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CONTENTS

LANGUAGE IN THE INTERCULTURAL DIALOGUE

EUROPE – RUSSIA – ASIA: THE PROBLEMS OF INTERREGIONAL DIALOGUE

SOCIAL PROBLEMS OF MODERN SOCIETY

PROBLEMS OF MODERN EDUCATION

LANGUAGE
IN THE INTERCULTURAL DIALOGUE

УДК 81’37

ИДИОМАТИЧЕСКАЯ РЕПРЕЗЕНТАЦИЯ МИРА В КАЗАХСКОЙ И АНГЛИЙСКОЙ ЛИНГВОКУЛЬТУРАХ

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Аннотация: Данная статья посвящена сопоставлению идиом казахского и английского языков. Целью данного исследования является выявление сходств и различий в семантике идиом данных языков, которые позволяют обнаружить универсальные и идиоэтнические признаки в восприятии окружающего мира данных этносов.

Ключевые слова: фразеология; фразеология казахского и английского языков; картина мира; сопоставительная лингвистика

IDIOMATIC REPRESENTATION OF THE WORLD IN KAZAKH AND ENGLISH LANGUAGES AND CULTURES

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Abstract: This article is devoted to the comparison of Kazakh and English idioms. The purpose of this study is to identify similarities and differences in their semantics, which allow us to find out universal and idioethnic features in the world’s perception of these ethnic groups.

Keywords: phraseology; Kazakh and English language phraseology; worldview; contrastive linguistics

Language is a significant characteristic of a nation. It reflects the people’s environment, real life conditions as well as their ways of life, customs, traditions, worldview, the world’s perception and the national character. A person learns the culture of his or her nation through the language, which shows the peculiarities of each nation. However, any language is unique because the world and the place where people live are seen differently in every particular language.

The culture of the language can be seen in lexis, speech and ethical concepts, along with phraseology, which is understood in a broad sense, i.e.

it includes **idioms**, i.e. groups of words in a fixed order that have a particular meaning that is different from the meanings of each word on its own [5], as well as **proverbs** and **sayings**.

Idioms make any language richer. People use them to explain their feelings, thoughts in an expressive or imaginative way. Phraseology varies in both structure and content.

Idioms show us the world view of any nation because they have been existing for a long time, along with the nation's lifestyle, culture and folk literature.

People use idioms in various situations and individual contexts, which develop their content and meaning. However, only a person who has an appropriate level of language and can use it at a high level can perform such usage.

Contrastive analysis reveals that Kazakh idioms have analogues in the Russian and English languages. There are idioms, which are translated word by word, and idioms, which have the same meaning, but different representations in different nations' world view.

The notion 'world view'denotes a complex system of knowledge and world presentation, the fundamental orientation of an individual or a society as a whole [4]. This system consists of the common, scientific and intuitive knowledge. In turn, they are divided into subsystems, which are socially vital for a person. These subsystems are different: economic, scientific, technical, aesthetic world view, etc [4]. The person's own world view is composed with the help of such subsystems.

The Kazakh language is one of the Turkic languages, which belongs to Kipchak language family. The Kazakh language is the official language of the Republic of Kazakhstan. The literary Kazakh language has formed as a result of oral tradition and communication. A big part in the development of the literary Kazakh languagehas played oral folklore. Bolganbayev A. and Kaliyev G. note: "in Kazakh society the skill of the idiom usage for explaining your thoughts in a more expressive way is called "sheshendyk oner" (rhetoric)" [1, c.53]. Unfortunately, the speech of native speakers has become less expressive nowadays. The reasons of such reduction lay in the facts that there appeared the tendency of borrowing and wide spread of modern slang. All the factors mentioned above influence the use of idioms in speech and put them aside.

Kazakhs are nomads who had agriculture, cattle breeding as the main trades in their lives. According to this fact, we can see many Kazakh idioms, with the use of nomad culture-specific concepts. For example:

Жағасы жайлау, төбесі қыстау	His collar is *jailau* and the top of the head is wintering. Meaning: whole souled, reliable, responsible person

Here you can see such Kazakh culture specific concept as *jailau*, which is a summer pasture for the cattle.

Kazakh nation practiced Tengrism, worshipped the power of the nature and animals. That was because animals and nature helped them survive. Tengrism is a religion, which has had a great influence on the formation of the Kazakh culture, life and customs. It includes concepts of the world and life, which existed in the Kazakh culture as well as in other Turkic nations far before the adoption of Islam. The supreme God is Tengri, almighty blue sky; and Umai, the Goddess of fertility, is the representation of a woman. According to the fact that Kazakhs survived only with the help of cattle breeding, many idioms with the names of animals appeared in the Kazakh language. The most frequently mentioned animals in Kazakhs speech are: a horse, a sheep, a camel and a dog. It is obvious because these kinds of cattle were appropriate for breeding in the nomad society. They have a special skill called *tebenevka*, when cattle can get the food from under the snow. The dog always helped its owner during the cattle grazing. To give an illustration of what I mean, let us look at the idioms below [2]:

Ат сауырын беру	To give the croup of a horse; Meaning: to help in troubled period
Ат ұстар	A person, who will hold leading reins; Meaning: a son, descendant

We can make a conclusion from the examples mentioned above that Kazakhs worshipped and respected the horse. Compare with the English whose the most frequent domestic animals are a dog and a cat [3].

You cannot swing a cat (here, there, etc)	Very tight, have no space to move
Love me, love my dog	Love everything which is connected with me

There are idioms similar from the lexical semantic point of view, despite such differences in the Kazakh and English languages, their cultures, lives and world views. Traditionally, these idioms belong to these culture specific concepts, which take place almost in every culture such as labour and animals. For example:

Қой аузынан, шөпалмас Trans.: a person, who cannot take the grass out of lamb's mouth; Meaning: very shy person	*As meek as a lamb; as innocent as a lamb* Meaning: quiet, docile, meek person

This example shows us lexical and partial semantic similarity of presented idioms. Further, let us contrast the other examples of Kazakh and English idioms, which have the same or similar meaning:

Қатты үретін ит тістемейді Trans.: the dog that barks loudly is not able to bite you; Meaning: do what you want, no matter what are the others say	*The moon doesn't heed the barking of dogs*
Ақ сүйек Trans.: white bone; Meaning:people of nobility	*Blueblood, highblood*
Маңдай терін төгу Trans.: to pour the sweat from the forehead; Meaning: to work hard	*To live by the sweat of one's own brows*

Қаймағы бұзылмаған Trans.: untouched top of the milk; Meaning:eternal, tight-knit	*Birds of a feather flock together*

These examples show us almost the same cultural concepts but with different lexical filling.

Contrastive linguistics helps scientists to find similarities between at the first sight very different languages. Our contrastive analysis shows that the Kazakh and English languages have some similarities in idiomatic representation of various cultural concepts.

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О ВЛИЯНИИ МИГРАЦИОННОЙ ПОЛИТИКИ ГЕРМАНИИ НА НЕМЕЦКИЙ ЯЗЫК

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Аннотация: В статье рассматривается история и нынешнее положение мигрантов в Германии, и их влияние на грамматику и лексику разговорного немецкого языка. В качестве основного примера влияния миграционного языка на немецкий был взят турецкий язык.

Ключевые слова: миграция; Германия; влияние; немецкий язык; турецкий язык; грамматика; лексика

THE IMPACT OF GERMAN MIGRATION POLICY ON THE GERMAN LANGUAGE

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Abstract: The article discusses the history and current situation of migrants in Germany, and their influence on the grammar and vocabulary of the spoken German language. Turkish was taken as the main example of the influence of the migratory language on German.

Keywords: migration; Germany; influence; German language; Turkish language; grammar; lexis

Jeder, der Deutschland kennt, weißt, dass dieses Land ein Zuwanderungsland geworden ist. Menschen, die nach Deutschland ausgewandert sind, haben auch ihre Kultur, Tradition und ihre eigene Sprache mitgebracht. Bevor wir den Einfluss der Migrationspolitik auf die deutsche Sprache untersuchen, gewähren wir einen Einblick in die Geschichte der Migration in Deutschland von 1950er Jahren bis heute.

Eine große Migrationswelle in die Bundesrepublik Deutschland ist mit der Anwerbung von "Gastarbeitern" verbunden. Trotz der Mangelwirtschaft nach dem Ende des zweiten Weltkriegs ist das rasante Wirtschaftswachstum ab Mitte der 1950er Jahre zu sehen. Wegen der mangelnden Arbeitskräfte, begann die Bundesrepublik ausländische Arbeitskräfte – sog. "Gastarbeitern" – anzuwerben. Im Laufe von einigen Jahren wurden Verträge mit Italien (1955), Spanien (1960), Griechenland, der Türkei (1961), Marokko (1963), Portugal (1964), Tunesien (1965) und Jugoslawien (1968) geschlossen. Der Bau der Berliner Mauer im 1960 stoppte die Migration aus der DDR, sodass im Vergleich zu 1960 mit ca. 330.000 Gastarbeiter die Anzahl der ausländischen Fachkraft am Ende 1964 bis 1,2 Millionen gestiegen ist. Die größten Gruppen in der BRD stammten aus Italien, Griechenland und Spanien von über 430.000 Gastarbeitern im Jahr 1964 [9, 12].

Nach dem Anwerbestopp standen die Ausländer vor der Auswahl in ihre Heimat zurückzukehren oder hier zu bleiben und ihre Familien nachzuziehen. Von den 14 Millionen Gastarbeitern kehrten 11 Millionen in ihre Heimat zurück. Besonders Türken, Italiener und Jugoslawen blieben jedoch und holten ihre Familienangehörigen nach. Auch die DDR warb seit Mitte der 1960er Jahre ausländische Arbeiter an. 1989 lebten 93.600 Vertragsarbeiter in der DDR. Sie kamen hauptsächlich aus Vietnam (59.000) und Mosambik (15.000) [1].

Neben der Migrationswelle von 1955 bis 1973 sind die Asylbewerberzahlen in der Bundesrepublik gestiegen. Im Jahr 1980 erreichte ihre Anzahl über 100.000 Personen in einem Jahr. Die Gründe dafür sind folgende:

- der Militärputsch in der Türkei (1980) unter Leitung des Generalstabschefs Kenan Evren. Damals flohen 30.000 Türken ins Ausland;
- der Niedergang des kommunistischen Regimes in Osteuropa und der Zerfall Jugoslawiens (1988);
- der verschärfende türkisch-kurdische Konflikt [9, S. 18].

