so well studied. And given the rapid growth of the appearance of foreign words in the English language, it is necessary to study how they adapt and are used among people.

The object of the research is borrowed words.

The subject of the research is the adaptation of Japanese vocabulary in the English language.

The aim of the paper is to research phonetic adaptation of Japanese vocabulary and how it assimilates in the English language.

Method is analysis of audio files with Japanese loanwords used in English speech.

Borrowed words are words adopted by the speakers of one language from another language. Borrowed words can also be called a loanword. Borrowing words from the vocabulary of another language is not uncommon in the modern world, since most countries are somehow connected with each other by economic, diplomatic or other type of cooperation.

Japan is one of the fastest growing countries. Given these factors, it is not surprising that many Japanese words and expressions are integrating not only into the English language but also into most languages of the world. In this paper, I show how Japanese loanwords change and assimilate into English. As well as how these two languages affect each other. I conduct my research using audio materials in English with borrowed Japanese words.

Keywords: borrowed words, Japanese, vocabulary, English

LINGUISTIC-CULTURAL IDENTITY OF “BRITISH DETECTIVE”: INTERCULTURAL APPROACH

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Abstract. Linguistic-cultural studies have become quite popular in linguistics, for this reason the sphere of intercultural communication, that plays one of the important roles in the social and business life, cannot be ignored. Due to its practical relevance, the intercultural communication process attracts attention of various scientists and linguists in numerous fields of knowledge such as sociology, cultural studies, linguistics, etc. Each of them studies certain aspects of communication by working out its own subject of study.
Thus, the subject of the study itself is the linguistic-cultural identity of “British detective” as an intercultural communication marker of the UK. The article presents an advanced view on the linguistic-cultural identity of “British detective” through the paradigm, suggested in the works of G.H. Hofstede. The analysis is performed on the bases of text fragments which reveal conceptual, metaphorical and speech qualities of the character of an identity under consideration. It proves that linguistic-cultural identity of “British detective” in Sherlock Holmes’s presentation can be distinguished as a typical representative of a British nation. The relevance of the research is due to the following points: 1) the study of linguistic-cultural identities is important for the full understanding of cultural dominants that define any nation; 2) the linguistic-cultural specificity of the studied identity has not yet been revealed through the intercultural approach; 3) the linguistic-cultural identity of “British detective” presents a national image and it allows to evaluate some essential points in the worldview of the British in order to understand the cultural differences and the ways to communicate. The concept of a ‘linguistic-cultural identity’ is precisely studied in the article to further understanding of most typical characteristics of the linguistic-cultural identity of “British detective” based on Sh. Holmes’ character that can be described through Hofstede's approach to cultural differences. The results of the study suggest that the linguistic-cultural identity of “British detective” is a combination of an Englishman characteristics that correlate with such concepts as ‘separation’, ‘confidentiality’, and ‘emotional coldness’. However, “British detective” has its own unique features. The main result of the article is to point out what an identity of “British detective” in the linguistic-cultural viewpoint can be seen as a marker to analyze the cultural background. Since the image of “British detective” is popular all over the world this topic can be interesting for further study based on the material of works of various authors belonging different linguistic cultures. **Keywords:** intercultural communication, linguistic-cultural identity, “British detective” identity, linguistic-cultural studies
CHALLENGES OF TRANSLATING OLD ENGLISH POETRY INTO SYNTHETIC AND ANALYTICAL LANGUAGES

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Abstract. The paper is devoted to exploring difficulties arising in the process of translating Anglo-Saxon poetry into an analytical language (Modern English) and a synthetic language (Russian). One of the aims of the paper is to analyse a variety of meters (ballad, rhymed, blank), used by English translators to reproduce the rhythm of alliterative verse. The study of meters employed by modern translators shows that alliteration can hardly be functional in lines flooded with unstressed auxiliary words. The daring linguistic experiments, including the use of Anglo-Saxon words in their original orthography (e.g. ædeling, weard, weird, byrne) which are employed in modern translations can hardly help to revive the alliterative verse.

The paper explores the function of Old English vocabulary consisting of poetic words, kennings and occasional words, built according to productive word-building models. As is shown in the paper, poetic synonyms constitute in alliterative verse highly organised synonymic systems, with special poetic ranks assigned to each word which determine its use within the line as well as its inclusion into alliteration. The paper contains an analysis of the most important synonymic group, which only in one poem, ‘The Wanderer’, consists of ten highly expressive synonyms, but is transformed in Modern English translations into a universal ‘lord’ or ‘friend’. The analysis conducted in the paper shows that translators compensate for the richness of the Old English poetic vocabulary by using etymologically equivalent words which can be misleading if the words developed a different meaning (e.g. ‘wane’,
‘fallow’, ‘fain’) or acquired special, sometimes ironic, connotations (e.g. OE *duguð* – ‘body of noble or tried retainers’, as against ‘the doughty’).

Translations of Old English verse into Modern English are contrasted in the paper with translations into Russian, which are based on different principles, alien to the nature of alliterative verse (e.g. instead of alliteration the organising principle of lines becomes deep internal rhyme and assonance of root morphemes). It is demonstrated in the paper that vocabulary in Russian translations is largely based on archaic, dialectal, potential, or compound words created according to the productive models of the Russian language and enabling the translator to show differences in the stylistic overtones of poetic words. The paper shows that Russian translations are aimed at re-composing ancient poetry by means of a foreign language, instead of trying to recreate isolated elements of the original.

**Keywords:** translation, Old English poetry, alliteration, poetic vocabulary, synonyms, compound words

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**TRANSLATION TECHNOLOGY AND PRACTICE IN TRANSLATOR TRAINING**

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**Abstract.** The paper presents the experience of the Department of Translation Technology and Practice at AKM-WEST at Northern (Arctic) Federal University. Since the foundation of the department on 24 September 2018, its responsibilities include the implementation of disciplines aimed at practice-oriented activities and professional adaptation of students. However, AKM-WEST, a translation company in Moscow, take part not only in teaching a range of specialized subjects but also in elaborating NArFU Independently Established Standards of Higher Education in linguistics and curricula based on these standards. The bachelor’s degree NArFU Independently Established Standard corresponds to the Russian Professional Standard in Translation draft that was worked out with the direct participation of the AKM-WEST representatives. The new curriculum Translation and Translation Studies elaborated based on this Standard also takes into account the 3-year experience of teaching students with the direct and systematic participation of the professionals. This experience embraces adjustments
of the previous curriculum by elaborating practice-oriented author’s courses, such as Professional Ethics, Information Technology in Translation, Automated Professional Translation Systems and assigning Project Module courses to professionals well informed about recent trends of the translation market, as well as newest translation technologies and software. Even if these courses belong to different modules of the curriculum, systematic participation of professional permitted to construct a coherent approach to practice-oriented training. The new curriculum corresponding to NArFU Independently Established Standards of Higher Education has a special Professional Training Module aimed at forming professional competences, which embrace skills permitting to fulfill professional activities efficiently taking into account innovative translation technology which are now inseparable from the translator’s work. This curriculum includes such subjects as Russian Language for Translators, Modern Technology in Translation and Localization, Voice Training and Hygiene, Introduction to Mnemonics, Technical Translation and Special Translation. As the result of double participation of translation professionals (through elaborating normative documents and practical training of students), this curriculum has a logic and consistent structure of practice-oriented subjects. However, it is evident that the rapid development or translation technology demands constant updating of the curriculum in order to meet the requirements of translation industry.

**Keywords:** translation training, professional orientation, professional adaptation, Independently Established Standard, NArFU

“RUSSIAN MAIDEN”: PLOT TRANSFORMATION IN TRANSLATION

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**Abstract.** The book by a Swiss historian Paul Henri Mallet “An Introduction to the History of Denmark” (“Histoire du Danemarch”) made a considerable impact on Russian literature. The Russians were mostly attracted by the plot about the love of King Harald Hadrad for Elizabeth, the daughter of Yaroslav the Wise. In total, there were nine translations of this text into Russian, including the translations by N.A. Lvov (1793), I.F. Bogdanovich (1810), N.M. Karamzin (1818) and A.K. Tolstoy (1869). The most famous of these translations was the text of Konstantin Dmitrievich Batyushkov.
However, this plot not only became the reason to produce quite free variants of translation – translations revealing the spirit of romanticism, but also served as the basis for one of the secondary plots, namely, the plot of “Ruslan and Lyudmila” by Alexander Sergeevich Pushkin. Undoubtedly, the reasons for such attention to this text of romantic poets and their translation strategies deserve a separate and comprehensive consideration – what have become the object of the research in the article.

**Keywords:** translation, poetry comparative literature

**INTERACTIVE EXTRACTION OF QUASI-SYNONYMS FROM THE BILINGUAL DICTIONARIES**

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**Abstract.** It was supposed that different translations of the same word are usually synonyms. An interactive PHP program for verification of the obtained quasi-synonyms was developed. We propose a new method for the synonyms identification based on the bilingual machine-readable dictionaries. In our case the source language was Nepali but the procedure is similar for many other languages with lack of concise list of synonyms.

1st step includes

- Purify the .html files from the extra markup to produce the plain text.
- Receive dictionary entries, including the head word, translation, part of speech (POS) tags, grammar, pronunciation, spellings, examples, phrases, etc.
- All words from a definition are placed into the bag of words associated with the head Nepali word.
- Search in the list of English word forms (~300000) for each word in the bag.
- For each member of the bag its lemma and morphological features are obtained.
- Search for coinciding English lemmas in the definitions of each pair of Nepali words.

2. Find the coinciding English lemmas in the definitions of each pair of Nepali words. These coinciding words are counted. We have allocated about 9,000 pairs which are associated with more than one English word.

3. Pruning the list of the synonyms candidates may be conducted in the following directions:

- Delete the candidates if two Nepali words pertain to different parts of speech.
- Check the bag of coinciding words. If the most part of these words are English synonyms then the confidence that the Nepali words are synonyms increases.

4. We initiated the crowd sourcing process of voting for accepting synonyms, www.philol.msu.ru/~serge/NepSyn/fv.html, for choosing the “true” Nepali synonyms by the Internet users was presented for evaluation.

Keywords: crowd sourcing, Nepali, PHP, translation.

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.

Keywords: subject-specific vocabulary, terminology, domain-specific glossaries

CONCEPTUAL DIFFERENCES OF BANKRUPTCY LAW TERMINOLOGY IN THE UK, USA AND CANADA

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Abstract. Within the framework of the general tendency for globalization, interstate and intergovernmental promotion of cooperation and increase in commercial and cultural relations require reliable channels of communication. The legal regulation of international intercourse is an integral part of the business activity and any misunderstanding, inadequate use of terms and concepts or inappropriate language style can cause financial problems, conflicts and other unexpected difficulties. Thus, in order to avoid abovementioned complications a good command of a foreign language of law, as well as the knowledge of legal systems of other countries are vital. The cornerstone of legal language is its terminology, representing a complex structure of notions. All aspects of everyday life are expressed in the concepts of jurisprudence. On the other hand, they contain and preserve the long-time traditions of the country where this sphere of law is applied. These two opposite tendencies are reflected in the language and in particular in the terms. Traditionally when it comes to translation of legal concepts the interpreters are faced with some challenges. Firstly, there are some legal phenomena which exist only in common law counties, thus there are no equivalents in continental legal systems. Secondly, attention should be paid to the particular jurisdiction where the terms are used, as one word may have different connotations depending on its "nationality" even within one legal system. The purpose of this article is to reveal various shades of meaning and usage peculiarities of bankruptcy terminology in Canada, the UK and USA. The results presented in the article are vital for translators and interpreters, as legal translation should be precise and avoid any ambiguity.

Keywords: legal terminology, conceptual differences, bankruptcy law
Abstract. Ideologically-bound units represent a complicated cognitive and stylistic phenomenon. During the Perestroika era, Russian linguists investigated ideologically-bound units primarily as an intrinsic feature of the Soviet discourse. Afterwards, the perception of these lexical units changed dramatically, once it became obvious that their essence was not restricted solely to “sovietisms”. It was in the post-Soviet years that ideologically-bound units became emblematic of political media discourse. Their meaning seems to be defined by the ideological context shaped within a particular epoch or society. Moreover, these units represent a specific concept that has a fully-fledged philosophy behind it, and, obviously, includes a marked ideological component. Thus, the present contribution explores ideologically-bounds as an overall interpreting problem, since their ideological component is considered as the main difficulty for rendering from the source language into the target one.

As findings reveal, there is a certain paradox to be noted when speaking of rendering ideologically-bound units in simultaneous interpreting. At first glance, these lexical units do not present an interpreting problem, since they are, as a rule, translated with collocations formed through calquing (e.g., “kholodnaya voina” – “cold war”, “Arabskaya vesna” – “Arab spring” etc.) or through transcription/transliteration in the case of international vocabulary (e.g. “multikulturalizm” – “multiculturalism”, “terrorizm” – “terrorism” etc.). However, the examples analysed in the current research indicate that interpreters start to rush, making mistakes or omitting important semantic components of the utterance, failing to opt for an appropriate interpreting strategy, relevant to the specific pragmatic situation. This is not only because interpreters have to face extreme time constraints, but also because the ideological component of these lexical units might represent an insurmountable challenge.

Keywords: ideology, ideologically-bound units, simultaneous interpretation, interpreting strategy, political media discourse
A NEW METHOD OF COMPARING CONCEPTUAL SPHERES
(APPLIED TO SENSE AND SENSIBILITY
BY JANE AUSTEN AND ITS TRANSLATIONS)
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Abstract: The purpose of the research is to identify the degree of correspondence between the conceptual spheres in the novel Sense and Sensibility (1811) by Jane Austen and its translations by revealing how key concepts are interpreted in them. The research examines four French translations by I. de Montolieu (1815), J. Castier (1948), J. Privat (1948) and P. Goubert (2000), as well as three Russian translations by I.G. Gurova (1988), A.Y. Frolova (2013) and A.P. Dremichev (2014). A new method of comparing conceptual spheres (in terms of their structural and proportional content) has been suggested and tested on representative text samples. The method is based on the analysis of lexico-stylistic means identified in the novel and in its translations: tropes, stylistically marked vocabulary, and phraseological units. The total number of considered examples is 7,345 units. The original conceptual sphere of Sense and Sensibility by Jane Austen has been identified as six key concepts considered as three binary oppositions: 1) SENSE vs SENSIBILITY (the main opposition in the novel); 2) MERITS vs DEMERITS (moral and aesthetic discourse); 3) WEALTH vs POVERTY (socio-economic discourse). Taking into account the most widely represented and therefore the most reliable categories of lexico-stylistic means, in the conceptual spheres of the novel and six of its seven translations the following proportions have been revealed: SENSIBILITY (50 % and over), SENSE, MERITS and DEMERITS (10-15 %), WEALTH (less than 10 %), POVERTY (less than 5 %). The concept of WEALTH takes twice the volume of the concept of POVERTY.
However, a slight difference has been discovered in the translation by A.P. Dremichev (2014) where the percentage of WEALTH and POVERTY is modified due to a slight increase in the volume of the latter. The research results have led to the following conclusion. The interpretations of concepts in Sense and Sensibility and its translations have some semantic and stylistic variations. However, the proportions of the concepts in the translations generally correspond to those in the original novel, in spite of extensive use of additions in the translations by I. de Montolieu and A.P. Dremichev.

**Keywords:** retranslation, conceptual sphere, literature.

**CONCEPTUAL METAPHOR AS A COGNITIVE TOOL FOR ADEQUATE TRANSLATION OF METAPHORICAL TEXT**

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**Abstract.** This paper focuses on the cognitive approach to the metaphorical text interpretation and the strategies of its translation. It intends to demonstrate the conceptual schemas and cognitive mechanisms underlying the formation of expressive means, stylistic devices and tropes of metaphorical text which if revealed would highlight the conceptual structure of the textual image space as well as the author’s conceptual approach and poetic intention.

The major concern of the research is working out an integrated cognitive model of textual fragments of Charles Dickens’s novel “The Pickwick Papers” embodying metaphorical expressions of Love, and elaborating strategies and tactics of the translation of metaphorical text, which would adequately convey the original message into the target text. It is claimed that such a model envisages two stages of metaphorical text processing: image-space exploration and text world navigation since a metaphorical image and a cognitive structure underlying it have two planes: conceptual and verbal.

It is assumed that verbal metaphoric images constitute the dominant of a metaphorical text message and that the text formation as well as the function of textual elements is regulated by some cognitive mechanisms. To achieve the goals methods of semantic, conceptual, cognitive and text-interpreting analysis as well as lingua-stylistic analysis of tropes and figures of speech have been used.

It is hypothesized that a metaphorical text represents a poetic metaphorical image space that can be regarded as a medium underlying verbalized images expressed by means of stylistic devices on the basis of cognitive operations and mechanisms of metaphorical reasoning which
are to be revealed in the source text, explored and reconstructed in the target text.

The cognitive analysis of Ch. Dickens’s conceptual understanding of Love in “The Pickwick Papers”, the revealed spectrum of conceptual Love-metaphors and the results of the comparative analysis of conceptual schemas of Love-concept in the original and the translated version of it illustrated by a number of cognitive models developed in the process of the research appear to be a new word in literary studies on Charles Dickens’s conceptual world view.

**Keywords**: metaphorical text, conceptual metaphor, cognitive approach, image-space exploration

**PHRASEOLOGY AND TRANSLATION: CURRENT PROBLEMS BY TRANSLATING VERBAL IDIOMS IN RUSSIAN AND SPANISH LANGUAGES**

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**Abstract.** Phraseology in the field of teaching represents an area little studied so far as far as translation studies are concerned. Despite the existence of materials and articles on the didactics of phraseological units during foreign language learning, these studies do not take into account the needs of the translator, that is, they address the subject of translation but from a purely linguistic point of view without bearing in mind the cultural approach, which makes it difficult to find translations for phraseological units when translating. In this sense, it is true that a new didactic approach must be applied that allows addressing issues such as the identification of phraseologisms in texts taking into account the context and communicative situation, justification of the type of phraseologism, compression of the literal meaning that comes by default and its idiomatic interpretation in a concrete context, as well as the search for correspondences by establishing lexicological and textual homologues. To date, many authors highlight the importance of phraseological units within the communicative competence of a native speaker and the need to promote phraseological competence in students of foreign languages. However, due to the shortage of reference works and didactic materials, the teaching and learning process of these units is hampered. The particularities of the translator, as a mediator not only linguistic but also cultural, require a pedagogical approach of their own in terms of training in phraseology aimed, in principle, at all types of students of Spanish as a foreign language, and above all, students specialized in Translation and interpretation. Therefore, in this article we
present the importance of a teaching methodology that can be applied in our phraseology and translation classes (Russian-Spanish, Spanish-Russian), as well as addressing, among other aspects, the identification of phraseological units in texts, the understanding of its literal and idiomatic meaning according to the context of use, as well as the search for correspondences through the establishment of lexicological correspondences.  
**Keywords:** phraseological units, context, idiomaticity, cultural element, foreign languages.

**ON ACHIEVING EQUIVALENCE IN TRANSLATING IDIOMS**  
(Based on the TV series “Hey, Arnold!”)  
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**Abstract.** Equivalence is one of the key aims of Translation Theory. The amount of the semantic and stylistic information that is going to reach the recipient depends on the level of equivalence. With an increase of translatable cinematography, the significance of equivalent translation rises, since it is able to transmit the core script ideas to the audience. Foreign animation translation attracts interest due to the cultural information exchange between different ethnic groups in an unobtrusive and entertaining way.  
The scientific novelty of this research consists in a specific way of analysing the idiom corpus, since we have examined not only the original translation of the “Hey, Arnold!” TV-series and the idioms’ denotations, but also we have used etymological dictionaries in order to fully show the connotation of set-expressions and to find equivalents and analogues in the translating language based on similarities of origin.  
The purpose was to discover the most efficient ways of achieving equivalence in idioms translation from English into Russian. To accomplish this goal, the following tasks were set: to examine the ways of idioms translation, to learn about equivalence concepts, to find idiomatic expressions in the “Hey, Arnold!” TV-series, and to analyse the equivalence of the original and translated utterances. The outlined tasks required the following set of methods: comparative, contextual analysis, quantitative calculation.  
Upon analysing 100 units from the TV series, we came to conclusion that the translators mostly used the semantic translation rather than the nominal one. Concerning levels of equivalence, the majority (thirty three
units) achieved the level of message, equal number (twenty five in both cases) reached the levels of utterance and situation description, followed by eleven of communication purpose, and six of language signs levels.

We have concluded that such distribution appeared because the Russian language does not have enough equivalents that would coincide with those of the English language in syntax, national colouring, created image. The reason for that is the difference of extralinguistic factors influencing the nation's vocabulary and idiomatic layer. Message level is enough to transmit the most part of the underlying information, however, some stylistic colouring shades may get lost in the translation process.

**Keywords:** idioms, equivalence, levels of equivalence, translation, equivalent translation

**CHALLENGES IN TRANSLATION OF NON-EQUIVALENT VOCABULARY**

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**Abstract:** The reflection of national culture is clearly manifested in the non-equivalent vocabulary, which is closely related to the objects and phenomena of culture. The article deals with the notion of non-equivalent vocabulary, the translation methods of non-equivalent lexical units. The relevance of the study is determined by the tendency to reveal universal features for depicting world pictures of various language speakers; by the demand to enrich bilingual and multilingual dictionaries designed to identify national-specific peculiarities of semantics; by the necessity to boost interest in studying the cultural differences while learning a foreign language. The object is the analysis of non-equivalent vocabulary. The subject is the identification of challenges in translation of non-equivalent vocabulary.

Any language is constantly evolving, English is not an exception. Under the impact of numerous factors appear new words, word-combinations and concepts, which do not have accurate equivalents in the target language that pose a great challenge for a translator. In the course of this research work were used the following scientific methods: analytical, comparative and descriptive. The objectives of the study are: to consider the notion of non-equivalent vocabulary in a theoretical way; to analyze the translation methods and single out the adequate and effective ones for translation of non-equivalent lexicon. There are different points of view on the techniques of translation of non-equivalent vocabulary. Thus, E. M. Vereshchagin and V. G. Kostomarov find the term “non-equivalent”
inaccurate as it makes the process of translation more complicated, labour-intensive and time-consuming. The following methods of translation are recommended for the translation of non-equivalent vocabulary: transliteration, calculus, approximate translation, descriptive translation, redistribution of the meaning of a non-equivalent lexical units - all these methods are described in detail and discussed in the article, as well as given and analyzed examples. In the linguistic literature, there is no consensus on the classification of methods of non-equivalent vocabulary translation, which is explained by the uniqueness of each individual lexical unit. Translation of non-equivalent vocabulary is considered as a challenging task, since translators always face the problem of choosing between a calculus and an explanatory or a descriptive translation method.

**Keywords**: non-equivalent vocabulary, translation challenges, equivalence.

**PECULIARITIES OF THE TRANSLATION COMPETENCE WITHIN PROTOCOL OFFICER’S JOB**
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**Abstract.** Today protocol officer’s duties include the organization of business meetings and negotiations, formal and informal receptions, banquets and cocktail parties, protocol documents’ preparation, etc. These tasks require intercultural communication competence and translation competence that has its specifics and differs from the professional translator’s competence. This fact makes the necessity to develop an appropriate methodology for forming the required competence. The purpose of the study is to examine the protocol officer’s translation competence and theoretically substantiate the need for its formation in the protocol officer’s training process. The following tasks help to achieve the purpose:

- show translation component’s presence and significance as a vital part of the intercultural communication competence within protocol officer’s job;
- analyze the translation knowledge and skills that are necessary for protocol officer to solve various professional tasks;
- compare translation knowledge and skills with the ones that a professional translator has, and mediation.

The article’s theoretical significance is to substantiate the relevance of the translation competence formation within the future protocol officer
job and to underline proper knowledge and skills that are inevitable for the profession. Such detailed analysis allows the author to do the following:

— theoretically substantiate the necessity of forming the protocol officer’s translation competence;
— identify the nomenclature of general and particular translation knowledge, skills, and professionally important personal qualities of the future protocol officer;
— suggest the sequence and technologies for the desired competence’s formation.

Surveys among protocol officers have shown that translation knowledge and skills do present in their job to solve numerous tasks. The comparison of the selected knowledge and skills with those that a professional translator has, indicated that the protocol officer does not have the task to fully convey the statement’s content and its linguistic details. The specialist takes into account the communication situation, the socio-cultural characteristics of the sender and recipient, the international situation. This approach made it possible to determine the range of knowledge and skills that are appropriate for the future protocol officer’s training process. The article’s significance consists in the author's argumentation of the translation competence’s necessity within the protocol officer’s job. The specificity of the protocol officer’s translation competence is due to the diplomatic discourse. The analysis of this discourse allowed us to determine its specifics, identify the nomenclature of genres. The selected general and particular translation skills can be used in writing relevant textbooks, which will create a professional context for training protocol officers and will prepare students for the modern requirements of international life. The research methods used in the article are theoretical and empirical.