Der Höchststand der Asylbewerberzahlen ist nach dem Berliner Mauerfall zu betrachten. Im Jahr 1992 beantragten ca. 438.000 Menschen Asyl und fast drei Viertel von ihnen stammten aus Ost- und Südosteuropa. Dazu gehörten vor allem Bürgerkriegsflüchtlinge aus Jugoslawien sowie Roma aus Rumänien und Bulgarien [4].

Nach heftigen Asyldebatten wurde im Jahr 1993 im Asylkompromiss eine Veränderung im Grundgesetz bestätigt, laut der, die Ausländer, die aus einem EU-Mitgliedstaat oder einem sicheren Drittstaat ankommen, können nicht mehr einen Antrag auf Asyl stellen [9, S. 21].

Mit der neuen Migrationspolitik der Bundesrepublik tritt das Zuwanderungsgesetz von 2005 in Kraft. Der volle Name lautet "Gesetz zur Steuerung und Begrenzung der Zuwanderung und zur Regelung des Aufenthalts und der Integration von Unionsbürgern und Ausländern". Dieses Artikelgesetz besteht auch zwei neuen eingeführten Gesetzen: dem Aufenthaltsgesetz und dem EU-Freizügigkeitsgesetz [5].

Die Migrationspolitik der deutschen Bundeskanzlerin Angela Merkel bezüglich der Grenzöffnung ist wohl ein historisches Ereignis in Deutschland. Im Jahr 2015 entschied sich die deutsche Bundeskanzlerin Angela Merkel die Grenzen für tausende Flüchtlinge zu öffnen. Später kamen insgesamt rund eine Million Flüchtlinge nach Deutschland [3].

Der Höchststand der Asylanträge war im Jahr 2016. Im Zeitraum vom Januar bis Dezember 2016 zählte das BAMF 745.545 Asylanträge. Im Jahr 2017 nahm das Bundesamt insgesamt 222.683 Asylanträge ein. Im laufenden Jahr 2018 beantragten 127.525 Menschen einen Asylantrag. Laut des Bundesamts für Migration und Flüchtlinge (BAMF) vom August 2018 gab es im laufenden Jahr 2018 (Januar bis April) bisher 54.790 Registrierungen. Die meisten von ihnen kamen aus Syrien, Irak, Nigeria, Afghanistan, Eritrea, Somalia und der Türkei [6].

Im Folgenden werden wir den Einfluss der Migranten auf die deutsche Sprache erörtern. Die große Migrationswelle hat in unterschiedlichem Maße die deutsche Umgangssprache beeinflusst. Migranten, die die Sprache verunstalten, auf die Wortfolge nicht achten, Kasus verwechseln und die Wörter vereinfachen, beeinflussen die Sprache der deutschen Stammbevölkerung.

Das Thema über den Einfluss der Migranten auf die deutsche Sprache liegt heutzutage im Trend. Deutsche Schriftsteller und Linguisten untersuchen, wie und warum die heutige deutsche Sprache vereinfacht wurde und welche Rolle hier die Migranten spielen. Der Professor für Slawistik an Leipziger Universität Uwe Hinrichs beschäftigte sich gerade mit dem Einfluss der deutschen Sprache durch Migrantensprachen. Da in Leipzig die Anzahl der Migranten im Unterschied zu den anderen Bundesländern niedrig ist, führte Uwe Hinrichs seine Forschungen in der Hauptstadt Berlin.

In seinem Buch „Multi Kulti Deutsch: Wie Migration die deutsche Sprache verändert“ [7] untersuchte Uwe Hinrichs, wie stark die

Migrantensprachen in Deutschland die Umgangssprache beeinflusst und verändern haben. Hinrichs ist der Meinung, dass obwohl die Migranten die deutsche Sprache fleißig lernen, machen sie jedoch Fehler und auch die Muttersprachler, also die Deutschen übernehmen diese Fehler. So ein Phänomen nennt man auch *„Kiezdeutsch“*. Kiezdeutsch ist eine Form der deutschen Sprache, die sich in multikulturellen Quartalen Deutschlands oder in Wohngebieten mit hohem Migrantenanteil unter Jugendlichen entwickelt hat. Der Begriff wurde von der Potsdamer Germanistik-Professorin Heike Wiese geprägt, die sich mit neuer deutscher Sprache beschäftigte. Professorin Heike Wiese ist der Meinung, dass Kiezdeutsch kein „falsches“ Deutsch, sondern ein neuer Dialekt sei. Kiezdeutsch hat viele grammatische Neuerungen, die man im Standarddeutsch nicht hat, es sind auch neue Wörter, zum Beispiel aus dem Arabischen oder Türkischen und neuen Optionen der Wortstellung [2]. Aber jedoch einige Sprachwissenschaftler widerlegen diese Theorie. Die Frage, ob Kiezdeutsch ein neuer Dialekt ist oder nicht, bleibt bis heute offen.

Das bedeutende Problem beim Deutschlernen sind die Artikel. Die deutsche Sprache hat, wie bekannt, drei Artikeln. Die meisten Migranten machen häufiger hier Fehler, weil es sowohl im Türkischen, als auch im Russischen keinen Artikel gibt. Dieses Problem ist auch häufig bei den Jugendlichen zu sehen, die die Artikel verwechseln oder gar nicht benutzen.

Ein Beispiel aus Kiezdeutsch: „Ich mache Ausbildung als Fachlagerist“ statt „Ich mache *eine* Ausbildung als Fachlagerist“.

Hier ist es zu sehen, dass in erstem Satz der Artikel fehlt. Hier musste ein unbestimmter Artikel stehen. Natürlich ohne Artikel können wir verstehen, worum es hier geht, aber einerseits klingt es ungewöhnlich und andererseits das Fehlen des unbestimmten Artikels zeigt, dass das Wort im Plural steht. Aber zum Glück, wenn es im Plural stehen wäre, dann müsste das Wort „Ausbildung“ Endung -en bekommen. Solche Erscheinungen, wie die ausgefallenen Artikel sind nicht nur der Einfluss der Migrantensprachen, die keine Artikel haben, sondern auch Tendenz für Vereinfachung der Rede. Um Zeit zu sparen, versuchen die Leute irgendwie ihre Rede zu verkürzen, ohne den Sinn zu verlieren.

Auch der Kasus im Deutschen ist eine Herausforderung. Das Türkische hat so viele Fälle (außer Lokativ und Ablativ, die auf die räumliche oder zeitliche Lage verweisen) wie das Deutsche. Aber im Vergleich zum

Deutschen werden die Fälle im Türkischen durch Endungen angezeigt: Diyarbakira – *nach* Diyarbakir [7, S. 46].

U. Hinrichts behauptet, dass der Kasus seine Bedeutung unter den Deutschen verliert und wird auch von ihnen seltener gebraucht.

Ein weiterer Aspekt bezieht sich auf die Präpositionen. Im Türkischen gibt es keine Präpositionen. Das könnte man auch als ein Problem betrachten, weil [...] „in migrantischen deutschen Jugendslangs Präpositionen oft ganz wegfallen" [7, S.47].

Nicht selten hört man beim Jugendlichen „Ich gehe Döner". Das klingt natürlich seltsam, weil Döner kein Ort, sondern eine türkische Spezialität ist. Aus der Theorie, können wir erschließen, dass hier höchstwahrscheinlich „Ich gehe *in* ein Café, um einen Döner zu essen/kaufen etc." gemeint ist. Ein Beispiel mit verwechselter Präposition aus einer meistgebrauchten Verbindung, die aber falsch ist – „Ich rufe *dir* an". Richtig ist es „Ich rufe *dich* an". Das Verb „anrufen" verlangt Akkusativ und deswegen muss hier statt „dir" „dich" stehen. Diese Verbindung ist auch nicht selten zu hören, weil sie eine Umgangssprache ist.

Man muss aber auch zugeben, dass die Migrantensprachen die deutsche Sprache nicht nur vereinfacht, sondern auch den deutschen Wortschatz der Alltagssprache bereichert haben. Wohl jeder weiß, dass das Wort „Döner" aus dem Türkischen stammt und dieses Wort im Deutschen stark eingeprägt ist. Aber es gibt noch mehrere ausländische Wörter, die die Jugendlichen in Deutschland gern mögen und im Alltag benutzen. Zu den Populären ausländischen Slangs gehören: *Abi, lan, yallah.* „Abi" bedeutet im Türkischen „Bruder". Die Jugendlichen nennen seinen (meist besten) Freund „Abi" anstatt ihn nach dem Namen zu nennen. Dadurch zeigen sie nahe Beziehungen, wie unter den Brüdern. „Lan" ist auch ein türkisches Wort und bedeutet „Mann", „Alter", „Junge" oder „Typ". Dieser Slang ist wohl am verbreitetsten und taucht am häufigsten beim Chatten oder in den Hip-Hop Liedern auf. Als Beispiel haben wir einen Satz aus einem Lied „Chabos wissen wer der Babo ist" von einem türkeistämmigen deutschen Rapper „Haftbefehl" genommen. Der Satz lautet: „Bleib mal locker, lan". „Yallah" stammt aus dem Arabischen und bedeutet „Los" oder „Beeil dich". Ein Beispiel dafür haben wir aus dem Buch „Sonne und Beton" von Felix Lobrecht [8] genommen: „Yallah, kommt ma schneller! Bahn is da ...".

Auffallend ist, dass in diesem Satz außer dem Slang noch abgekürzte Wörter „ma“ statt „mal“ und „is“ statt „ist“ gibt.

Wir können schließlich das Fazit ziehen, dass der Einfluss der Migrationsprache auf die Vereinfachung der Alltagssprache und auf die Bereicherung der Jugendsprache offensichtlich und unbestreitbar ist. Die Migranten aus der Türkei hatten viel Zeit, um sich in Deutschland zu assimilieren und ihre Wertsachen, unter anderem ihre Sprache zu verbreiten. Was die neuen Flüchtligen betrifft, ob sie auch hier ihren eigenen Sprachschatz einstellen werden, ist die Frage der Zeit.

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ЛЕКСИЧЕСКИЕ ОСОБЕННОСТИ ПОЛИТИЧЕСКИХ ТЕКСТОВ

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Аннотация: В статье рассматриваются лексические особенности политических текстов на немецком языке. В качестве основных примеров были взяты слова из немецких газет и журналов.

Ключевые слова: политика; лексика; заимствования; интернационализмы; словосложение; аббревиатура

LEXICAL PECULIARITIES OF POLITICAL TEXTS

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Abstract: This article describes lexical features of political texts in German language. As main source some words from German newspapers and journals were taken.

Keywords: politics; lexis; borrowings; internationalism; word formation; abbreviation

Heutzutage nicht nur in Usbekistan, sondern auch in der ganzen modernen Welt, in der Welt der Globalisierung ist die Bedeutung der Fremdsprachenkenntnisse in allen Bereichen groß geworden. Die internationale Kommunikation ist ohne Beherrschung einer oder anderer Fremdsprache kaum vorstellbar. Deswegen wird heute große Aufmerksamkeit der Beherrschung von Fremdsprachen gewidmet. Jede Sprache untersucht jene Besonderheiten und Regularitäten mündlicher und schriftlicher Äußerungen, die auf der Auswahl des Sprechers zur Realisierung seiner kommunikativen Absicht beruhen. Es handelt sich dabei um den Zusammenhang von Wissen und Kultur, der Fokus jeder Kommunikation ist und die Sprachverwendung bedingt.

Der vorliegende Artikel ist dem Thema „Lexikalische Besonderheiten der politischen Texte“ gewidmet. Es wird also eine besondere Art der Sprache untersucht.

Bei der Untersuchung der sozialen Lexik fassen sie H. Hirt und F. Kluge [4, S. 255] als spezielle Sprachen auf und nennen sie „Sondersprache“, die sich ihrerseits nach dem Gebrauchsgebiet Sprachen verschiedener Stände (Standessprache) und verschiedener Berufe (Berufssprache) unterscheiden. Dieser Unterschied verdeutlicht nicht genau die Grenze zwischen der Berufslexik und den Jargons einerseits und zwischen der allgemeinen deutschen Schriftsprache und den funktionalen Stilen der Sprachen andererseits und hier ist die Verwendung des Fachausdrucks „Sprache“ auch methodologisch nicht angemessen. Die Fachsprache unterscheidet sich von der Gemeinsprache im Wesentlichen durch ihren besonderen Wortschatz und weniger durch Besonderheiten der Flexion, Morphologie oder Syntax. In den letzten deutschen Nachschlagewerken [4, S. 80] wird die Fachsprache nur als „sprachliche Varietät“ bezeichnet. Es scheint deshalb, dass der Begriff „Fachsprache“ passender ist.

Unter Fachsprache versteht man auch sprachliche Varietät mit der Funktion einer präzisen, effektiven Kommunikation über meist berufsspezifische Sachbereiche und Tätigkeitsfelder. Als Fachgebiete werden aber nach „Metzler Lexikon Sprache“ [7, S. 187] auch z.B. Honigs verstanden. Die Fachsprachen verwendet man demnach auch bei der außerberuflichen Tätigkeit.

Fachsprache ist also eine Sprache der Leute, die sich durch eine gemeinsame berufliche Tätigkeit vereinigt sind. Fachsprache bildet nur einen Sonderwortschatz, wobei fachsprachliche Begriffe in die Umgangssprache übernommen werden können. Fachsprache verwendet man in einem bestimmten Gebiet des Sprachraums und nur diejenigen, die in diesem Bereich tätig sind, nehmen sie wahr.

Das wichtigste Merkmal ist der differenziert ausgebaute, zum Teil terminologisch normierte Fachwortschatz, dessen Wortbedeutungen frei sind von alltagssprachlichen Merkmalen [1, S. 211].

Als Einstieg in die Thematik der „politischen Sprache“ möchten wir die Frage angreifen, was eigentlich „politische Sprache“ bedeutet. Das sind alle Arten öffentlicher Textsorten, sowie jede für das Sprechen über politische

Zusammenhänge charakteristische Weise der Verwendung lexikalischer und stilistischer Sprachmittel. Was man genau unter einer Sprache der Politik oder politischer Sprache versteht, ist auch in der Sprachwissenschaft nicht eindeutig definiert. Grundlegend muss in diesem Zusammenhang beachtet werden, dass sich politische Sprache – wie in fast allen anderen Bereichen – in einem Wechselspiel zwischen individuellem Sprachhandeln und kollektiv verbindlichen Regeln des Sprachgebrauchs bewegt. Zu der Fachsprache kann auch politische Sprache gehören, weil sie für eine Fachsprache typische Besonderheiten aufweist. Die theoretische Reflexion über die Gemeinschaft, das Reden über den Staat wurde in der antiken Kultur Athens und Roms begründet und in einem ununterbrochenen Traditionsstorm bis in unserer Zeit fortgeführt. Daher finden sich in der Fachsprache der Politik besonders viele lateinische und griechische Worte.

Rechtschreibreform, Kernenergie, Klimawandel: Letztlich kann alles politisch werden, was von öffentlichem Interesse ist. Politik umfasst die verschiedensten Sach- und Handlungsbereiche und kann so in alle Bereiche des gesellschaftlichen Lebens durchdringen. Unter diesem weit gefassten Politikbegriff lässt sich auch das Verhältnis von Sprache und Politik betrachten. Politische Akteure müssen die Öffentlichkeit informieren, politisches Handeln begründen, analysieren, kritisieren und rechtfertigen. In den Printmedien, im Fernsehen, im Rundfunk und im Internet wird politischer Sachverhalt kommentiert und interpretiert. Dies alles geschieht mit und durch Sprache. Sprache ist darum nicht nur irgendein Instrument der Politik, sondern überhaupt erst die Bedingung ihrer Möglichkeit.

Die politische Sprache ist laut Josef Klein [5, S. 186-210] jedoch keine typische Fachsprache. Ihr Mischcharakter, ihre Überscheidung mit anderen Fachsprachen und ihre breiten Überlappungen mit der Alltagssprache gegen eine solche Charakterisierung. Auch Walter Dieckmann [2, S.67-89] sieht in der politischen Sprache keine reine Fachsprache, da sie zwar Anteil an vielen Sachgebieten hat und sich des Wortschatzes anderer Fachsprachen bedient, aber insgesamt eher als ein „differenzierter Handlungs- und Funktionskomplex“ bezeichnet einen Unterschied zwischen der politischen Sprache und der Alltagssprache. In der Sprache der Politik stehen Begriffe in einem bestimmten Kontext und erhalten ihre spezifische Bedeutung – auch wenn sie aus anderen Fachgebieten entliehen sind – erst in den politischen Zusammenhängen. Außerhalb dieser politischen Verknüpfung sind sie unvollständig und bedürfen einer Ergänzung.

Ein politischer Text wird im Normalfall vorbereitet, niedergeschrieben und dann abgelesen. Stilistisch gesehen ist eine solche Rede in einer gehobenen Standartsprache gehalten. Inhaltlich handelt es sich bei den Regierungserklärungen oft um Lagebeurteilung oder Zukunftsperspektive. Auch wenn eine gute Regierungsansprache strukturell dialogisch aufgebaut sein sollte, wird sie meist monologisch realisiert und für die Zuhörer besteht keine Möglichkeit zu diskutieren, nachzufragen oder zu widersprechen.

Als eine sehr detaillierte Definition mit spezifischen Kriterien formuliert Gerd Klaus folgendermaßen: „Als politische Sprache sollen alle Sprachhandlungen bezeichnet werden, mit denen ein Sprecher oder Schreiber versucht, in der Öffentlichkeit oder innerhalb von politischen Institutionen (Parlament, Regierung, Verwaltung, Gerichtswesen, Parteien und politische Verbände) Einfluss auf die staatliche Willensbildung zu nehmen“ [6, S. 87-111].

Leider ist heute oft zu bemerken, dass die Sprache der Politik nicht nur den passenden Ton spricht, die Grundformen der Höflichkeit und der Wertschätzung auch des politischen Gegners vermissen lässt, sondern dass um die begriffliche Klarheit zu wenig gerungen wird.

Politische Sprache besitzt eine entscheidende Mittlerfunktion zwischen Fachsprachen und Alltagssprache. Dabei verläuft der Vermittlungsprozess von den Fachsprachen über die politische Sprache zur Gemeinsprache.

Wie schon oben erwähnt, wird unter dem Begriff „politische Sprache“ die Sprache verstanden, die von Leuten auf dem Gebiet „Politik“ verwendet wird und in der Presse für die Bürger normalerweise durchschaubar und schlicht verständlich ist. Wenn der Staatsbürger die Sprache der Politiker nicht mehr versteht, d.h. dem Politiker nicht vertraut, dann bleiben die Gedanken und der Hauptinhalt der Rede vom Politiker nur noch auf dem Blatt und wird die aktive Beteiligung des Bürgers am Staatsgeschehen nicht mehr möglich. Aus diesem Grund wird sich die politische Sprache meistens auf die Alltagssprache gestützt, damit die Leute die geschriebene Rede der Politiker wahrnehmen könnten.

Das Vorhandensein der Termini in den politischen Texten hängt von der Zielgruppe und dem Thema ab. Je weniger Termini der Text enthält, desto verständlicher ist der Artikel.

In Weiteren werden Artikel auf dem Gebiet Politik aus den Zeitschriften „Der Spiegel“, „bpb“, DE Magazin Deutschland betrachtet.

Der Artikel ist dem Thema „Euro-Rettung“ gewidmet, deswegen enthält der Text viele wirtschaftliche Termini: Sanierung, Rekapitalisierung, Ersparnis, Inflation, Export, Import, Euro-Rettung, Euro-Krise, Euro-Kurs und andere.

Für die Sprache der Politik sind aus einer fremden Sprache übernommene Wörter, die meist in ihrer originalen Lautung und Betonung, teilweise auch mit einheimischer Flexion verwendet werden (sogenannte Fremdwörter), typisch: Diskriminierung und andere.

Die deutsche Sprache ist reich an den zusammengesetzten Wörtern. Die Zusammensetzung ist eine der produktivsten Arten der Wortbildung und eine wortbildende Erscheinung, da sie zur Bildung neuer Wörter führt. Dabei übereistimmen die Bedeutung ihrer Komponente mit der Bedeutung des zusammengesetzten Wortes nicht: Dumpinglohn, Anti-Euro-Stimmung, Schuldenschnitt, Reibungspunkten, Interessenkonflikte, Sozialdemokrat, Staatssekretäre, Auslandsvertretung und andere.

In der Zusammensetzung ist das nicht möglich: Gemeinschaftsarbeit und Arbeitsgemeinschaft unterscheiden sich inhaltlich stark und bedeuten nicht ein und dasselbe. Das Abhängigkeitsverhältnis der einzelnen Glieder wird in der Wortverbindung durch die Flexion, in der Zusammensetzung durch die Stellung ausgedrückt.