**Keywords:** translation competence, general and private translation knowledge and skills, protocol officer, professional activity, intercultural communication competence.
CREATIVE PROJECT IN TEACHING ENGLISH
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Abstract. The process of teaching English for medical students needs improvement by using project methods in educational practice. The objective of this research is to present the creative project performed by the first year students of the Faculty of Preventive Medicine of KSMU. The project was meeting the students’ needs as it was of practical and professional character.

One of the units in the curriculum of studying English is Food Safety and Hygiene. Traditionally, students read and translate the texts about food storage, food preparation and personal hygiene. Then they make up the dialogues. The creative project entitled Checking the Restaurant by the Sanitary Doctors and offered to the students instead of traditional educational activities was a team work. The students were making the script of the didactic drama under the teacher’s supervising. The students were supposed to play the following roles: Public Health Inspectors, the restaurant’s chief manager, chief manager’s assistant, a hostess, a chef, two cooks, a waitress and two customers of this restaurant. The restaurant was subject to inspection to maintain proper hygiene and cleanliness. The inspection reported the violations concerning the storage of fish and cleanliness of the crockery. One of the customers of the restaurant was a video blogger who was going to inform the viewers of the improper work of the restaurant. In order to create the script, the students were encouraged to use the material from the textbook and to find the additional information from Internet. Then it was necessary to dramatize the interaction between the characters of the drama. We were trying to have simultaneous acquisition of knowledge and professional skills. The
next stage was public presentation of the work results – the drama was shown to the students of the other academic groups and their teachers. The final stage was the participants’ reflection of the results achieved and the necessities of the project’s perfections. It was our first experience in using method project. The students reported that they were interested in participating in project work and would like to have more creative activities at the classes in English. **Keywords:** project method, students of the faculty of preventive medicine

**GROUP WORK ORGANIZING IN THE ONLINE ENVIRONMENT**

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**Abstract.** The transition to online mode raised the issues of organizing efficient and well-coordinated work within the group, collaborations between students, as well as techniques to keep students motivated in the new circumstances. Before the start of the quarantine, these mentioned questions were just as relevant, since they are taken into account when planning curricula and lesson. But the new online reality has made instructors think and reorganize the activities for students to preserve the effect of the teacher’s presence in the absence of direct classroom contact, to increase the efficiency of each lesson in indirect learning and to get the planned results by the end of the semester.

One of the main functions of classes in Russian as a foreign language is social communication, as well as the consolidation of language experience through social interaction. Thanks to one of the main, and popular, features of the Zoom platform used at the University of New Hampshire, breakout rooms, group interaction was easily supported by different technology and pedagogical techniques.

The presentation proposes several types of effective practices aimed at inclusion, interaction and retention of interest in Russian language among students of different levels (A1, A2 and B1) during synchronous classes for two months.

The presentation examines types of group work for warming up, the main part of the lesson and control of speech production. Particular attention is paid to design, presentation and discussion work as the leading clusters to control the process of vocabulary and grammar acquisition, understanding of Russian culture, society and the problems discussed in the topics presented to and by students. This work is based on the principle of developing linguistic and communicative autonomy of
students (gradual release of responsibility), as well as the development of independence in search, developing and presenting problems in the language they are learning.

As pedagogy specialists have repeatedly noted, the experience of an emergency, unplanned transition to online teaching is different from a carefully planned online distance course.

The presentation reflects on the understanding of the spring experience, which served as the foundation for building a new trajectory for teaching groups of students in the fall of 2020.

Keywords: group work, collaboration, maintaining motivation, online environment

MODELING OF THE EDUCATIONAL PROCESS IN THE CONDITIONS OF DISTANCE LEARNING: INTERDISCIPLINARY AS A TOOL FOR FORMING PROFESSIONAL COMPETENCIES OF A LINGUIST

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Abstract. The formation of interdisciplinary and professional competencies occupies a special place in the integrative-contextual educational model, and the solution of this urgent problem implies the improvement of didactic mechanisms and tools for organizing and implementing educational programs in universities.

The experience of using methods and technologies that ensure the strengthening of interdisciplinary ties in the educational process confirms their effectiveness and gives reason to consider them as a fundamentally important component of the methodological system in the conditions of distance learning.

The article discusses the main trends in the organization of distance learning in universities during a pandemic, analyzes the basic communication systems and Internet tools that provide a comprehensive educational process.

Purpose of the research: to present the basic principles of modeling the educational process in the context of distance learning through interdisciplinarity as a tool for the formation of professional competencies of a linguist; to formulate the main provisions of the methodology for conducting distance practical classes (DPC) in the conditions of distance learning.

The research methodology consists of: comparison method and comparative analysis – the methodology for conducting the DPC is developed on the basis of comparing three communication platforms and analyzing their functional capabilities; systemic method – the
development of an integrative-contextual educational model and the process of forming interdisciplinary competencies are considered as a single educational system that requires coordination of educational activities and correct distribution of time.

In the course of the introduction of blended learning, the organization of the educational process has undergone significant changes: the key principles of education management in general throughout the country have been revised, including at the level of universities. In the current conditions for conducting classes by means of distance learning in the 2020 academic year, the methodological and didactic support of the educational process was revised, both the form and content of educational materials were transformed.

In a pandemic situation, the administration and the teaching staff were forced to find the best way to communicate with students, which could partially replace face-to-face classes – to provide not only audio broadcasting, but also visualization of educational presentations in lectures and the implementation of practical tasks by students in an interactive mode at seminars and laboratory classes.

The article demonstrates the relationship and interdependence of the technical capabilities of Internet applications and educational necessity, and also provides examples of some software products that make up the educational environment of the RSUH in 2020.

Among the main results of the university's organizational and research work on the problems of distance learning, one should name the organization of a mixed format for the implementation of educational programs using distance technologies and resources of the electronic information and educational environment of the RSUH. The result of the participation of the author of this publication is the development of a methodology for conducting distance practical classes in order to form interdisciplinary and professional competencies of students of the Institute of Linguistics and the Institute of Philology and History of the Russian State University for the Humanities.

Keywords: interdisciplinarity, distance educational process, integrative-contextual model, blended learning, communication platforms.

THE SPEECH ACT OF ADVICE IN THE DISCOURSE OF MURIEL SPARK IN LINGUOPRAGMATIC DIMENSION
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Abstract. The article is devoted to the issues of the communicative
effectiveness of speech activity in the discourse of a literary text. The authors examine the suggestive speech act of advice in the discourse of the British writer Muriel Spark from the point of view of linguopragmatic features, communicative-intentional functions and social significance in the modern world. The article considers the specifics of the illocution of the suggestive effect on the reader, which consists in the absence of incentive function, enforcement and obligatoriness. In literary discourse, the speaker purposefully performs a whole complex of speech acts, influencing the consciousness and behavior of the listener, performing simultaneously locative, illocutionary and perlocutionary acts. The authors note that the illocutionary potential of advice does not include control over the execution of the action, it is of a recommendatory nature. The expressive side of the benefactorship of the speech act of advice is described, and the various linguistic and speech means of the manifestation of the suggestive intention in the discourse of M. Spark are detailed. Special attention is paid to intertextuality and a wide range of background knowledge of the author: the intertextual perception of the advice from the narrator consists in correlating her recommendations with her personal life experience, confirming the positive effect of her guideline. The paper details the content of the speech act of advice. The convergence of the communicative, discursive and cognitive aspects of speech activity in the linguistic study of M. Spark's idiom is constructive for the development and strengthening of knowledge about the suggestive effect on the recipient through the speech act of advice in the discourse of a literary work.

The most vivid representation of the speech act of advice in the literary space of Muriel Spark is found in the novel "A Far Cry From Kensington", published for the first time in 1988 and describing the events of 1954-1957. The English language provides opportunities for explicating advice in the form of a special speech act, and these opportunities are extremely widely used in the analyzed novel, representing a variety of subspecies of advice: advice-instruction, advice-hint, advice-prompting, advice-instruction, advice-recommendation, advice-consultation, advice-opinion, advice-warning.

The speech act of advice in Muriel Spark's discourse is an open and friendly recommendation that meets the interests of the addressee (in this case, the reader). They are given on behalf of a more experienced interlocutor, they are efficient and effective. Muriel Spark's discourse has a high sociopragmatic load: the narrator conducts a continuous dialogue with the reader, offering the most effective solutions to the problems and difficulties that beset a modern man. The diversity of the expressive potential of the speech act of advice in Muriel Spark's literary space is predetermined by the power of fulfilling the communicative intention: the
modification of the pragmatic meaning in the direction of strengthening or weakening the categorical nature of advice corresponds to the diversity of its above-mentioned subspecies.

The advice from the main character of the analyzed book by Muriel Spark is intratextual, which is manifested in the correlation of the recipes and tips given by her with her personal life experience, confirming the effectiveness and fruitfulness of the described attitudes. In almost all suggestive speech acts, the effect of suggestion is invariably present, supplemented by intratextual references to overcoming the narrator's troubles and achieving life success.

**Keywords:** speech act of advice; suggestive potential; intention; benefactor; discourse of a literary text.

**TEACHING TERRITORIAL VARIETIES OF THE ENGLISH LANGUAGE**

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**Abstract.** Currently, in the context of globalization, we are witnessing a rapid increase in the number of English speakers for whom it is not native. At the same time, English is not only spread due to globalization, but is also its guide. Thus, as a result of the inevitable linguistic contacts of the English language with other languages arising under the conditions of its wide distribution, one can observe the existence of an uncountable number of variants formed in the conditions of such contacts. These options, dialects and regiolects, in the context of globalization become donors for world English. The concept of world English was proposed by numerous linguists specifically to designate the totality of all existing variants and dialects of English. It is characteristic that the units common to them have significant variability. Their alignment occurs only within the most common options: American and British standard English variants and world English as a whole. In such circumstances, the problem arises of choosing one or another option in the communication process. Today, English is the most common and significant language in the world. The leaders in the number of native speakers are Mandarin (Chinese) and Hindi (considering the size of the population in China and India), but English is the most important in international relations, business, science, medicine, and education. The rapidly globalizing world desperately needed a universal means of communication between people, business structures and states - and for many historical reasons, English became such a medium. As you know, it is distributed not only in the UK, but also abroad, and is the official language in many countries around the world. At the same time, the English language of each state
has its own characteristics, its own distinctive features, which were formed in the course of historical development, as a result of the influence of the indigenous language, the languages of the neighboring countries. A few centuries ago, there was a single version of English, one that was spoken only in Britain. Other variants of the English language began to appear when the British began to actively conquer new lands across all continents and brought their language to America, Australia, New Zealand, Asia and Africa. In each of these places, English developed in its own way, enriching and evolving, interacting with local dialects and dialects spoken by residents of the British colonies. As a result, various dialects and variations of modern English appeared. The linguistic influence of the British English is related to the fact that it is traditionally used as a subject of study in the educational system of most countries of the world.

**Keywords**: language variation, dialect, language standardization, regional peculiarity, linguistic contact.

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**ENGLISH LANGUAGE E-LEARNING IMPLEMENTATION DIFFICULTIES FACED BY SYRIAN UNIVERSITIES**

*(based on a case study at Tishreen University)*

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**Abstract.** The key objectives of the study were (1) to identify and comment on the difficulties in application of e-learning encountered by the English Language Department at Tishreen University; (2) to assess the possibility of applying e-learning at the English Language Department; (3) to provide guidelines for efficient introduction of e-learning technology. A complex approach was used. The study provided a data set of survey results. The most important findings are as follows. There are four distinctive groups of various difficulties related to adopting e-learning, including (a) lack of ambition, (b) financial obstacles, (c) obvious lack of infrastructure and technical equipment necessary for performing e-learning in the English language department at Tishreen University, as well as (d) unpreparedness of most teachers to implement e-learning. The latter is explained not just for some reasons directly related to scarcity of facilities or equipment breakdown, but firstly due to the lack of educational preparedness, explained in terms of insufficient teaching skills and absence of proper training. However, the results of the survey also reflect students' growing interest in e-learning despite the lack of necessary equipment in the college, and the fact that most of them do not own any in their places of residence.
The key teacher’s preparednesses in demand for e-learning implementation have been elicited and commented in the article. The elicited set of obstacles to a new mode of learning English reflects the necessity of elaboration of a special program for introducing E-learning components at Syrian universities within frame of systemic approach. The guidelines for E-learning implementation at university and, more specifically, at English department include: (1) elaboration of university conception of E-learning implementation as part of university development strategy; (2) investment in electronic learning infrastructure, such as computer classes, necessary hardware and software, wi-fi station etc.; (3) organization of a special E-learning Department at university and development of unified proper electronic environment for teachers and students; (4) training teachers to perform (English) classes both in E-learning and Blended Learning educational models; (5) development of learning-to-learn component in students to ensure successful e-learning performance as a must for positive e-learning experience. 