Zusammengesetzte Wörter können im Deutschen freie syntaktische Verhältnisse ausdrücken: Euro-Zone, Arbeitsplan, Außenminister, Europawahl, Wahlbeteiligung, Berufsausbildung, Auslandserfahrung, Außenhadelskammern, Transformationen- und Konfliktregionen. Hier fällt die Zusammensetzung der Bedeutung nach mit den entsprechenden freien syntaktischen Wortverbindungen zusammen.

Die Komponente des zusammengesetzten Wortes bildet selbständige Einheit. Auf der phonetischen Ebene haben die Zusammensetzungen die Hauptbetonung auf der ersten Silbe und Nebenbetonung auf der zweiten Silbe, in den Wortverbindungen sind alle Komponenten gleich betont. Auf der orthographischen Ebene werden die Zusammensetzungen zusammen geschrieben. Auf der grammatischen Ebene werden die Zusammensetzungen durch ein grammatisches Merkmal für den ganzen Komplex charakterisiert, bei den Wortverbindungen hat aber jede

Komponente ihre eigene grammatische Charakteristik: das Krisenland - des Krisenlandes.

In den analysierten Artikeln kann man auch die Abkürzungen merken. Unter der Abkürzung versteht man die Wortbildungsart, mit deren Hilfe die schon in der Sprache existierende Zusammensetzungen und Wortbildungen zu einem Komplex abgekürzt werden [4, S. 80], z.B. BAMF (Bundesamt für Migration und Flüchtlinge), GAU (Größte Anzunehmender Unfall), EU (Europäische Union).

Das Hauptmerkmal einer Fachsprache, wie oben schon erwähnt, ist das Vorhandensein der Termini. Für die Termini ist typisch, dass die meisten ohne Übersetzung vertraut vorkommen. Oft sind sie Internationalismen: Prozent, Effekt, Euro, Perspektive, Populist, Multimillionär, Oligarchie, Industrie, Diktatur und andere.

Die sprachlichen Fachtermini machen definierten, den festgelegten Teil berufssprachlicher Lexik aus, charakterisiert durch Eindeutigkeit, Bestimmtheit und Genauigkeit. Die sprachlichen Fachtermini sind Elemente eines terminologischen Systems in Rahmen einer Theorie begrifflich definierte Fachwörter. In ihre Bedeutung gehen jene Merkmale ein, die im Rahmen dieser Theorie als Wesensmerkmale des technischen oder wissenschaftlichen Objekts aufzufassen sind. Die Fachsprache wird immer mit neuen politischen Wörtern und Wortbildungen bereichert. Als das Wichtigste findet man die Zusammensetzungen, sie sind eindeutig motivierend für die Bildung eines neuen politischen Wortes.

Die Fachsprache wurde von allen Seiten betrachtet, man könnte bemerken, dass man die Fachsprache auf einem bestimmten Gebiet eines Sprachraums verwendet. Sie ist vielfach mit Internationalismen durchgesetzt, ihre syntaktischen Besonderheiten sind begrenzt, während die politische Sprache die verschiedensten Sach- und Handlungsbereiche umfasst und kann somit alle Bereiche des gesellschaftlichen Lebens durchdringen.

Wir können schließlich das Fazit ziehen, dass es keine reine politische Sprache gibt, sondern es hängt davon ab, welchem Thema ein Artikel gewidmet ist, wird ein wirtschaftliches oder ein wissenschaftliches Thema in einem Artikel behandelt.

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ПОЭТИЧЕСКИЙ ПЕРЕВОД: ЕДИНСТВО В МНОГООБРАЗИИ

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Аннотация: В статье приводится краткий анализ двух вариантов перевода стихотворения Томаса Харди «To Life» на русский язык с позиции единства в многообразии и с опорой на классификацию типов перевода стихотворений по Гёте.

Ключевые слова: перевод; стихотворение; виды перевода

POETIC TRANSLATION: UNITY IN DIVERSITY

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Abstract: In this article we briefly analyse two variants of translation of the Tomas Hardy’s poem “To Life” from the position of unity in diversity and through Goethe’s classification of translation types.

Keywords: translation; poem; types of translation

There is no doubt that the theme of unity in diversity is quite popular and important nowadays because our world is changeable, and we deal with a huge amount of varied information every day. That information can be of any style and genre – from simple posts and mems in social networks to scientific articles and literary works. The internet gives us access to information sources from each corner of the planet, and, in connection with it, the problem of language barrier appears immediately. It means that you can get the full access to, for instance, a piece of prose or poetry in other language only with the help of your or somebody’s translation skills. After that many variants of the same text start to exist. According to this, it becomes clear that the translator’s activity is closely associated with the subject of unity in diversity.

The main emphasis of the article will be on 2 translations of the poem "To life" by Thomas Hardy (1840 – 1928). The first variant was translated into Russian by Dmitriy Vedenyapin, whereas the second was translated by us. The objective of our investigation is to compare both variants with the original and with each other. We suppose it could be a suitable illustration of the given theme.

O life with the sad seared face,
I weary of seeing thee,
And thy draggled cloak, and thy hobbling pace,
And thy too-forced pleasantry!

I know what thou would'st tell
Of Death, Time, Destiny -
I have known it long, and know, too, well
What it all means for me.

But canst thou not array
Thyself in rare disguise,
And feign like truth, for one mad day,
That Earth is Paradise?

I'll tune me to the mood,
And mumm with thee till eve;
And maybe what as interlude
I feign, I shall believe!

О, Жизнь, до чего ж томит
Меня твой понурый взор,
Твой вечно унылый вид,
Таящий немой укор.

Твои слова о Судьбе
Известны мне наперед,
И здесь у меня к тебе
Давно особенный счет.

Но разве нельзя хоть раз -
Соври, притворись, сыграй! -
Представить, что мир у нас
Опять превратился в рай!

И, может быть, - я готов, -
Вдыхая сладкий дурман,
Я сам бы в конце концов
Поверил в этот обман!

by D. Vedenyapin

К Жизни

О жизнь с обожжённым и скорбным лицом,
Мне скучен понурый твой вид.
Ты вяло хромаешь под грязным плащом,
Печаль в твоём смехе сквозит.

И всё я изведал, о чём ты молчишь,
И всё, что подвластно тебе.

Я знаю о том, что ты в недрах таишь, –
О Времени, Смерти, Судьбе.

И всё же молить мне не лень:
Сыграла б ты рай на Земле Голубой
В безумный единственный день!

Играй! Я обманутым быть не боюсь
И к доле актёрской привык.
А может, счастливым я сам притворюсь
На краткий и сладостный миг!

by M. Berezovskaya

It is reasonable to begin by determining which type the mentioned above translations are related to. According to classical **Goethe's classification**, there are three types of poems translating: **1. Prosaic type:** when the original rhyme is completely lost, but the sense is reported in the most exact way; **2. Poetic type:** when the rhyme is saved, but the meter and some shades of sense can be slightly changed, but recreating the impression and mood of the original version is the preferred task; **3. Versifying:** ideal type of translation, when the rhyme, meter, sense and author's emotions are recreated very close to the original. [3]

Therefore, we have now to decide which type of translation D. Vedenyapin and we chose.

Meter and rhyme. In both translations we observe the masculine type of rhyme – the accent falls on the last syllable – in each line; as for the meter, in the original there is iambic trimeter, it can be seen clearly in the third verse:

E.g.: But canst thou not array
Thyself in rare disguise,
_ ^ _ ^ _ ^
_ ^ _ ^ _ ^

However, in the first verse there are some author's rhythmic peculiarities, which make meter defining rather difficult.

D. Vedenyapin also uses iambic trimeter, but he includes only one rhythmic peculiarity: he adds one more syllable after the second or (more rarely) the first verse in every line:

E.g.: Твои слова о судьбе
Известны мне наперёд,
_ ^ _ ^ _ _ ^
_ ^ _ ^ _ _ ^

A key feature of our translation is turning the iamb into amphibrachic tetrameter in uneven lines and trimeter in even lines with cutting last foot (for keeping masculine rhyme).

E.g.: Сыграла б ты рай на Земле Голубой
В безумный единственный день!
_ ^ _ _ ^ _ _ ^ _ _ ^
_ ^ _ _ ^ _ _ ^

Idea and imagery peculiarities. In our opinion, basic and the most important stylistic device used by the author of the poem is personalization. The life is presented as a being which has its own moods, and thoughts, and even appearance *(e.g.: life with the sad seared face; thy draggled cloak; I know what thou would'st tell).* Both translators recreate this device in their works and compare the life to a human being, too. Their translations, just like the original, are made in the form of an address of the main character to his life.

As for the idea of the poem, both translators allow themselves to make several deviations from the original, especially D. Vedenyapin. For instance, in the first verse, he omits some details in description of *the Life*, and says nothing about *her* appearance and clothes, but only about her sight and emotions. In the last verse, Vedenyapin omits the parallel with an acting, performance, *e.g. mumm with thee till eve; as interlude* (Hardy); *Вдыхая сладкий дурман, / Я сам бы в конце концов / Поверил в этот обман!* (Vedenyapin).

In our translation, there are little deviations too. In the last verse, the author says the character promises to believe that the Earth is paradise and compare the time of such feeling to the interlude. In our version we slightly paraphrase it. (*e.g.: And maybe what as interlude / I feign, I shall believe!* (Hardy); *А может, счастливым я сам притворюсь / На краткий и сладостный миг!* (Berezovskaya)).

The results of the analysis show that according to abovementioned Goethe's classification, neither of the given translations can be related to the versifying. It is reasonable because, in both texts, there are some metric and meaning peculiarities, which differ from the original poem. We were closer to the authentic text by content, Vedenyapin was closer in the rhythm. It enables us to draw a conclusion that both our translations are of the poetic type anyway. However, they recreate the atmosphere as well as the main idea and the moods of the original. It means that, on the one hand, we have three variants of the same poem, on the other hand, we have three autonomous literary pieces.

In our opinion, it confirms the main idea of our discussion today and reflects the problem of unity and diversity clearly enough.

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СФЕРЫ-ИСТОЧНИКИ КОНЦЕПТУАЛЬНОЙ МЕТАФОРЫ ОБРАЗОВАНИЯ В АНГЛОЯЗЫЧНОМ ПУБЛИЦИСТИЧЕСКОМ ДИСКУРСЕ

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Аннотация: В статье рассматриваются сферы-источники концептуальной метафоры образования в англоязычном публицистическом дискурсе. Автор делает вывод о неоднозначности представления об образовании как процессе и результате в сознании носителей английского языка.

Ключевые слова: концептуальная метафора; англоязычный дискурс; образование; языковая картина мира

THE SOURCE DOMAINS FOR THE CONCEPTUAL METAPHOR OF EDUCATION IN THE ENGLISH PUBLICISTIC DISCOURSE

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Abstract: The article considers the source domains for the conceptual metaphor of education in the English publicistic discourse. The author makes a conclusion about the ambiguity of the concept of education as a process and a result in the minds of English speakers.

Keywords: conceptual metaphor; English discourse; education; linguistic view of the world

With the development of cognitive linguistics, studying the problem of the relationship between language and consciousness, the role of language in categorizing the world is becoming more prominent in modern linguistics.

At present, the attention of many researchers is drawn to the study of conceptual metaphors as a phenomenon located at the junction of the language system and features of the linguistic world of native speakers. In domestic linguistics, this area remains relatively not so well investigated, unlike in Europe and the United States, where scientific interest in conceptual metaphor appeared earlier.

We should note that understanding of cognitive metaphors in linguistics differs from that in literary criticism. It is not the image itself that comes to the foreground but the reasons of its appearance, the relations between concepts (conceptual structures) connected with different areas of knowledge (domains).

Researchers assign metaphor the role of a dominant cognitive operation in the context of perception and presentation of reality. As J. Lakoff and M. Johnson noted, metaphor is "understanding and experiencing the concept of one type in terms of the concept of the other type" [1, p. 5]. Conceptual metaphors have a great importance for the transmission of various types of information in an implicit form, and this is one of the reasons for the linguists and translators to study them.

Conceptual metaphors are coined with a combination of knowledge domains that are significant for native speakers; otherwise they (conceptual metaphors) would not be understandable to most of the recipients. Studies have already been conducted on sport, military and economic conceptual metaphors in the English discourse.

The present study is devoted to the analysis of conceptual metaphor of education in the English publicistic discourse. This is cased by the fact that today education issues are in the focus of attention both in our country and in English-speaking countries: the USA, Great Britain, Canada, Australia, etc. In the course of the study, we considered metaphors representing the concept of "education" in the oral texts of public mini-lectures at *TED talks*. In addition, we used journalistic text-articles published in the *Times Higher Education* magazine specialized in studying social problems as material for our analysis. In these sources, we found 50 examples containing language representations of conceptual metaphors of education.

We chose the classification of metaphorical models developed by A.P. Chudinov as the main methodological approach based on the allocation of source domains of metaphorical transfer [2].

Conceptual metaphors of education, which are used in characterizing processes in education at different levels, illustrate their understanding of them in terms of other conceptual areas. M.A. Vavilova, studying conceptual metaphor of education, singled out medicine as a source domain [4]. She identified the main metaphorical model of the British mass media texts. This is due to the fact that the British education system is regarded as an absurd system, which is a patient and a doctor (trying to cure itself) at the same time. No less important is the fact that the study was conducted during the crisis of educational system in the UK. Professor Otto Santa Ana, carrying out the study of conceptual metaphor education at school level, singled out the source domains such as “factory” and “business” [3]. Education as a factory is archaic, and is considered a productive conceptual metaphor for the USA for many years; students are a kind of raw material that is filled with knowledge. Education as a business shows the unfairness of the current educational system, that social status of students is not only important in business, but also in education.

Based on the analysis of the study’s materials, we identified several source domains of metaphorical borrowing to represent education in the English publicistic discourse, such as: “animal world” (e.g., ***Education is an animal*** *that you have to overcome);* “relationship” (e.g., ***Education is the best friend*** *that helps you in your life path);* “production” (e.g., *We have built our education systems on* ***the model of fast food)****;* “sport” (e.g., *Oceans of adolescents come* ***here to receive lessons but never learn to swim)***; “religion” (e.g., ***Education is a global religion)***; “military training” (e.g., *This is a* ***training ground*** *where one group is taught to lead and the other is made to follow)*; “business” (e.g., *Higher education is a “****pointless Ponzi scheme***”); "services sector" (e.g., ***Education serves for everyone****, makes no exception).* The most frequent of these we will consider in more detail.

1. The source domain “Service sector” (makes up 30% of all examples).

This source domain can be considered quite expected. This is due to the fact that in the absolute majority of the modern developed countries, education is a service that meets the public order. This point of view is the opposite of the notion of education as a sphere of human relationships.

According to this, the following metaphor looks quite reasonable «*The media and ministerial attention may be on allegedly rampant abuse of freedom of speech, the need for universities to act in loco parentis, and* *higher education* ***recast as a service sector in which efficiencies can be driven by price comparison websites***».

In the service sector, price is the most important factor determining customer satisfaction. While paying, the consumer wants to be confident in the quality of the resulting product or service. This is evidenced by the following example: «*Last August, Nick Timothy, Theresa May's former chief adviser, described English higher education as a "pointless Ponzi scheme" that was "blighting young people's futures", while the UK prime minister herself commented later in 2017 that students "****take on a huge amount of debt…and if we are honest, some don't know what they get…in return***».

The quotations cited here lead to the conclusion that the notion of education as a service sector is associated with a negative evaluation of the changes taking place in education.

2. The source domain "Production" (makes up 15% of all examples).

Another area that conceptually is linked with education in English publicistic discourse is production: "*Education* ***is not a mechanical system****. It's* ***a human system****. It's about people, people who either do want to learn or don't want to learn".*

In economic terms, education is the process of producing skilled labor force, whose work is an important means of production. However, a person is not a standardized component; therefore, the process of education cannot be equalized with industrial production. This is a manifestation of the conflict between the authorities, operating in economic categories, and society as the custodian of universal human values.

A similar meaning is found in the following quotation: "*It's like* ***education is an industrial process*** *that can be improved just by having better data, and somewhere in the back of the mind of some policy makers is this idea that if we fine-tune it well enough, if we just get it right, it will all hum along perfectly into the future. It won't, and it never did*". Education is compared with the industrial process, but this is perceived negatively by the author of the text.

3. The source domain "Relationships" (makes up 5% of all examples).

The connection of education with relations between people lies at the very core of this process, since education is training and upbringing, that is, the transfer of experience. However, this is only part of the meanings conveyed by conceptual metaphors. Here are some examples: "*Education is not all about the syllabus.* ***It's about friendship*****.** ***It's about discovering our talents***".

Education is presented as a process based on long-term relationships with a high degree of closeness, based on deep trust, mutual affection, common interests and attitudes. In addition, education implies the "discovery of talent", that is, it must be productive as a way of disclosing personal potential.

The next example deals with an even closer relationship: "*With an education, you can survive.* ***Education shall be your first husband***". In this case, education is seen as something that helps to survive, then with what a person will spend a significant part of life (if not all), something that (s)he will remember forever as the first spouse. Given the importance of the concept of the family and the marital union for the entire Anglo-Saxon culture, it can be argued that education in this case is considered as the most significant part of human life.

It should be noted that likening education to marriage is a tribute to modernity. In the middle of the last century, for a woman in America, home and family were in the first place. The possibility of this kind of conceptual metaphor is a manifestation of a change in the linguistic picture of the world of native English speakers and Anglo-Saxon culture.

Summarizing all the above stated, we can make several conclusions:

1. In modern English discourse, education is perceived ambiguously.

2. Conceptual metaphors of education are based on a comparison of education with spheres of human relations, services and industry, religion, wildlife, sports, etc. From the examples examined in detail, "relationships" as a sphere-source of metaphorical transference are more traditional than "service" and "industry".

3. The conceptual metaphor of education as friendship and matrimony is positive, while the comparison of education with the service industry and industrial production is perceived negatively by native English speakers.

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ИСПОЛЬЗОВАНИЕ ИТАЛЬЯНИЗМОВ В ЯЗЫКЕ НЕМЕЦКОЙ РЕКЛАМЫ

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Аннотация: В статье рассмотрены основные причины употребления итальянизмов в языке немецкой рекламе, а также проанализированы слоганы и заголовки немецкой рекламы, содержащие итальянизмы. В результате анализа выявлено, что употребление итальянизмов связано, в первую очередь, с целью повышения эффективности рекламы. Они подчеркивают принадлежность товара Италии, вызывая тем самым у покупателя положительные эмоции.

Ключевые слова: итальянизмы; псевдоитальянизмы; реклама; слоганы; язык

THE USE OF ITALIANISMS IN THE LANGUAGE OF GERMAN ADVERTISING

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Abstract: The article considers the main reasons for the use of italianisms in the language of German advertising, and also analyzes the slogans and headlines of German advertisements containing italianisms. As a result of the analysis, it was revealed that the use of Italianisms is connected primarily with the goal of increasing the effectiveness of advertising. They emphasize the identity of the product in Italy and evoke positive emotions of buyer.

Keywords: italianisms; pseudoitalianisms; advertising; language; slogans

Die Zahl der Italianismen, die in die deutsche Sprache eindringen, nimmt ständig zu und gewinnt immer mehr an Bedeutung in der deutschsprachigen Werbung. Wenn man die Sprachen betrachtet, aus denen die Wörter ins Deutsche übernommen wurden, so kann man feststellen, dass das Italienische zu den Sprachen mit dem größten Einfluss gehört und mit etwa 7 % unter allen Entlehnungen an der 4. Stelle rangiert. Da die vorliegende Arbeit sich mit den Italianismen in der deutschen Sprache in der Werbung befasst, muss der Begriff „Italianismen“ definiert werden. So bezeichnet man als Italianismen die Entlehnungen in Form eines Fremdwortes aus dem Italienischen [2]. Die Verbreitung der so vielen Italianismen in der deutschen Sprache ist auf viele Faktoren zurückzuführen.

Die Einwanderung zehntausender Arbeitsmigranten aus Italien und die Entdeckung Italiens als touristisches Ziel haben viele Bezeichnungen aus verschiedenen Bereichen und vor allem aus den Bereichen Essen und Trinken bekannt gemacht. Die Beliebtheit der italienischen Küche führte dazu, dass viele Begriffe aus diesem Bereich einen festen Platz in der deutschen Sprache gefunden haben. Das sind z.B. verschiedene Käsesorten wie *Mascarpone, Mozzarella, Parmesan, Ricotta,* Wurstwaren wie *Salami,* Gerichte wie Pizza, Risotto und natürlich Kaffee wie *Espresso, Cappuccino und Latte macchiato.* Es sei auch gesagt, dass viele Italianismen inzwischen in der deutschen Sprache fest verankert sind, dass sie nicht mehr von Deutschen als Fremdwörter wahrgenommen werden (z.B. *al dente, bravo, ciao, spaghetti*).