Keywords. Tishreen university, difficulties in e-learning implementation, infrastructure, attitudes, teachers’ preparedness

LOOPING TO THE MIND CYCLE IN STUDENT’S IDEA GENERATION

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Abstract. The intention of this paper goes back to the idea of developing a graduate student's ability to grasp the fact of “designful” plagiarism when writing a master’s thesis. The academic advisor has the occasional challenge of guiding a student on the path of learning to self-organize and be self-reliant, in addition to managing the scientific issue itself. In his role as facilitator, he should regularly monitor his mentee's train of thought rating his findings and biases when generating ideas. Clear awareness of the student's actions in his/her progress towards the research goal and the use of cognitive correction techniques will allow the facilitator to take the student's mental effort from being “inexperienced” to being consciously looped.

Understanding the purposefulness of “order and chaos” scientific scrutiny in the research mindset leads to the development of different methodologies. The analytical method in question, applied to observe and study students’ research text-generating procedures, helped pinpoint fallacious operations that cause plagiarism and align them towards creative thinking via a cyclic mindfulness-based approach. This approach results in a cycle of relatively sequential mental segments which, after having been locked at the point of a particular problem resolved, are being unfolded with another or iterative behaviour to generate a new
The cycle is posited here as CYCL:E in two guises: in thinking motion, tentatively speaking, “from right to left” and “from left to right,” that means from emotional state to intellectual effort and, vice versa, from intellectual capability to emotional intellect considering conditional functionality of the two cerebral hemispheres: (LR) CYCL:E $\propto$ E:LCYC (RL): contemplation – “yaw” controllability – conceptualization – localization : equilaterality (Contemplator : Educator) $\propto$ em'plotting – lay person’s logic – conventionalization – yielding the value : conscious of self-sufficiency (Em'plotter : Conscious of self). These two schemes entail common questions when starting activities: Who are you? – Do you have any core competencies? – What are you offering? – Why do they care? – Who are you offering (research) to? Having regard to answers to those questions it is possible to represent idea generation operations which are intrinsic to em'plotter (person contrived to embed research plot into other people's ideas) or contemplator (individual aware of moving from strategic to result and self-actualizing while submitting educator’s suggestions).

**Keywords:** mind cycle, idea generation, plagiarism

**EFFECTIVE TEACHING FOREIGN LANGUAGES USING TODAY’S METHODS IN RUSSIA**

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**Abstract.** Teaching is a skill acquired through learning. The amount of knowledge acquired is not the reason for a suitable method. The right method is to use these skills in the right place at the right moment. Indeed, that's why the quality of knowledge wins this debate against quantity. This article shows how today's methods are beneficial for teaching and how they help others learn faster and better than before. Migrants from other countries can help develop a method in a country, in our case in Russia. Vasile Alecsandri says that "Language is the card of the nobility of a people."

An Arab proverb is "Anyone who learns the language of a nation will escape their troubles." The language is like a key. Whoever knows one foreign language can open to himself a new path with different methods to acquire his self-realization. The teaching technique strategies are classified into five categories: direct teaching, indirect teaching, interactive teaching, independent study, and experiential learning. At RUDN University, people give concerts and festivals in Interclub to share their cultures and traditions. It is a suitable method using available materials in Russia. Create a virtual character on our mind and improve
our skills is a method to grab a language quickly. It is like being an actor and play different characters at the same time for every language. For Russia, the biggest country on the earth, it's easy to create ethnic communities to open new paths for her development. What we have in RUDN University can be everywhere in Russia on a larger scale. **Keywords:** VR (virtual reality), foreign language teaching and learning, modern teaching techniques, Intercultural club, digitalization

**THEATRICAL PROPERTIES IN ENGLISH CLASSES. TO BE OR NOT TO BE?**

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**Abstract.** Today, modern foreign language teaching aims not only to transfer knowledge but also to turn it into a tool for creative learning. The students develop receptivity, creative thinking, the ability to form new combinations of ideas that meet a particular goal. The use of theatricalization elements in foreign language classes contributes to transforming educational activities into a creative process aimed at mastering the content through games and artistic images. Theater pedagogy elements allow to diversify the educational process and enrich it, creating a creative psychological climate in the classroom. Today, a foreign language is becoming a means of life support for society. Therefore, a foreign language has become a mandatory component of training at all education stages, including at the university. Numerous difficulties in foreign language learning lead to a loss of interest in the process as such. The use of elements' theatricalization contributes to the solution of this issue to a large extent. Theatrical activity is the most accurate communication model since it imitates reality, and in it, as in life, the speech and non-speech behavior of partners are intertwined.

Foreign language learning is based on individual, pair, group, and mass work (performances, shows). The top form in lesson organizing is group work, which means that project activity comes to the fore. Sometimes it is difficult for students to understand any aspect when immersed in the target language culture. For more comfortable learning, we introduce a foreign language learning method using theatricalization elements, which creates interest in language learning.

In addition to a variety of methods and techniques that help unlock the students' potential and allow them to plunge into the target language world, theatrical properties are an integral part of our methodology. They create conditions for foreign language learning, in our case, English. Theatrical properties help to "enliven" the action, make it natural and
complete. After all, sometimes the small, seemingly insignificant details can be crucial for the meaning transmission or the work's perception. Theatrical properties game function involves using specific props' items for manipulation during the game to demonstrate particular skills, abilities, techniques, to show the characteristic features of the character or the situations in which they find themselves.

On the example of familiarity with English-speaking countries' traditions, we see this need to use theatrical properties. When we mean theatrical properties, we mean everything that can be touched, smelled, and used directly in the classroom. All this is complemented by additional features - video and audio in the language about the tradition, quizzes compiled by the teacher on various platforms, costumes, or decorative elements. Currently, in the context of the pandemic, most classes have switched to online mode. There are also many options for immersing yourself in the celebration environment - the ability to change the background during an online meeting, use theatrical properties and costumes independently, showing other students.

**Keywords:** FLT (foreign language teaching), theatrical properties, theatricalization, motivation
LINGUISTICS AND THE HUMANITIES – INTERDISCIPLINARY APPROACHES IN RESEARCH AND TEACHING

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OPPORTUNITIES OF USING WORDWALL SERVICE IN TEACHING FOREIGN LANGUAGE

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Abstract. Nowadays Information and communication technology (ICT) play an important role in the development of the educational programs. Professors from all over the world create educational online resources specially for use in the learning process. Wardwall service is an Internet-resource, that can be used by foreign language teachers as a useful tool for training almost all aspects of language: writing, speaking and reading.

This study is dedicated to multiple ways of using Wordwall service in foreign language teaching. According to the main goal of higher education, the purpose of the study is to observe the possibilities of Wordwall service as an effective resource that helps teacher to combine all the necessary factors in foreign language teaching and helps students to improve their skills in grammar, vocabulary, and speech.

When using educational Internet resources in the educational process, the motivation for learning increases, the cognitive interest of students is stimulated, the effectiveness of independent work increases, and all the potentials of the individual are realized: cognitive, moral, creative, communicative, and aesthetic, that is, students are adapted to study at a university in the context of education informatization. New technologies allow the young generation to quickly receive up-to-date information about what is happening in the world. Students master the "limitless" possibilities of the Internet. Using these opportunities in learning
activities transforms familiar activities into an extremely fun and creative learning process. Modern educational Internet resources can provide the transfer of knowledge and access to various educational information. They allow teachers to implement a fundamentally new approach to the study of foreign language.

The methodological basis of the study is a number of works related to the usage of ICT in learning (Titova S.V., Kapranchikova K.V., Danilina E.K., Polat E.S., etc.)

The main conclusion made after the research is that the Wordwall resource in foreign language teaching provides high level of different language skills development. In general, the variety of tools offered by Wordwall templates gives a foreign language teacher an inexhaustible source for pedagogical creativity, especially for organizing and conducting informative and at the same time entertaining distance learning.

**Keywords:** Wordwall, ICT in education, foreign language teaching, E-learning

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**ICT AS A TOOL FOR DEVELOPING NEW ERA COMPETENCIES FOR BACHELOR STUDENTS OF LINGUISTICS**

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**Abstract:** Digitalization, understood as the widespread introduction of digital technologies into the life of modern society, creates new requirements for the organization of the educational process focusing on preparing competent specialists capable of successful employment in situations of the transition from an industrial to a digital economy. At the same time, information is one of the driving forces of the digital economy. Once communicated and used, information becomes knowledge, the production of which is the main source of economic growth and competitiveness of any state. However, the transfer and use of knowledge in modern society is impossible without acquisition of the main tool, namely, the "language," both native and foreign. Therefore, we place our research under the umbrella of teaching a foreign language in the modern conditions of the development of a digitalized multicultural world.

All current global education initiatives (life-skills-based health education, education for sustainable development) are aimed at developing practical skills necessary to find solutions for any practical assignments. These
skills produce outcomes to effectively respond to societal challenges, to perform successful professional activity, to be an active, productive and socially included member of society, to build strong and healthy relationships with members not only of your own culture, but also with the representatives of other cultures. Foreign language education is becoming more practical and is characterized by the integration of digital technologies into traditional teaching methods. Particular attention should be paid to the fact that the inclusion of digital technologies in the teaching of foreign languages does not depend on the chosen methodology. Whatever technique underlies the educational process, the fundamental method, the linguistic sociocultural, or communicative, the main task is to use digital technologies effectively.

This paper shows that besides developing digital literacy skills, information skills (work with and evaluate information) and practical competencies required for professional linguistics jobs, the use of ICT solutions helps Social and Emotional Learning by engaging students in educational process and empowering them to manage emotions, attitudes and values, develop willpower, ability to quickly adapt to circumstances. Through activities that promote social inclusion and participation, students develop a sense of being part of a community with shared projects and activities, meaning that we can also talk about soft skills and life skills development, goals that provide strategic direction to educational planning according to a WHO definition, UN strategy for education for sustainable development and RF national project “Education” objectives.

The authors describe their experience of two projects with intensive use of ICTs: collaborative online learning and use of a digital learning platform myhaikuclass.com to create an online course, being forced to shift into online education during the COVID-19 pandemics. Nowadays these software solutions are still used to support traditional place-based education due to the fact that online education format has been cancelled. The results of the study show that the use of these tools confirms a hypothesis that blended learning model with an active use of ICT solutions should be preferred in a new educational paradigm that has emerged in order to develop new competencies demanded by life in digital society. It is also shown that ICTs can be a useful tool for self-organization and capacity building, including capacity building for lifelong learning, as well as for developing critical and creative thinking, solidarity and responsibility, emotional intelligence, empathy and teamwork.

Keywords: ICTs, digital technology, educational platform, collaborative online learning, foreign language, competence
COMMUNICATIVE STRATEGIES OF CREATING POSITIVE GROUP EVALUATION IN OPPRESSED SOCIAL GROUPS: THE CASE OF A FEMINIST ESSAY
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Abstract. This study aims to investigate communicative strategies and tactics used in early intersectional feminist discourse in the USA in a situation of intergroup conflict related to gender and racial discrimination. The methods used by the researcher are linguistic description, context analysis, and pragmatic analysis. The paper looks into linguistic and sociological approaches to social categorization and the “Us — Them” dichotomy and describes the way this dichotomy is realized in the discourse of discriminated social groups, which often tend to attach positive evaluation to “them” (the more prestigious, dominant outgroup) and negative evaluation to “us” (the less prestigious, oppressed ingroup). Using G. Anzaldúa’s essay “Speaking in Tongues. A Letter to Third World Women Writers” as an example, this study identifies two main communicative strategies used in early intersectional feminist discourse: the strategy of delineating “us” and “them” and the strategy of reevaluation. It also identifies several communicative tactics implementing these strategies, describes the linguistic means used for each of the tactics, and analyzes their pragmatic potential. The study shows that the main communicative goal organizing the different strategies and tactics has to do with changing the way the discriminated group perceives and evaluates itself. Particular attention is given to the communicative tactic of access control, used by the author to address Spanish readers whose command of English is limited, while simultaneously trying to exclude readers who do not speak Spanish. This tactic includes two types of code switching: switching between different languages (English and Spanish) and between two genres (essay and personal letter, the essay being the predominant genre of the two). Another important tactic used by the author is rhetoric, which includes the use of various stylistic devices to influence the reader emotionally and aesthetically. The main stylistic devices identified in the essay include metaphors, allusions, rhetorical questions, and syntactic parallelism. It is demonstrated that intersectional feminist media may serve as a platform for oppressed groups to reaffirm their positive group identity and subvert negative social stereotypes.