Die Werbung hat seit einigen Jahren eine eindeutige Vorliebe entwickelt [4, s. 32]. Sie benutzt bei allen Gelegenheiten fremdsprachige Elemente, damit der Verbraucher angeregt wird und sich für das Produkt entscheidet. Viele deutsche Unternehmen benutzen in der Werbung ihrer Produkte und Dienstleistungen ausländische Slogans. Und es sei gesagt, dass das nicht nur die Werbung für die ausländischen Produkte angeht, sondern auch für die einheimischen, d.h. deutschen Produkte. Dafür gibt es einige Gründe.

Wie bekannt ist eines der wichtigen Kriterien einer guten Werbung Originalität des Werbeslogans. Hier kennt die Werbesprache keine Grenzen. Natürlich gibt es in der heutigen Werbung viele Entlehnungen aus dem Englischen, d.h. Anglizismen, aber gerade in der Lebensmittelwerbung kommen oft Italianismen vor, die attraktiv und international klingen. So dienen die Italianismen als Aufmerksamkeitsmittel in der Werbung und weisen darauf hin, dass das Produkt eine lange Tradition in Italien hat und die Spitzenqualität garantiert. Von uns wurden die Werbeslogans mit Italianismen aus der Datenbank der Werbung **slogans.de** untersucht [1].

Als Paradebeispiel kann dabei die Werbung von Kaffee gelten: *Espresso, Cappuccino und Latte macchiato* entstammen der italienischen Kaffeekultur und wurden seit den 1990er Jahren in Deutschland adaptiert und prägen den urbanen Lebensstil. Auch ein gutes Beispiel ist das Werbeslogan von *San Pellegrino:* „Ein bisschen Italiener steckt in jedem! *Grazie*“, was auch auf italienische Lebensart hindeutet. Auch haben wir folgende Slogans auf der Datenbank der Werbung slogans.de gefunden wie [1]:

- die Marke *Barilla* - „*Bravo für dich“, „la prima pasta italiana“;*
- die weltweit berühmte Schuhmarke *Alta moda mit* dem Slogan „Sag „*si*“ zum italienischen Schuh!“

Aber heute noch kommen neue Wörter hinzu, sogar solche, die gar nicht aus Italien stammen. Solche Wörter bezeichnet man als Pseudoitalianismen, d.h. Wörter in der deutschen Sprache, die sich meist auch in Form und Lautung an die italienische Sprache anlehnen. Aber tatsächlich haben diese Wörter mit dem italienischen Sprachraum nichts zu tun. So ist "Frappuccino" eine Erfindung von „Starbucks“. Eine weltbekannte Marke Tschibo verwendet in ihrer Werbekampagne folgende Pseudoitalianismen wie z.B. *Weihnacht**issimo**, Caf**issimo**, Elegant**issimo**, Perfekt**issimo**, Entdecker**issimo**, Angebot**issimo***. In diesen Beispielen weist der italienische Suffix **-issimo**, der zur Bildung des Superlativs der Adjektive dient, auf die ausgezeichnete Qualität des Produktes hin [3, s. 18].

Zusammenfassend sei es gesagt, dass nicht nur die gute Äußerung des Inhalts der Werbung, sondern auch die Originalität des Werbeslogans meistens eine wichtige Rolle spielt. Aus diesem Grund kann man in der heutigen Werbesprache eine Vielzahl von fremdsprachigen Elementen finden. Diese fremdsprachigen Elementen wie z.B. Italianismen haben folgende Hauptfunktionen: Aufmerksamkeit zu erregen und der Werbung einen nationalen Kolorit zu verleihen und damit den Kunden zum Kauf anzuregen.

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ФОНЕТИЧЕСКИЕ, ГРАММАТИЧЕСКИЕ, ЛЕКСИЧЕСКИЕ И СИНТАКСИЧЕСКИЕ ОСОБЕННОСТИ ВЫМЫШЛЕННОГО ЯЗЫКА В РОМАНЕ ДЭВИДА МИТЧЕЛЛА «ОБЛАЧНЫЙ АТЛАС»

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Аннотация: Данная статья посвящена проблеме вымышленных языков (артлангов), их особенностей и сферы возможного применения. В работе рассматриваются определение искусственного языка, особенности его создания, существующие типы и особенности вымышленного языка в художественной литературе на примере вымышленного языка, представленного в книге Дэвида Митчелла «Облачный атлас».

Ключевые слова: вымышленный язык; артланг; художественная литература

PHONETIC, GRAMMATICAL, LEXICAL AND SYNTACTIC FEATURES OF A FICTIONAL LANGUAGE IN DAVID MITCHELL'S NOVEL “CLOUD ATLAS”

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Abstract: This article is devoted to the problem of artificial languages (artlangs), their features and scope of possible application. This paper deals with the definition of an artificial language, the peculiarities of its creation, the existing types and features of a fictional language on the basis of the fictional language presented in “Cloud Atlas” by David Mitchell.

Keywords: fictional language; artlang; fiction

Language performs multiple functions. The most notable among them is that language expresses the level of culture and development of people speaking it. It can tell us everything about the cultural heritage and mentality. This connection of language and mind works vice versa, i.e. language influences mind, this is the reason why the problem of creating the perfect language has always been relevant. Many scientists and authors tried to predict and create a perfect language. We will consider the constructed language created by David Mitchell in “Cloud Atlas”, the novel in which he tried to predict the further development of the English language.

The definition of constructed language (or conlang) according to David J. Peterson runs as follows: “Any language that has been consciously created by one or more individuals in its fullest form is a conlang, so long as either the intent or the result of the creation process is a fully functional linguistic system.” [3, p. 25]

Many researchers treat equally both constructed languages and artifical languages. Nevertheless, we can spot the difference between these two notions. According to Merriam-Webster dictionary artificial language is defined as: “a language devised by an individual or a small group of individuals and proposed for an international language or for some more specific purpose (such as aptitude testing) but not functioning as the native speech of its users.” [1]

Proceeding from what was said above we can infer that:

- the notion of conlang is broader than the notion of artlang;
- conlangs are suitable for human communication while artlangs are not suitable for communication;
- artlangs are created for specific purposes and their usage is restricted by some special conditions.

Depending on method of creating, conlangs are split into two groups:

1) a priori languages. Such languages are made from scratch, i.e. the author creates the whole language including grammar and vocabulary;
2) a posteriori languages. Languages of this type are based on existing languages, they borrow existing grammar and vocabulary.

Conlangs are often created for any purposes: artistic, theoretic and practical. Depending on the purposes, we can distinguish several types of constructed languages:

1) Artistic language (or artlang, or fictional language) is a language introduced or created by a creator of some fictional world featured in any fiction.

In order to lend a touch of authenticity and uniqueness to fictional space some writers prefer creating languages. Artlangs may differ in terms of their integrity and complexity. Some artificial languages are even suitable for everyday use.

The most notable examples are Dothraki introduced by David J. Peterson in "The Game of the Thrones" and Quenya and Sindarin created by J. R. R. Tolkien.

2) Auxiliary languages (or auxlangs) are created as a mediator language for people who do not have the same mother language. The prime example is Esperanto created by Ludwik Lejzer Zamenhof.

3) Engineered languages (or engelangs) include logical languages (loglangs) and philosophical languages. Both of these are primarily used in logic and philosophy experiments. [3, p. 27]

According to A. Piperski, creating a perfect language may help improve people's mind. The scholar's idea is based on the theory of Sapir-Whorf (the theory of Lingustic Relativity), which has the idea of language and mind being interconnected as its underlying assumption. [4, p. 12]

From Peterson's point of view, any constructed language is created by the author in accordance with the purposes of language creation. As an example, he cites engelang that was created for discussing scientific matters. [3, p.26]

Trying to classify the constructed language introduced by David Mitchell in "Cloud atlas", we arrived at the conclusion that this language is based on modern English, i.e. it is an a priori language. It was introduced in fiction; therefore, it can be classed as an artistic language.

Conlangs are created on different levels i.e. the author often creates grammar, phonetics and vocabulary of a language from scratch. Many researchers consider this question depending on existing language systems. Thus, David J. Peterson gives a piece of advice concerning conlanging, and suggests using the language system of English as theoretical base and other conlangs as examples.

The scholar made a list of recommendations for conlanging. Further we will present a brief overview of his advice citing examples from the book of David Mitchell "Cloud Atlas".

Let us start with the phonetic system. David J. Peterson suggests:

- creating a novel phonetic system not sound by sound but by introducing whole groups of sounds (e.g. obstruents, palatal series, sonorants);

- introducing minimal pairs of sounds using allophony in order to diversify the phonetic system.

He also highlights the importance of intonation and stress. He mentions 'pragmatic intonation' proposing to break a line of each phrase syllabically in order to indicate "high" and "low" tones. The combination of "high" and "low" tones may help to create an appropriate impression and stress may add new words by means of allophony.

Spelling and pronunciation also matter, for instance, in Dothraki, David J. Peterson had to change them in order to sound 'harsh', thus he created the spirit of brutal and rough, long-braided warriors.

The phonetic system of artlang in "Cloud Atlas" is borrowed from English, though we can see the following changes in pronunciation and spelling:

- dropping of sounds: *tho'; jus'; reck'ned; 'ready; goin'; 'n'; mem'ries; norm'ly;*
- replacing consonants: *buggah (buggar); rotted (rotten);*
- simplification of spelling: *cudn't; sumthin'; mil'yuns;*

These examples illustrate the ways of creating atmosphere in fiction. The author demonstrates how the natural language has changed.

Focusing on the grammatical aspect, we can single out several methods proposed by David J. Peterson which are used to create grammatical system

At first, we need to clarify the information concerning grammatical categories (i.e. number, gender and case). As to grammatical number, David J. Peterson states that there exist multiple nominal numbers: unmarked, dual, trial, paucal, collective, singulative, distributive. These categories are relevant for natural languages, but if one creates a language, alternative nominal numbers may be introduced. It should be noted that such characteristics as animacy, definiteness, and mass nouns versus count nouns should be taken into account because in some cases pluralization and usage of plural articles may add some meaning patterns to the utterance.

The grammatical system of the fictional language in "Cloud Atlas" is borrowed from the English language but it underwent some significant changes in order to predict the further development or degradation of language. We can point out several notable grammatical changes in this language:

- simplification of grammatical forms (wrong derivation): *you're borned; the died babbit; The women telled me; tumblied; I knowed what she thinked o' me;*
- word order change: *Over a ropy root– Georgie's foot maybe–I tripped 'n' tumblied into a pit o' dead leaves what hid me from...;*
- simplification of grammatical number characteristics: *dingos was (were) howlin';*

These examples demonstrate the possible ways of language change within the framework of borrowed syntactic structure.