Keywords: communicative strategies, communicative tactics, feminist discourse, discrimination, the “Us — Them” dichotomy

DDL (DATA DRIVEN LEARNING) IN RUSSIAN UNIVERSITIES
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Abstract. Language corpora and the Data driven learning based on their use are increasingly approached for language teaching. The term data driven learning was first coined by Tim Jones in 1991 and over the past 30 years has become a commonly used term to describe an increasingly popular learning practice. Data driven approach to problem solving is used in various fields: in technology, in business, in science. When it comes to using data-driven tasks for teaching, we are talking about data driven learning. We will consider how this approach can be used in language teaching in Russian universities.

The general method of DDL is based on the fact that the student himself, albeit under the guidance of the teacher, analyzes the corpus examples and induce rules from this analysis. Depending on the type of language corpora and on the tasks that the teacher sets for the student, the student can in inductive method "make a discovery" and gain knowledge of both semantic and stylistic, grammatical, phonetic and other features of a particular language unit, or phenomena.

The article describes what kind of tasks using what corpuses can be used in Russian universities. The examples relate primarily to German and English, but can easily be transferred to other languages.

It is concluded that DDL technology can be applied to any language disciplines (Practice of Speaking and Writing, Practical Grammar, Intercultural Communication, History of Language, Translation Studies, etc.) and for different learning targets – vocabulary, writing, grammar, translating etc.

During autonomous research work in full-time / distance learning or as part of independent work, students can develop or consolidate many key skills relevant to modern society: the ability to work in a team, the ability to self-study, the ability to choose the appropriate strategy for solving a specific problem. All this makes the DDL approach promising for implementation in the educational practice of Russian universities.

Keywords: Data Driven Learning, DDL, language corpus, learner corpus, foreign language.

THE IMAGOSPHERE OF THE SOVIET POSTER (BASED ON VICTORIA BONNELL’S “ICONOGRAPHY OF POWER: SOVIET POLITICAL POSTERS UNDER LENIN AND STALIN”)

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Abstract. Recent decades have shown significant increase in the number
of works carried out in the framework of imagology; at the same time, there is a noticeable expansion of the sphere of imagological research. The reviews of the monograph by the University of California professor Victoria Bonnell “Iconography of Power: Soviet Political Posters under Lenin and Stalin” emphasize the undoubtedly interdisciplinary nature of the monograph. In our opinion, there is every reason to add one more discipline – culturological imagology – to the long list of human sciences mentioned in the reviews in connection with Bonnell's book. The present research has as its objective the substantiation of this thesis. Imagology in a broad sense is concerned with the study of cross-national perceptions and images of other, "alien" people, countries and their representatives. The title itself, containing the word iconography, testifies to the obvious imagological orientation of Bonnell's monograph by virtue of its interpretation in art history. Unsurprisingly, the word image is regularly used by the author throughout the work. Bonnell conducts a research into the iconography of the worker, the Soviet woman and the Soviet leader – the images that constitute the core of the imagosphere of the political poster – i.e. the key images of the "golden age" of the Soviet poster. It is hard to imagine anything more "alien" from the point of view of the "subject of perception" (Bonnell) than these significant figures symbolizing their time and political system. Thus, a binary antagonistic model “friend-foe / other”, or “us versus them” as the fundamental concept of imagology comes into existence. Bonnell's interest in the image of the woman, who for a long time remained among the most significant "others" of culture, is not accidental. The imagological character of Bonnell's monograph is also manifested in the fact that the author reveals the radical changes in value concepts and guidelines that form the conceptual core of imagology.

Bonnell's research also presents valuable material in terms of linguistic imagology since the author dwells in detail on the chosen style and language of presentation, explaining her commitment to the use of linguistic terminology. Also indicative is the regular use of the word tipazh, which marked a significant change in the formation and interpretation of poster images and added to other “imagems” characteristic of linguistic imagology. To sum up, in our opinion, there is every reason to claim that V. Bonnell's research is conducted within the framework of culturological imagology, although this is not stated either in the book itself or in numerous reviews of it. This clarification seems to be fundamentally important, since Bonnell's monograph is the first and so far the only work that recreates the integral imagological space of the Soviet poster as a system of key images embodying value orientations typical of their time.
Keywords: poster, imagology, linguistic imagology, image, ‘us versus them’ opposition

UNIVERSITY DIGITAL IMAGE AS INTERACTIVE PHENOMENON (CASE STUDY OF REGIONAL UNIVERSITIES)

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Abstract. The present work studies the digital image of three universities in the multicultural city of Chelyabinsk, namely Chelyabinsk State University, South Ural State University and South Ural State Humanitarian Pedagogical University. Being unstated, the concept of digital image is under discussion. It leads to distinguishing a digital image from a media image and states interactivity as the key differentiating feature for the digital one. Internet-linguistics is suggested as an appropriate scientific branch to investigate the problem. The communicative and pragmatic approach supports the anthropocentric paradigm. The objective of the work is to define relevant peculiarities of the university digital images postulating a specific discourse of higher education with the blend of other discourses. The study of university digital image is based on the analysis of linguistic and visual ways of its being. To fulfil the task the research justifies the choice of creolized (polycode) texts in comparison with polymodal texts and multimedia texts. The discourse analysis allows us to describe macrostructures of creolized texts and interpret them according definite communicative purposes. Methods of descriptive statistics show us the typical parameters of creolized texts. The semiotic method leads to studying the social and cultural code of the texts. The comparative analysis provides us with universal and specific features of university digital images. The study looks at the social network “VKontakte” as the most popular in the Russian Federation among the young. “VKontakte” is the interactive platform of the second web with unlimited resources to manage the university image together with its recipients. It has been considered unimaginable for constructing any image, which is a process under control and is supposed to design an attractive image facilitating the flow-in of financial and non-financial assets and to avoid a negative image able to push off possible actors. The research has resulted in the solution of university positioning on the communicative level, without material expenses and conditioned by the region specifics. The scientific novelty is based on the interdisciplinary approach and the digital character of information presentation. Clarifying the requirements for creolized texts, the author facilitates the continuous managing of interactive university digital image.
Keywords: digital image, university, creolized text

LINGUO-PROFESSIONAL MICRO-MODULES AT NON-LINGUISTIC UNIVERSITIES. AIMS, TASKS, IMPLEMENTATION

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Abstract. Modular system of teaching has been widely implemented in the educational process at higher schools since the edge of the current century and has been successfully used since that time. As a rule, educational modules are identified as an integrated total of different study forms and technologies as well as controlling the formation of corresponding competences on a subject. Modular system is generally built sequentially within compulsory study programs on the grounds of the main disciplines. The research and development of the interdisciplinary approach however show that the modular study system can be built as an integrated block of two and more subjects. Modern study courses of Business English and those of English for Special Purposes are targeted not only at forming linguistic and communicative but also at the extension of the main social, cultural and cross-cultural competences. They all do not only present authentic materials of real international businesses but also contain the tasks aimed at the development of critical thinking and “working-in-teams” skills to make decisions in business and management. Furthermore, the exercises also develop professional and business communicative skills such as making and giving presentations, holding meetings and negotiations, telephoning etc.

The positive influence of modular and interdisciplinary approaches on the results of the education can be extended if modules are designed and implemented by blocks of two or even more departments whereby not only on the study programs but also on those of scientific potentials of departments. This idea results in the extension of the interdisciplinary linguo-professional module concept.

This idea let formulate the following definition: Linguo-professional micro-module is structural unit of education and mobility development of student and teaching staff at universities and it is aimed not just at the formation and development of linguistic and social-professional competences of students but at the enhancing of universities’ international activities as well.

For design and implementation of such micro-modules special collaborative mechanisms needed to be developed including both
teachers of foreign languages and special disciplines as well as those of
information technologies (due to the lessons of pandemic in particular).
The author shares her ideas on that.

**Keywords.** Linguo-professional micro-modules, integrated blocks,
mechanism of inter-departmental collaboration

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**THE METAPHORICAL MODELS IN SPANISH SPORTS DISCOURSE**

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**Abstract.** The main function of mass media is to spread the information
and deliver it to the reader. The expressive means of language are
considered to be an important way of influencing the addressee. The
metaphor contributes to the impact on the consciousness of the addressee,
on his perception of the surrounding reality.
The purpose of this paper is to analyse the pragmatic potential of
metaphorical models (such as “War”, “Food”, “Music”) in the football
match reports published on the websites of the main sports magazines of
Spain («Marca», «As», «Mundo Deportivo») from 2017 to 2021, where
the detailed description of the match and the evaluative comments of the
sport journalist are given.
The metaphorical model “War” reveals the strategies and tactics of
playing with an opponent; the metaphorical model “Food” is used for
more vivid and detailed description of the football game; the atmosphere
of football game in the stadium is transmitted with the help of the
metaphorical model “Music”.

**Keywords:** sports discourse, sports mass media, metaphors, football
reports, football match.

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**WAYS OF CONSTRUCTING GENDER IDENTITY IN INTERNET DISCOURSE (BASED ON GERMAN SPORTS BLOGS)**

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**Abstract.** One of the most promising fields of linguistic investigation is
within the study of gender. This field of study is focused on social and
cultural factors, which define a society's attitude towards men and
women, the stereotyped views on the traits of men and women, and the
particular behaviors of individuals who belong to a certain gender.
Language is one of the most important means of constructing social and
cultural attitudes within the human mind, especially for the construction
of gender identity. The report contains the results of an investigation that was devoted to revealing personal and situational parameters for communication within Internet-discourse regarding its gender aspects; potential gender shifts which are influenced by electronic communication. Realization of this goal was achieved by contrasting men's and women's language personality in German sport blogs on the basis of verbal-semantic, linguo-cognitive and pragmatic levels as well as the determination of the relevance / irrelevance of electronic communication’s influence on the process of gender construction. The material for the research was gathered from German Internet-blogs of professional sportsmen, sport journalists, columnists, analysts, and sport enthusiasts. The Internet-blogs are posted on various websites and are presented as articles. The study found that personal and situational parameters of communication are manifested on Internet-blogs in the following way: women retain their emotionality in the blogosphere due to the more frequent use of emotional and expressive vocabulary; women's speech is more normative while men's speech can be characterised by the more frequent use of colloquial expressions; female authors are more reader oriented because they use rhetorical questions more often; male authors tend to focus on objective information and are more competent in the field of sports because they have a greater tendency of using proper names, numbers and dates, and abbreviations more often. Women try to impersonate themselves with the readers, while men focus more on themselves. Linguo-cognitive analysis revealed that men associate sport with politics, fighting, and success. At the same time women associate sport with shows, performances, and theatre. On the pragmatic level men and women prefer relatively the same cognitive speech strategies. However, the priority of using them is different among men and women. The conducted analysis leads to a conclusion that the speech of men and women contains differences which demonstrate the traditional views about gender-marked speech behavior. It was found that electronic communication does not have a significant impact on the process of gender formation and in German sports blogs men and women retain their gender identity. 