Considering lexical system, David J. Peterson stresses that there are several ways of creating a constructed language using inflectional and derivational morphologies including:

Affixation – the method of word creating by attaching any morphemes to the root.

Suppletion – the occurrence of an unrelated form to fill a gap in conjugation.

The lexical system of the fictional language in "Cloud Atlas" is partially borrowed from the English language. We can see a variety of ways employed to create new words:

- Words created by affixation: *babbit (baby (N) + it); b'yonder (beyond (prep.)+er); dawnin' (dawn (N) +ing); birthin' (birth (N) +ing); yarnie (yarn (V) – ie); lornsome (lorn+some); idlesome (idle+some)*
- Words created by coalescence of several words: *slywise (sly+wise); purebirth (pure+birth); to coldwater (cold+water)*
- Nonce-words: *mukelung;*

Many words of the artlang from "Cloud Atlas" are borrowed from different slangs and dialects of English:

- Borrowings from slangs: *Crookit (crooked – ghetto slang);* [2]
- Borrowings from dialects: *nay (generally used in the North West of England instead of no)* [5]

These examples show how the author expressed the possible globalization and its influence on language and culture. Also we can see that language is simplified and it has a lot of slang words, which can suggest possible amelioration of meaning of some slang words.

In conclusion, language can reveal a lot about the state of culture or even about the world. Having analysed the fictional language in "Cloud

Atlas” we can see one of the possible ways of language or even world development. It expresses modern ideas of globalization and possible degradation of language.

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ОШИБКИ ЛОКАЛИЗАЦИИ КОМПЬЮТЕРНОЙ ИГРЫ CALLOFDUTY: BLACKOPS 3

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Аннотация: В данной статье будут рассмотрены ошибки и проблемы, отразившиеся на качестве локализации компьютерной игры. Определены последствия этих ошибок, их влияние на сюжет игры.

Ключевые слова: локализация; перевод; компьютерная игра; контекст; сюжет

MISTAKES IN GAME LOCALIZATION CALL OF DUTY: BLACK OPS 3

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Abstract: This article discusses errors and problems affecting the quality of localization of a computer game. The mistakes and their influence the plot of the game were identified.

Keywords: localization; translate; computer game; context; plot

The online games have been recently becoming increasingly popular. So, the game translation in such a context should be given special attention. It especially concerns the localization of games, because the high-quality localization of computer games increases the audience of customers and, in the end, is very cost-effective. Game localization is the act of preparing games for their respective releases in different areas of the world. Game localization involves everything from the obvious, like translating the game into new languages, to the less apparent aspects [2]. In world practice, there are many cases when localized game becomes even better than the original one is.

We will examine a slightly different scenario where the localization of a computer game is not only poorly executed, but also deprives the user of understanding some points. We will consider the most prominent examples of translation errors that ruin the game play and affect the understanding of characters.

As a rule, the main problem of computer game localization is a properly drafted game slang, but in our case, the problem touches the non-professional consideration to localizing the computer game “Call of Duty: Black Ops 3”.

To begin with, we will focus on the fact that this is a sci-fi 3D shooter game, released in 2015, which takes place in 2065 [1]. I analyzed about 100 conversations, comparing the subtitles and domestic localization.

Context: Aviation has crashed. The military should sneak without arousing suspicion.

Original: Once there, we’ll be able to pinpoint the Minister’s exact location. Heads and weapons down. Keep it cool ‘til we make the grab.

Subtitles: Пока они заняты крушением, в этой форме мы сможем проскочить. Головы и оружие не поднимать. Внимание не привлекать, пока не захватим цель.

Localization: Пока они заняты упавшим самолетом, мы вполне сможем проскочить. Не теряем голову, пока мы не начнем захват.

Comment: The point is that the user has lost a lot of information about this situation. The military must pass unnoticed, and in the localization we are offered not to take it out and not to shoot at enemies. In addition, the story lines tell us that they are on the territory of enemies, where they are in the minority. It turns out that our characters in the localization are brave thugs, and in the original they are cautious and thoughtful people. Thus, at the beginning of the game, we were misinformed about their character and strategy.

The next translation has been widely disseminated in the Internet as a joke and provoked a massive furor among users.

Context: The commander in chief reports that the train exploded.

Original: Train go boom

Subtitles: TRAIN GO BOOM

Localization: Поезд сделал БУМ

In addition to the obvious lexical error, there is also a stylistic error here. Even though the translators wanted to add a little bit of humor into the dialogue they failed. This phrase still seems totally inappropriate.

Context: Ready for attack. One person gives weapon to another guy.

Original: Not f*****g around are we?

Subtitles: Мы тут не шутки шутим, да?

Localization: Может не будем маяться дурью?

Comment: In the first case, the statement implies a kind of brutality. Localization completely eliminates the idea of the author. We can observe a similar situation in this dialogue:

Original: Get your f*****g head down! You're maybe cool, but you're not immortal.

Subtitles: Пригни свою голову! Ты, может, и крут, но не бессмертен.

Localization: Пригни свою голову! Даже лучшие погибают.

Comment: The pathos of this statement is also lost. It acquires a neutral connotation.

Omission of information also has consequences:

Original: It's your last chance! Show me what you're made off!

Subtitles: Это твой последний шанс! Покажи, из чего ты сделан!

Localization: Это твой последний шанс! ... (here the character continues to say "show me what you're made off!", but this translation isn't dubbing)

Comment: Due to the omission of the second part in the dialogue, it seems that this is a bug of the game. The character continues to speak, but he does not say a word. In addition, the omission of the second part is unjustifiable and loosely translated.

The next one:

Context: The main character is looking for an easier way to attack than the way through the central silo.

Original:

Kane: Our best option is to descend through the central silo.

Hendricks: Thanks, Kane – big help.

Subtitles:

Кейн: Лучший вариант – спуститься через центральную шахту.

Хендрикс: Спасибо, Кейн. Очень помогла.

Localization:

Кейн: Лучший вариант – спуститься через центральную шахту.

Хендрикс: Спасибо, Кейн. Правда. (grateful voice)

Comment: Sarcasm is lost, thus dubbing distorts the character of Corvus.

In addition to mistakes in the translation of character dialogues, there are other nuances in localization. For example, the native Asian in the original version speaks with a clear accent. In the Russian dubbing translators are too lazy to do that kind of work and voice the character with an ordinary Russian accent.

During the game the soundman work is noticeable: the voices spontaneously become either louder or quieter. The reason for this is unknown and isn't supported by the actions of the characters.

In the original when characters shout, they express anger, pain, or other emotions. In the Russian dubbing they look like real fighters and shout just for keeping the player in a good shape.

The translation of this game was done professionally, but there are loads of translation errors and inconsistent phrases. Perhaps this is the developer's fault, as the company could have sent loc-kit (localization kit is a game data for localization with all the utilities that allow you to extract, edit and paste the translated data into the game) [3].

The loss of humor and the personal features of the characters is a great disadvantage of localization. To avoid all the errors in translation is almost impossible, but it can be minimized.

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ОБРАЗ АМЕРИКАНЦЕВ, ОТРАЖЕННЫЙ В ПРОИЗВЕДЕНИИ ЧАРЛЬЗА ДИККЕНСА «АМЕРИКАНСКИЕ ЗАМЕТКИ»

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Аннотация: в статье приводится анализ существенных черт американцев как собирательного образа нации, описанных Чарльзом Диккенсом в его травелоге «Американские заметки».

Ключевые слова: литературный образ; прямая характеристика, американцы, Чарльз Диккенс

THE IMAGE OF THE AMERICANS AS REFLECTED IN "AMERICAN NOTES" BY CHARLES DICKENS

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Abstract: the article analyses constituent features of the Americans as a collective image of a nation as presented by Charles Dickens in his travelogue "American Notes for General Circulation".

Key words: literary image; direct characterization; the Americans; Charles Dickens

The present research is aimed at analyzing the image of Americans as depicted by Charles Dickens in his documentary travelogue "American Notes for General Circulation" (1842).

The objectives are as follows:

a) to point out the key aspects in the notion of a literary image as given in literary research works;

b) to select the micro-contexts, which contain direct characterization of the Americans;

c) to identify and classify the typical features of the Americans which are given by the author through direct characterization.

The analysis is based on 16 extracts, containing direct characteristics of the Americans, selected by means of continuous sampling from the book under analysis.

"Literary Encyclopedic Dictionary" defines image as "a category of aesthetics characterising a special way, which belongs to art, of exploring and transfiguring reality. Image also names any phenomenon which is created in literary work" [1, p. 256].

According to L.V. Borisova, "all images in the literary work constitute a hierarchical interrelation. The top of this hierarchy is the macro-image, i.e. the literary work itself, which includes the image of life, the image of characters and the image of the author. At the bottom of the hierarchy there is the word-image or the micro-image (tropes and figures of speech), which builds up character-images, event-images, landscape-images, etc. Each micro-image, when in isolation, is just a stylistic device, but within the poetic structure it is an element, which equally with others, helps to reveal the content" [2, p. 36]. There is also a collective image in literature which is characterised by taking various features from different people united by a certain place and period of time [4].

L.V. Borisova states, that "the characters can be portrayed from different aspects: physical, emotional, moral, spiritual, social. The description of those aspects is known as characterization. There are two main types of characterization: direct (when the author rates the character himself) and indirect (when the author shows the character in action and lets us watch and evaluate him for ourselves)" [2, p. 31].

In the present paper we will dwell upon the direct characteristics of the image of the Americans as represented by Charles Dickens in his travelogue "American Notes for General Circulation".

The collective image of the Americans was created by the author on the basis of different situations which were taken from real life. Thus, his subjective opinion of the nation constitutes positive and negative features and attributes, as well as patterns of behavior.

Charles Dickens (1812 – 1870) is one of the most outstanding representatives of the realistic method in literature, aimed at creating typical representatives of society in typical circumstances which influence their characteristic features and behaviour.

The book under analysis was published in 1842 as a result of his trip to North America. The main goal of the author's trip was to find a way of solving public conflicts. However, he needed to make his own opinion about the young country, propagating the democratic principles. Dickens believed that America was the only country where political liberty, democracy and its rules were really put into practice. He wanted to see the life of Americans under this form of government. But the results of his trip were completely different from his exectations about North America.

In the present paper we will point out explicit (direct) characteristics of the Americans. Thus, according to Dickens's personal perceprion, the following features constitute the image of the Americans.