**Keywords:** gender identity, language personality, Internet discourse
SELECTED TOPICS IN GENERAL AND SPECIFIC LINGUISTICS IN SYNCHRONIC AND DIACHRONIC PERSPECTIVE

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THE IMPACTS OF INTERDISCIPLINARY DIVERSITIES ON THE LANGUAGE ACQUISITION DOMAIN

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Abstract. The development of modern research has notably been marked with fuzzy borderlines between different fields. Language acquisition appears to be more subject to the influence of coterminous sciences due to its specificity. The diffusion of the LA domain is stipulated by a loosely delineated subject of the discipline. The subject matter of LA is duly associated with linguistic content that is to be reduced to language use within the domain. Language use is inextricably linked to innate mental operations of the speaker, which involves a complicated set of cognitive strands. Language cognition eventuates in the development of the speaker's capacities that again goes back to the knowledge of a language constrained by the performance the individual is able to manifest in the form which reliably causes certain inner processes and responses in the hearer. Behaviorally grounded communicative intentions of the speaker and the hearer are constrained by social factors and conditions. The premises given reproduce the state-of-the-art in the field under consideration. The LA domain is traditionally represented as a tightly intertwined arrangement of varied entities functioning on the edge of a number of coterminous or associated disciplines and borrowing a lot from their methods and terms. That is why most research on the LA issues is inevitably biased towards a particular aspect, with linguistic, cognitive, behavioral, computational or other facets prevailing. It is for this reason that explorations into the LA are predominantly cross-sectional studies avoiding overall longitudinal conclusions. The problem of LA real integrity is seldom, if ever, considered, and up until now its
domain delineation has stayed an open question. One way to resolve the problem is to determine a universal productive unit of language learning encompassing the properties induced by adjacent realms but conceptually and functionally belonging to the LA domain. There have been proposed a few building blocks potentially capable of functioning as learning units, their scope ranging from phonemes to full sentences. A research method of universal unit validity assessment establishing properties of language acquisition per se is introduced and argued.

**Keywords:** language acquisition/LA, communicative premise, LA domain integrity, learning unit

**ON THE ORIGIN OF SUBJUNCTIVE MOOD IN YIDDISH**

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**Abstract.** The article deals with the constructions of subjunctive mood in Yiddish, which are absolute innovations as compared to the tense constructions in Germanic languages. It is also doubtful, that these structural innovations might be caused by interference with Slavic or Baltic languages. Generally speaking the tense system of Yiddish has other specific features, but the most of them get an explanation within the theory of language contacts. So, the composite form of Preterite, consisting of two separate parts, is explained by the influence of one of the periphrastic tense contructions, functioning in the Samogitian dialect of Lithuanian. The double Perfect is sometimes used in Romanic and Germanic languages and finds a solid position in Yiddish. The Yiddish constructions of conditional mood are the result of mixing German conjunctive Preterite and Slavic Future II in the Past. Taking into account the structural potential or Germanic tense system, the paper undertakes an investigation of Yiddish tenses. For that purpose the theoretical basis of the binomiality idea is used, proclaiming, that a substantive / verbal part of sentence consists of two items – a substantive / verbal semifinitive and a time / space (pra)specifier. The specifier is responsible for the formation of a main part of sentence and can be weak (a flexion), strong or superstrong (a word). The superstrong time specifiers are mostly modal verbs or similar verbal units. The (pra)specifiers can undergo a modification by a semifinitive. The verbal semifinitives can be, like infinitives, I or II (for Yiddish we also assume the existence of semifinitive III). For the constructions of subjunctive mood a binomial model is proposed, according to which these constructions are the result of fixing a semifinitive I in a weak specifier, modified by the semifinitive I «zayn» (however, this semifinitive transforms itself into the participle II «geven»...
or «gevesn»). The reason of this transformation might be the structural influence of the constructions of conditional mood on the constructions of subjunctive mood. Mixing German conjunctive Preterite and Slavic Future II in the Past could result in the transformation of semifinitive I into participle II.

**Key words:** Yiddish, subjunctive mood, binomiality idea, language contacts

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**PHRASEOLOGY IN CONTEXT: PROPOSAL FOR A DATABASE ELABORATION OF VERBAL LOCUTIONS IN SPANISH**

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**Abstract.** The article aims at phraseologisms that are habitually used in the Spanish colloquial and spontaneous language and proposes a method of elaborating a phraseological study through the creation of a database in order to examine the verbal locutions extracted from various dictionaries and corpus of the Spanish language, as well as other sources in common use. As a leveling criteria, were taken into account the frequency of use presented by verbal locutions in habitual dictionaries, the lexical composition that they present, as well as other important criteria that are based on the cognitive and pragmatic process that contribute to the formation of verbal locutions such as they are the degree of fixation and idiomaticity or even the cognitive visual representation that characterizes many of these units. Through the analysis of the verbal locutions contained in the database, the different paradigmatic and syntagmatic relationships of the different verbal locutions are verified when translating not only to another linguistic code different from Spanish, but to other diatopic variants of Spanish, the frequency of use, as well as the diatopic variants of these units in other Spanish-speaking countries of the American continent, including the United States. Today the growing need to place information on the web, making it available from anywhere in the world, has led to the proliferation of websites with duplicate and poorly organized data. In the case of phraseologisms, verbal locutions are often marked in dictionaries as collocations or simply not as phraseologisms, but as verbal periphrasis of the language system. This type of accidental errors, as well as the redundancies of information, hinder the process of learning Spanish as a foreign language, causing inconsistencies or difficult-to-access data that negatively influence the translation due to the appearance of literal translations that do not take into account the context or communicative situation.
MEANINGS OF COLOR AMONG DIFFERENT PEOPLES
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Abstract. The article discusses semantics of color namings “white”, “black” and “blue” by using the componential method in the different languages. It turns out that the core and periphery of achromatic color field are verbalized in more detail with the help of separate lexemes, comparative constructions and morphological elements that make up the achromatic color naming microsystem. During the course of analysis, the authors came to a conclusion the semantics of the Kazakh, Russian and English languages phraseological units with such components as “white”, “black” and “blue” has evaluative semes, which reflect cultural traditions, a lifestyle, customs, features of national mentality and consciousness of the people.

The relevance of the study is due to the fact that a comprehensive study of the word as the main unit of language system is an important task of modern linguistics. The field theory plays an important role in solving this problem, which is still one of the relevant directions of modern linguistics. It is shown by a keen interest of researchers in the development of different types of fields - lexical-semantic, associative, derivational, etc.

The componential analysis techniques being used in this study allows us to present the meaning as a hierarchical organized structure containing color naming elements (peripheral seme, potential seme, additional seme) that create the national sign specificity.

The descriptive method was used for studying the field principle of lexis, which revealed that the color naming system is structured according to the field principle: it has a core (center) and periphery, as well as paradigmatic and syntagmatic relations between its elements and is characterized by a principled incompleteness. Paradigmatic relations are based on synonymic, antonymic and hyper-hyponymic correlations. The semantic structure analysis showed that the different peoples’ basic color terms are expressed by simple lexemes and derivatives and include both positive and negative connotations.

“White”, “black” and “blue” color namings denotative meanings were obtained by using the statisticestimation method, which revealed both positive and negative connotations and showed that color space
perception is largely determined by the linguistic and cultural tradition being developed in this society.

**Keywords:** white, black, blue, field theory, color naming

**METAPHORICAL MODELS FOR DESCRIBING THE CORONAVIRUS PANDEMIC IN GERMAN MEDIA**

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**Abstract.** The purpose of this report is to describe the most common metaphorical representations found in the texts of the German media about the coronavirus pandemic. Consideration of metaphors characteristic of this type of discourse, their combination and method of use allows us to show the peculiarities of structuring and explaining the world around us in general, and during the period of global catastrophes, in particular.

We consider the metaphor as a way of realizing reality, a way of modeling meaning: relying on the stable images available in consciousness, a person in metaphorical nominations forms new concepts of reality. To describe the metaphorical component of pandemic discourse, we turn to the concept of "metaphorical model", which denotes theoretical projection between conceptual domains. Researchers have identified a number of universal metaphorical models which are found in each specific type of discourse, including the pandemic discourse under consideration. The most common is the model “Pandemic is war”. It reflects the rich experience of military operations as the most effective way of solving complex problems, fixed in the national mentality. The military metaphor in pandemic discourse is represented by a whole system of interrelated lexical units - dynamic text metaphors (Krieg, Kampf, Feind, Front, Angriff, Abwehr, Verteidigung, Schutz, Bombe, Opfer, eindringen, sich wehren, kämpfen, bekämpfen, gewinnen, (den Kampf) verlieren, etc.). These metaphors “paint” a picture of active hostilities and thus fully reveal the militarized consciousness of the Germans.

Other universal metaphorical models are “pandemic is a sea”, “pandemic is fire”, a pandemic is likened to a road, a virus is compared to a creeping animal, lockdown is compared to imprisonment and dictatorship, making important political decisions is called a circus. All conceptual metaphors show that pandemic discourse as a phenomenon includes structures of the "collective unconscious" and generates metaphors that simplify the naive understanding of complex facts, reducing them to familiar linguistic images.

**Keywords:** pandemic, metaphor, metaphorical model
THE PRAGMATICS OF GLUTTONOUS DISCOURSE IN TV PROGRAMMES

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Abstract. Now the world of culinary art has become even closer and more accessible. It is not secret that TV programmes serve as social communication, with the help of culinary TV programmes we can observe what persuasive words do journalists and participants of TV programme use and how is food, identity, and new Kazakh culture (nation building) is changing.

The mission of many TV shows is to change the approach of our compatriots to quality nutrition and cooking through the prism of radio campaigns of the best experts in cooking and dietetics of the best producers of the food industry, as well as the best producers of world food shows. Viewers will not only find a new or desired recipe, but also learn many new things from the creative work of cooking.

It is obvious that the nominees of gluttonic phenomena reflect the attitude of native speakers to these phenomena, which speaks of the dynamic interaction of the linguistic picture of the world and gastronomy, which are integral parts of the ethnoculture. The psychology of the people is largely based on the fundamental archetypes, which in the field of food culture contribute to the formation of the nation's taste landscape, its culinary repertoire and recipes. Generations replace each other, and cultural values, modifying in particular, remain unchanged from the point of view of the integrative characteristics of a nation. This also applies to gluttonia as an integral part of the national culture (ethnic culture). Food itself is the oldest archetype, rooted in the principles of security and human existence. Cultural codes of food consumption form the rules of food culture.

Thus, the gluttonic nominative repertoire as part of the national linguistic culture is not only a reflection of the identity of the nation, but also has the ability to influence the formation and development of ethnic culture in general. The gastronomic linguistic picture of the world is a combination of certain components, which include flavors, gluttonic concepts, gastronomic concepts. Verbalized, these components form a complex structural and semantic formation. The gastronomic linguistic picture of the world is formed as a result of the evaluation activity of human consciousness in the process of cognitive mastering of reality.

Keywords: culinary, TV programmes, gluttonic phenomena, identity of the nation, ethnoculture.
AMERICAN AND RUSSIAN WRITTEN TEEN SLANG IN SOCIAL MEDIA
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Abstract. In everyday conversation, being that oral or written, American
and Russian teens use internet slang. Little attention is addressed to a
written discourse analysis of teens. Young generation uses various
abbreviations or newfangled words to express various feelings and
thoughts from indignation or joy to greetings and words of gratitude. In
social networks and through texting teens language of both cultures is
very simplified by not using commas or full stops, as well as capital
letters. At the same time, it is filled with numerous abbreviations and
emojis. The objectives of the study are 1) to determine the selection of
linguistic and extralinguistic choices in a context, based on a decision-
making process in turn-taking mechanisms (pragmatic effect); 2)
American English words that are borrowed and adopted in Russian
electronic discourse by converting them into neologisms.
A cross-linguistic comparative approach of Russian and American
English electronic language is used in this study, based on written
electronic discourses from social networks such as TikTok, Instagram,
Snapchat, and VK. This article also provides examples of the most
commonly used social media abbreviations in both, Russian and
American English.
The present study shows the summarizing and supplementing information
in the field of linguistics, including variations of American English
vocabulary, as well as context of its usage, or pragmatics.
Keywords: youth internet slang, American English slang, pragmatic
approach, teen slang, social networks

«TEACHING UNIT» AS A METHOD OF TRAINING
TRANSLATION SKILLS
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This research work is a model of the "Educational division" of the
discipline "Translation studies" for linguist students of the Institute of
Foreign Languages of the University of RUDN. This work is based on
two short stories "The Tea Master" and "Heaven and Hell", taken from the collection "Racconti Arcaici, Iniziatici e Terapeutici" by Umberto Tosi.

The purpose of this work is to interest students in reading a literary text, explain translation methods based on various types of word formation in Italian, and teach translation skills by performing given exercises.

The work begins with the analyzing the text, which includes the title, an abstract, a brief biography of Umberto Tosi and his photographs. Since two stories are selected, the work consists of two parts: the first is devoted to the story "The Tea Master" the second to the story "Heaven and Hell".

The structure of each part is the same and reflects the stages of the formation of translation skills. After reading the story, you need to perform exercises on the general understanding of the text, answering questions and completing sentences, restoring the syntactic structure with the help of complex conjunctions.

The next stage helps the student to translate the story from Italian into Russian, learning the rules of word formation with suffixes and prefixes, pronominal verbs, expressions with the verbs "bere (drink)", "offrire (offer)", collected in the "finestra di approfondimento". Next, there are exercises for multiple choice of translation variants and also valuable exercises for translation from Russian into Italian.

These exercises encourage the student to think about the problem raised by the author and express their opinion in the paragraph "Riflessione sul testo".

This paper ends with key answers that promote self-control and self-esteem. The research work "Unita' didactics" is dedicated to students of the B1-B2 level who study Italian for five semesters, since it includes various exercises on past tenses, on learning and using the subjunctive mood, as well as controls the understanding of the formation of pronouns-additions and their use.

**Keywords:** teaching unit, skills, abilities, translation techniques

**GENERAL APPROACHES TO STUDYING SPECIAL LANGUAGES**

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**Abstract:** this paper contains a survey of linguistic and extralinguistic approaches to describing special languages. These approaches include diachronic, synchronic, functional, translational and popular science aspects as well as the approach based on linguistic universals. The excursus into the history of linguistic and translation studies of special
languages reveals a growing interest in the stated problem over the past few decades. An attempt is made to consider the approaches to the study of professional languages of German-speaking linguists and domestic specialists in the field of terminology and professional communication. The author traces the movement of scientific thought from the study of individual special texts in the functional and communicative aspect through the creation of special text corpora and the establishment of universals in the types of texts of different professional spheres to the identification of cognitive mechanisms for the formation of new terms and the laws of their functioning both within professional languages and the transition to the field of commonly used vocabulary.

**Key words:** special/specialized/professional language, terminology, special dictionary, types of text, extra/linguistic approaches to describing special languages
SOCIAL AND PSYCHOLINGUISTICS

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LANGUAGE TEACHERS’ AND LEARNERS’ COPING WITH EMERGENCY REMOTE INSTRUCTION: FINDINGS FROM A GLOBAL SURVEY
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Abstract. We present the findings of a global longitudinal study (involving over 6,000 participants from 118 countries) investigating how language teachers and learners as well as instructors and majors in linguistics, modern languages, language pedagogy and related fields have been handling the 2020 transition to emergency remote instruction. The data were collected with the help of an online questionnaire active from late April through September 2020, using a snowball sampling technique. We begin by revealing easily interpretable clusters of naturally correlating variables. Crucially, the giant component of the four highly interconnected clusters associated with i) self-regulation/leadership-organisation potential, ii) engagement/openness, iii) positive orientation and iv) social skills/contacts (left hand-side of the graph) has a predominantly positive valence, while the three peripheral clusters related to v) family relationships, vi) future expectations and vii) remote instruction-related experiences and perspectives on students’ coping (right hand-side) are mainly negative. We also identify clusters of better- and worse-coping teachers and learners, as well as the following meaningful distinguishing features: preparedness level and support received, effectiveness and engagement in using new technologies, perception of students’ coping, logistic problems, and general positive orientation in the case of the educators, and motivation, engagement in the learning process, difficulties with staying focused, concern regarding the assessment of in-class activity, the teachers’ ability to meet individual/special needs, initial confidence in the ability to learn remotely, general attitudes towards distance teaching, and interaction with the teacher and classmates in the learners’ population.
All the survey respondents answered questions about the languages they speak and—where relevant—teach/study and their CEFR-aligned level of competence in each. The second half of the talk will be devoted to a discussion of how and why the number of languages spoken as well as the proficiency level taught moderates participants’ coping behaviour and attitudes to this novel situation—a factor never before explored in the literature.

**Keywords:** emergency remote teaching, COVID-19-induced school closures, language teaching and learning, global survey

**Vocabulary Acquisition through Informal Conversations: A Socio-cultural Perspective**

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**Abstract.** Recent vocabulary acquisition studies prove the critical role that L2 learner lexical profiles play in language proficiency (e.g. Hacking & Tschirner, 2017). While such approaches to vocabulary building as graded readers and direct vocabulary learning have been regularly used in classrooms, conversations-for-learning as an effective tool are less studied or known. In the present study, I examine the informal conversation in Russian between an L1 Russian peer tutor and an L1 English student, which had been characterized by its participants as a successful one. I use the sociocultural theory framework (Lantolf & Thorne, 2006) to conceptualize the conversation-based tutorials as collaborative conversations-for-learning, or meaningful dialogues, in which students and tutors participate for the purposes of mutual knowledge co-construction and language learning within the student zone of proximal development (Vygotsky, 1978). Micro-discourse analysis of a series of 30-minute tutoring sessions illustrates how a naturally occurring contingency in a conversation initiated by a student was supported by a tutor in several cases, which resulted in the successful use of the new lexical items by the student. At the same time, I will discuss episodes where such occurrences were unattended by a tutor, which led to missed affordances for vocabulary learning. The findings of this analysis contribute to the overall understanding of interpersonal interactions within an institutional context of language tutoring and provide information on various possibilities of semi-accidental vocabulary acquisition. Consequently, the presentation offers specific practical insights for improved facilitation of conversation-based learning practices aimed at the new vocabulary acquisition.

**Keywords:** acquisition, L1, L2, vocabulary, language tutoring
ANALYSIS OF THE SCIENTIFIC TEXT IN PSYCHOLINGUISTICS: AN OVERVIEW AND SOME PRELIMINARY FINDINGS
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Abstract. This article is devoted to an urgent problem for modern linguistics: the issue of understanding and perception of a scientific text in the large-scale space of information and communication. The study is a review and analytical character with an attempt to consider the features of a scientific text and the related problems of perception and understanding of scientific information. The aim of the study is to make psycholinguistic analysis of reading processes of scientific texts in a foreign language. As the main methods of psycholinguistic analysis of scientific text we highlight general scientific methods (observation, introspection), sociolinguistic methods and techniques (interviews, survey, and interpretation), psycholinguistic methods (laboratory experiment), and self-paced reading method. It is promising to appeal to the psycholinguistic analysis of the scientific text and its perception by bilingual respondents. In Kazakhstan the format of teaching and the requirements for undergraduates, doctoral students, and young scientists have changed with the transition to multilingual education. It is assumed that the novice researcher speaks and reads in English at the proper level, and understands and interprets the scientific text. However, in reality, the problem is more serious, since the process of perceiving a scientific text itself is a complex psycholinguistic problem associated with many linguistic and cognitive factors. We are interested in the problems of understanding and perception of scientific texts by bilingual undergraduates. After all, it is at the master's degree that a serious process of writing various scientific texts such as articles, theses, dissertations begins. In the future, if the student wishes, this process continues in doctoral studies. Therefore, it is important at the initial stage, at the master's degree, to identify problems of understanding the scientific text, thereby building a universal model of perception of the scientific text. We believe that this is a very urgent problem because each novice scientist is faced with the problem of writing and further publishing his work. Therefore, it is important for us to identify the causes of these difficulties and propose our own models and techniques to solve them.

Keywords: text, scientific text, understanding and perception of the text, psycholinguistics.
THE INTERPLAY OF SOCIAL NORMS AND MORAL JUDGMENTS IN BILINGUAL DECISION-MAKING: GOING BEYOND THE EMOTIONAL EXPLANATION
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Abstract. In an ideal world, reactions and answers to ethical problems should be consistent irrespective of the medium through which the question or situation is presented. Yet recent research (Costa et al. 2014; Geipel, Hadjichristidis & Surian 2015, 2016; Cipolletti, McFarlane & Weissglass 2016; Corey et al. 2017; Hayakawa et al. 2017; Čavar & Tytus 2018; Brouwer 2019; Karataş 2019; Dylman & Champoux-Larsson 2019; Driver 2020) has shown that the same dilemma may elicit different moral judgements depending on the language in which it has been described.

Using a covert 2×2×2 experiment where 61 bilinguals were asked to translate (L1↔L2) a passage peppered with swearwords, we show that the picture is much more complex. While the results ostensibly corroborate the Emotion-Related Language Choice theory (according to which bilinguals find their L2 an easier medium of conveying content that evokes strong emotional reactivity; Kim & Starks 2008), the effect was only observed in the case of ethnophaulisms, that is expletives directed at social (out)groups. This indicates that the key factor modulating response strength is not so much the different emotional power associated with the respective languages, but social and cultural norms.

Long cultural learning and socialisation make expressions in L1 highly prone to normative influences, whereas using a foreign language exempts the speaker from these (whether our own or socially imposed) norms and limitations. It transpires that switching to a foreign language during decision-making may not only reduce emotionally-driven responses and political correctness biases, but also promote candid deliberative processes (e.g. rational cost-benefit considerations).

Keywords: foreign language effect, emotion-related language choice, social norms, moral judgments, bilinguals

COLOR PSYCHOLOGY AND NEUROMARKETING
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Abstract. Color is part of a communication strategy that is based on creating subconscious motivations for the consumer that influence his or her decision to purchase a product or service. Specialists in marketing and advertising identify cognitive and emotional reactions to a
commercial offer. In this regard, color plays an important role, as it is able to evoke subconscious associations and connotations based on the psycho-emotional perception of objects of reality.

A person makes a purchasing decision in accordance with motives and motivations that depend on background knowledge, which is in the mind before acquaintance with the new product: subjective experience, memories, emotional state, value preferences, etc. In this case it is impossible to explain consumer behavior in terms of rationality, because the true reactions of the brain are individual and unpredictable.

Neuromarketing as a technology for evaluating the reactions of the human mind considers color as a tool to influence the buyer and studies the images and representations in the human brain under the influence of color advertising (imagerie cérébrale). Scientists have found that color associations have a strong influence on quick decisions.

Color nomination is involved in the process of forming a positive image in consumers. According to R. Barthes, the need to give objects color shades lies in the understanding of color as a "promise of pleasure" ("promesse d'un plaisir"), which is similar to getting pleasure from the feeling of appetite. For his part, J. Baudrillard believes that the image, the sign, all that we "consume" is our peace of mind and the desire for a sense of happiness that we seek when escaping the stresses of the world around us.

The feeling of peace of mind is directly related to the positive emotive information that is conveyed through color-naming. The original nomination of a color hue is understood as new information about an object. Color creates abstract associative images, naming the tiniest color shades, reflecting the value preferences and emotional demands of the modern buyer: soupçon de rose (rose doubt), gris sage (gray wise), glace de pêche (cold peach), lanterne chinoise (Chinese lantern).

The consumer is created with complex motivations, he no longer focuses on the functionality of the product, but perceives it in conjunction with other objects in their holistic meaning. Thus, there is a consumption of additional meanings and signs: brand name, packaging, color name. Many firms-manufacturers use the connotative potential of color designations to actualize the desired qualities of the goods. Thus, connotative meanings created in the process of nominating a color shade of cosmetic products reflect pleasure - rose désirable (desirable pink), comfort - douceur beige (soft beige), passion - fushia irresistible (irresistible fuchsia).

**Keywords:** color-naming, connotation, associative image, motivation, emotional information, neuromarketing.

**ADAPTATION OF REPATRIATE-KAZAKH CHILDREN**
Abstract. The process of adaptation of repatriate-Kazakh pupils returning to the country is complicated. The situation of their integration into society and school is not always easy. Emotional, psychological, language barriers affect to repatriate-Kazakh children for the rapid adaptation of to the social environment. The issue of adaptation of repatriate-Kazakh children is multifaceted and relevant for modern society. The reason why repatriate-Kazakh families moved to their homeland is that they wish their children are educated in their historical homeland, develop their abilities and further create favorable social conditions. It also involves graduating from university, developing professional skills and getting a job. First of all, it is important to ensure that repatriate-Kazakh children adapt quickly and successfully upon their return. Schools in Kazakhstan are not fully prepared for the arrival of repatriate-Kazakh pupils and the creation of conditions for their adaptation. Repatriate-Kazakh children who come to the school, consider the process of overcoming difficulties, the education system and the attitude of teachers to them. This is due to the fact that teachers and classmates are indifferent to repatriates. In order to achieve the goals of our work, the research method of sociolinguistics was conducted using the method of questionnaires and interviews with repatriates. If we turn to the social adaptation of repatriate-Kazakh children, then the purpose of adaptation is not always complete assimilation. Adaptation is a stage of life process for repatriate-Kazakhs, including social, cultural, economic, psychological, as well as language communication with the local population. It is also reflected in the field of education. Measures of social and pedagogical support should create conditions for successful adaptation of repatriate children. One of the reasons for the shock of repatriate-Kazakh pupils may be related to language, unknown patterns of behavior. In social and cultural relations, a stranger is often misunderstood. It seems incomprehensible and sometimes even unacceptable. Therefore, the role of social and pedagogical support is very important. Support is a way for a person to make effective decisions in different situations in life. The difficulty of rapid language adaptation of repatriate children in Kazakhstan is based on several factors, one of which is the education system. This is because the real education system is the main source for the adaptation and integration of repatriate-Kazakh children in the country.
Key words: repatriate, adaptation, repatriate-Kazakh, language adaptation.

MULTILINGUALISM IN KAZAKHSTAN: LANGUAGE CHOICE, LINGUISTIC PRESTIGE AND BETWEEN-LANGUAGE COMPETITION
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Abstract. At the present stage of development of society, which is an information or communicative society, communication forms its own science: communication theory, or communicology (communicatology), remaining the subject of interest in almost all humanitarian sciences. The interest of the philological sciences in communication, its nomination among the objects of research as a whole determines the integrative processes in linguistics. It seems that there is a situation when philology as a set of sciences and disciplines cannot get along without communication as an object of study in theoretical philology. Communication is no longer the transfer of information from a subject to an object for linguistics, but at least the interaction of subjects aimed at reaching agreement or at finding ways to achieve agreement. One of the many types of communication is the business communication. Currently, there are a large number of definitions of the concept of "business communication" in the sciences of the humanities cycle. Business communication is the most widespread type of communication between people in society. This is a process of interaction aimed at optimizing a particular type of activity: industrial, scientific and etc. The article is devoted to the study of the linguistic features of this type of communication. The subject of the research is communication in the field of a real estate. The nature of bilingual communication is analyzed using the example of Kazakhstan. Special attention is paid to such phenomena as code switching, language choice, linguistic prestige and between-language competition. This article assumes that the Russian language dominates in business communication in the real estate sector of Kazakhstan. This is evidenced by the linguistic material obtained as a result of the research carried out using the method of passive observation. There is also a positive shift towards the Kazakh language. It is believed that this fact is associated with the language policy of the Republic of Kazakhstan, which is aimed at strengthening the position of the Kazakh language as the state language in all spheres of the vital activities.
Keywords: communication, business communication, bilingualism, code-switching

UNDERSTANDING OF WAR AND PEACE IN THE PAREMIOLOGICAL SYSTEM OF THE RUSSIAN, ENGLISH AND JAPANESE LANGUAGES
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Abstract. In history of linguistics the social phenomena war and peace among other universal oppositions occupy a special place in linguistic worldview: loyalty – betrayal; good – evil; life – death; love – hate. Linguistic consciousness consists of the oppositions that exist in real life. The unity of all oppositions is formed in the linguistic consciousness, where they form dichotomous pairs: “good” is good, “evil” is negation and harm of good. “Life” is being and “death” is the end of the existence. “Light” is a symbol of consciousness and life, “darkness” is the extinction of consciousness and life.

The social phenomena war and peace are abstract nouns that are heterogeneous and indicate cultural distinctiveness in the linguistic consciousness of the Russian, English and Japanese people. It is a set of special social phenomena that exists according to their rules and occupy an exceptional place in any society and individuals. The reflection of war and peace in the Russian, English and Japanese linguistic worldviews has a long history. This can be explained with the general subject – the social character and eternal struggle for life took place in the past of all three nations.

The purpose of this work is to study the social phenomena war and peace as a basis for a unified study of their sociolinguistic features in the paremiological system of the Western, Eastern and Eurasian cultures. The aim of the work is to interpret and represent the social phenomena war and peace in paremias by means of a definitional analysis and comparative method aimed at identifying the distinctive characteristics of each linguistic culture separately.

The paremias existing in the linguistic consciousness of the Russian, English and Japanese people should be considered as a single whole linguistic and cultural formation, verbalized in the form of a social phenomenon category. In further research, the analysis of the paremia interpretation of war and peace as a complex social phenomenon can help to identify their national and ethnic differences and similarities in the
Russian, English and Japanese linguistic worldviews, as well as their social character and the idea of the struggle for life in the modern society. **Keywords:** social phenomenon, linguistic worldview, paremia, war and peace, linguistic consciousness.

**THE PSYCHOLINGUISTIC ASPECT OF ADVERTISING IN THE MUSIC INDUSTRY**

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**Abstract.** The present research project is aimed at the investigation of the ways of influence on ordinary consumers and approach to the communication with prospective customers by means of advertising posters in the field of the music industry, particularly examples of widely known guitar manufacturer Fender. Nowadays there is a great prominence to the theory of psycholinguistics in the field of consumer behavior since it examines consumers’ comprehension of brand names, slogan, as well as “semantic and sound-based impact, sentence structure, and research marketing communication”. The purpose of the study is to determine the attractiveness of advertising material for potential consumers who are not native speakers and to identify the manufacturer's approach to communication with consumers.

Research objectives: to look at some examples of promotional material of the guitar and musical equipment company Fender; to define a strategy for communication with consumers by means of advertising posters; to conduct a survey using the semantic differential approach among ten female respondents and ten male respondents who are in the process of learning English; to determine the most successful approaches to communication with potential consumers employing advertising.

The main research methods are: the semantic differential method is used in order to conduct an experiment to evaluate and determine the reaction of language learners to advertising materials of the music brand Fender; the stylistic-statistical method is employed to establish a set of language tools typical for advertising texts in the music industry; the comparative stylistic method is applied to analyze the stylistic component of the material, as well as to establish similarities and differences in the language design of advertising material in English; the descriptive method is harnessed to characterize decisions about the use of language techniques in advertising materials; the content analysis is applied to consider textual and visual components of the advertising material, followed by a meaningful interpretation of the patterns.
During the entire project, various examples of the advertising materials from Fender were considered but the most interesting for the respondents, who took part in the survey, was the material that used the theme of historical events and projected them onto the advertised product. This way, we managed to presume that this approach to the advertisement is not only effective but also can help the ad-makers to present one of the brand’s strengths – a long history and experience in the industry.

At the same time, the audience perceived the advertising material that used the association of the guitar with the female body as extremely controversial. Thus, the results were divided by about half-and-half. Hence, it allowed us to suppose that ad makers should take into account the factor of gender since sometimes one message can offend a great number of prospective consumers and damage a brand’s reputation.

Keywords: psycholinguistics, music industry, advertising, stylistics

NEUROLINGUISTICS AND THIRD LANGUAGE ACQUISITION
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Abstract: Neurolinguistics is a scientific discipline that studies the brain processes that underlie speech recognition and generation, language acquisition and quasi-linguistic symbolism. This science examines speech in its relationship with the human brain. Speech is presented as one of the main tools for the accumulation, systematization, processing and use of knowledge about the world. This article is devoted to the historical, scientific and methodological analysis of neurolinguistics, in particular the third language acquisition within the framework of neurolinguistics. Third language acquisition (TLA) is a relatively new research topic that has attracted the attention of many scientists over the past two decades. One of the main reasons why scientists have paid attention to TLA is the expanding of multilingual cultures around the world at the present time. TLA research focuses on different areas of the language acquisition process that span a complex web of formal linguistic, psycholinguistic, sociolinguistic, educational or applied perspectives, which have developed the theories, foundations and approaches to teaching and better understanding how the multilingual brain works in mastering a foreign language. However, these studies tend to raise more unanswered questions, making the origin of third language acquisition TLA still an overlooked issue that requires further study in many directions.
Researchers constantly have to deal with many inconsistencies associated with this research subject. This work primarily focuses on describing some of the most common difficulties associated with mastering the third language. Neurolinguistic ideas and research are being explored. The article discusses further prospects for the development of neurolinguistics.

**Keywords:** neurolinguistics; third language acquisition, cross-linguistic influence, event-related potentials.

**COMPARISON OF THE BASIC VALUE GLÜCK / HAPPINESS IN GERMAN AND AUSTRIAN LINGUOCULTURES**

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**Abstract.** Nowadays values are studied not only within linguistics, but also within philosophy, sociology, political science and other scientific disciplines, since values are inextricably connected with the culture of the country, its customs, moral and religious attitudes of the people. Representatives of various sciences emphasize that values are some meanings by which individuals are guided in everyday life and which give them a certain orienting point. This idea is supported by C. Kluckhohn, R. Ley, K. Schlecht and others. Russian scientists Yu. E. Prokhorov and I. A. Sternin view values as social, socio-psychological ideas and views. Moreover, they emphasize the idea of the inheritance of values by each new generation.

The object of our research is the basic value Glück / happiness in German and Austrian linguistic cultures. Free associative experiment is used as the main research method. To solve the problem related to the denotative characteristic of the basic value Glück / happiness, we compare the results of two free associative experiments conducted in 2020 in the form of a google questionnaire with the representatives of German and Austrian linguistic cultures. The associative experiment involved respondents aged 17 to 23 years living in the German cities: Vechta, Berlin, Potsdam, Baden-Baden, Freiburg and in the Austrian cities: Vienna, Klagenfurt, Graz. The respondents received a questionnaire with 28 words-stimuli and had to respond to them with the first word that came to their mind. 100 responses were given to the word-stimulus Glück / happiness from the German and Austrian sides. 50 reactions were selected by random sampling. For a more accurate interpretation of the data, all reactions were classified in accordance with the model of associative meaning by V.A. Pischalnikova. The reactions were divided into reactions-concepts, reactions-conceptions, emotionally evaluative reactions, formally grammatical reactions and cultural reactions.
The largest number of reactions are reactions-concepts that either correspond to the dictionary meanings of the lexeme Glück / happiness or are its synonyms. The most frequent reactions given by the Germans are ‘circumstance’, ‘failure’, ‘satisfaction’. The Austrians, on the other hand, do not recognize the antonymous concept ‘failure’. The German respondents associate the greatest number of conceptions with happiness in the family. Austrians do not associate their happy life with family and see happiness in money. It is interesting to note that in spite of the differences in reactions-concepts and reactions-conceptions, cultural reactions coincide. These reactions include the reaction ‘Kleeblatt’ (clover), which in many cultures is a symbol of good luck and happiness. Among the reactions of the representatives of both linguistic cultures, the reaction ‘Schwein’ (pig, piglet) was also noted. The idiom Schwein haben means to be lucky, to be happy.

**Keywords:** basic values, free associative experiment, German linguoculture, Austrian linguoculture.
SÉMINAIRE FRANCOPHONE
« FRANCOPHONIE. JEUNESSE. NUMERIQUE »
March 25-26, 2021

Welcome speech
Mot de bienvenue - Kashchuk, Svetlana Mikhailovna – responsable du département des langues étrangères de la faculté d’administration publique de l’Université d’Etat de Moscou

Contest Expert
Expert invité – Abakarova Nadejda Gadjyevna, maitre de conférences, docteur es lettres. L’Institut d’Etat des relations internationales de Moscou auprès du ministère des Affaires étrangères de la Fédération de Russie

Professeurs de FLE de l’Institut des Langues étrangères :
Olga M. Kozarenko, maitre de conférences, de la Chaire de la théorie et de la pratique des langues étrangères ; Responsable de la section française. Alfia A. Salkhenova maître de conférences, Mokhsen Khalil, assistant, Korneva Marina V. - professeur assistante, l’Université d’Etat de Moscou

JEUDI à 12 h.
1. Boldyrev M.O. La guerre de sept ans et son impact sur le développement de l'Europe
2. Borodina A.V. Formation et prononciation des abréviations françaises
3. Podgornaya Maria « Utilisation des traducteurs en ligne dans l’enseignement/apprentissage des langues étrangères par les écoliers »
4. Rabemanantsoa Mia Li antsoa «L'état actuel de la langue française chez les jeunes à Madagascar»
5. Rybina V.D. Difficultés de la traduction culturelle des étudiants étrangers (le cas de l’Université russe de l’Amitié des Peuples)
7. Shveikovskaya A.A. L'existence de l'objectivité dans le journalisme
8. Fedina A.M. Les emprunts du français à l’anglais
9. **Vaviltchenko C.A.** Analyse comparative de l'impressionnisme français et russe

VENDREDI à 12 h.
1. **Ismatullaeva Hilola** «Enseigner le français au Kazakhstan»
2. **Kotlomina Alexandra** «Les emprunts français dans la cuisine russe»
3. **Kuspanova D., Kosheleva A.M., Kolbas M.A.** «Le cinéma et le français : difficultés de la traduction des titres de films»
4. **Smol’kina Daria** «Indice de bonheur : facette francophones»
5. **Velmyakina Anastasia** «L’argot digital dans le discours des Français»