1. Physical characteristics – 6%:

1) hygiene (negative estimation):

(1) In all modes of travelling, the American customs, with reference to the means of personal cleanliness and wholesome ablution, are extremely negligent and filthy [3, p.122].

2. Moral principles, attitudes – 38%:

1) perseverance and greatheartedness:

(2) They are striking men to look at, hard to deceive, prompt to act, lions in energy, Crichtons in varied accomplishments, Indians in fire of eye and gesture, Americans in strong and generous impulse; and they as well represent the honour and wisdom of their country at home, as the distinguished gentleman who is now its Minister at the British Court sustains its highest character abroad [3, p.95].

2) worthlessness (the slave-holder separated black family that is why the author gives such a characteristic of that man):

(3) The champion of Life, Liberty, and the Pursuit of Happiness, who had bought them, rode in the same train; and, every time we stopped, got down to see that they were safe. The black in Sinbad's Travels with one eye in the middle of his forehead which shone like a burning coal, was nature's aristocrat compared with this white gentleman [3, p.105].

3) polite attitude to women:

(4) …but no man sat down until the ladies were seated; or omitted any little act of politeness which could contribute to their comfort. Nor did I ever

once, on any occasion, anywhere, during my rambles in America, see a woman exposed to the slightest act of rudeness, incivility, or even inattention [3, p.114].

4) disregard of slavery (a rhetorical question is used for emphasizing the main thought of the author):

(5) What! shall we declaim against the ignorant peasantry of Ireland, and mince the matter when these American taskmasters are in question? [3, p. 189].

5) frankness and hospitality:

(6) They are, by nature, frank, brave, cordial, hospitable, and affectionate [3, p. 189].

6) kindness and enthusiasm:

(7) Cultivation and refinement seem but to enhance their warmth of heart and ardent enthusiasm; and it is the possession of these latter qualities in a most remarkable degree, which renders an educated American one of the most endearing and most generous of friends [3, p. 189].

3. Patterns of bevaviour – 56%:

1) industriousness:

(8) The Patent Office at Washington, furnishes an extraordinary example of American enterprise and ingenuity; for the immense number of models it contains are the accumulated inventions of only five years; the whole of the previous collection having been destroyed by fire [3, p.96].

2) suspicion:

(9) One great blemish in the popular mind of America, and the prolific parent of an innumerable brood of evils, is Universal Distrust. Yet the American citizen plumes himself upon this spirit, even when he is sufficiently dispassionate to perceive the ruin it works; and will often adduce it, in spite of his own reason, as an instance of the great sagacity and acuteness of the people, and their superior shrewdness and independence [3, p.190].

(10) The answer is invariably the same: ‘There’s freedom of opinion here, you know. Every man thinks for himself, and we are not to be easily overreached. That's how our people come to be suspicious.’ [3, p.190].

3) business ethics, unfair business practices:

(11) Another prominent feature is the love of ‘smart’ dealing: which gilds over many a swindle and gross breach of trust; many a defalcation, public

and private; and enables many a knave to hold his head up with the best, who well deserves a halter; [3, p. 190].
In spite of absence of moral values a person can be a worthy because of his talent of a businessman:
(12) ‘In the name of wonder, then, what is his merit?’ ‘Well, sir, he is a smart man.’ [3, p.191].
4) businesslike character, irony towards the Americans as tradespeople as well as pragmatic, materialistic nation, disregarding every sentiment:
(13) In like manner, all kinds of deficient and impolitic usages are referred to the national love of trade; though, oddly enough, it would be a weighty charge against a foreigner that he regarded the Americans as a trading people [3, p.191].
(14) ‘For we are a trading people, and don’t care for poetry: though we DO, by the way, profess to be very proud of our poets: while healthful amusements, cheerful means of recreation, and wholesome fancies, must fade before the stern utilitarian joys of trade’ [3, p.191].
5) practicality:
(15) It would be well, there can be no doubt, for the American people as a whole, if they loved the Real less, and the Ideal somewhat more [3; p. 193].
6) gloominess, lack of cheerfulness:
(16) They certainly are not a humorous people, and their temperament always impressed me is being of a dull and gloomy character [3; p.193].
While analysing these extracts we notice that some of them have got contradictory features, e.g. frankness and hospitality are in contrast to suspicion; greatheartedness contradicts disregard of slavery. The feature that is highlighted in Dickens’s direct characterization is connected with their pragmatism, materialistic and sensible view on life and business as a key value.
The prospects of further research are connected with considering indirect means of characterizing the American national character as represented by Charles Dickens.

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ОСОБЕННОСТИ ПЕРЕВОДА РЕАЛИЙ В ХУДОЖЕСТВЕННОМ ТЕКСТЕ С АНГЛИЙСКОГО НА РУССКИЙ ЯЗЫК (НА МАТЕРИАЛЕ РОМАНА М. МИТЧЕЛЛ «УНЕСЕННЫЕ ВЕТРОМ»)

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Аннотация: в данной статье рассматривается проблема перевода слов-реалий. Именно сложность перевода реалий обуславливает интерес переводчиков и лингвистов к этой теме. В данной работе рассматриваются определение реалии, ее особенности, существующие типы реалий, трудности перевода и возможное решение этих проблем на примере романа М.Митчелл «Унесенные ветром».

Ключевые слова: реалия; перевод; способы перевода

PECULIARITIES OF TRANSLATING REALIA IN LITERARY TEXTS (BASED ON THE NOVEL BY M. MITCHELL "GONE WITH THE WIND")

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Abstract: This article is devoted to the problem of translating realia-words. The difficulty of translating realia is the reason why this issue is attracting considerable interest of translators and linguists. This paper deals with the definition of realia, their features, classification, difficulties of translation and also a possible solution to these problems is shown using the example of translation from the novel "Gone with the Wind" by M. Mitchell.

Keywords: realia; translation; ways of translation

All nations have their own culture which influences people's lifestyle, mentality and language. Each person is in constant interaction with the rest of the world where a language is the main way of communicating. The language and mentality of different cultures may differ significantly, and, moreover, some concepts may not exist outside the community. That is how realia appear.

Realia-words are considered to have a special place in the translation studies as a translator always faces the problem of translating such words. Such scientists as E.M. Vereshchagin, V.G. Kostomarov, L.S. Barkhudarov, G.D. Tomakhin and others studied the problem of realia.

L.S. Barkhudarov defined realia as a part of Non-Equivalent Vocabulary – words which either have no full equivalents or no partial equivalents in the target language. Some scientists (e.g. A. Schweitzer, V.S. Vinogradov and others) grouped relalia-words with such groups as exoticisms, words of background knowledge, barbarisms and terms. But a detailed study of all the terminology, functions and features of each group shows a significant difference between them. For instance, both realia-words and terms are used to name objects but the difference between them is that terminology is used to give specific meanings of elements, there is no emotional colouring or connotative meaning.

According to L.S. Barkhudarov, "realia words are words denoting objects, concepts or situations which do not exist in the practical experience of the speakers of other languages" [1, p. 65]. The main feature of realia is a cultural colouring or historical peculiarities which cause difficulties when translating from the source language into the target language. In order to express denotative and connotative meaning of realia correctly, a translator should be proficient in both the source and native languages, have knowledge of values, traditions and culture of the nation in question, be able to distinguish nuances of meaning and their functions as well as read between the lines and understand the emotional and expressive colouring of the text.

At present, there exist several classifications of realia. In this research the thematic classification of V.S. Vinogradov will be used as it is considered to be the most complete, and this classification embraces many aspects of society's cultural life. According to V.S. Vinogradov, realia-words are divided into:

1. Everyday realia-words denoting life conditions, objects, clothing, food, drinks, activities, currency, weights and measures, musical instruments, folk dances, holidays, games and events;

2. Ethnographic and mythological realia — these types denote representatives of different ethnic and social communities as well as words denoting heroes of myths and legends;

3. Natural realia — names of species of flora and fauna, special names denoting the peculiarities of landscape;

4. State administrative system and social life realia — public organizations, parties, clubs as well as words denoting their participants. The following subgroup includes state institutions and administrative units, names of industrial and commercial enterprises, civil professions, military ranks and units;

5. Onomastic realia — names and surnames of famous people, names of literary heroes, common names and surnames, names of countries and cities, names of companies, newspapers, books and magazines;

6. Associative realia — this group includes vegetative and animalistic symbols, color symbols as well as folklore, historical and literary allusions [3, p.104].

The core problem of translating realia-words consists in the absence of an equivalent in the target language.

There can be no word at all or a possible variant cannot convey all nuances of meaning. In order to choose the right way of translating, the translator needs to determine the type of text, the semantic significance of realia for the text and examine how the author himself uses the word. At the same time, it is necessary to preserve the individual style of the author and the uniform style of vocabulary — the realia should not stand out from the narration, it should be translated logically and neatly.

There are several ways of translating realia:

1. Transcription is a method of translation based on copying the sound form of the source language word by means of the target language letters;

2. Transliteration is a method of translation in which the graphic form of the original word is transmitted by the letters of the target language;

3. Calque is a root-for-root translation from one language to another, copying the original word's structure. As a result, the translator creates a completely new word or phrase;

4. Descriptive translation is a translation method which includes a description of a word added to the text. As usual the explanation is marked with commas;

5. Footnote — the translator gives an explanation of the word at the bottom of the page or at the end of the book a special glossary with all necessary explanations is created;

6. Creation of a semantic neologism — the translator creates a new word based on the principle of the existing one;

7. Adaptation — the usage of the word which is better suited to the culture of the target language;

8. Realia can be omitted during translating — the translator omits a realia-word, which of course can make the narration incomplete, giving the impression that some semantic element is lost.

Realia-words make literary texts livelier, add realistic details and provide better understanding of national, historical and cultural features.

This work investigates how different types of realia-words in the novel "Gone with the Wind" by M. Mitchell were translated. Despite the fact that the famous book was written in 1936, this novel about the Civil War in the United States is still popular with readers today. The opinions of critics about the literary value of the novel are ambiguous — some consider the novel to be a masterpiece, while others believe that the book is not worth attention. Mitchell received the Pulitzer Prize for Fiction for the book in 1937.

The onomastic realia group is the most frequently used group due to the genre of the novel — it includes features of epic, historical and romantic novel. The plot is based on real events and mentioning real historical figures and scenes helps the readers to understand the events correctly. Almost all realia-words of this type were translated using transcription. Let us look at several examples. The names of important political and military figures are transcribed: "Wade Hampton" —"Уэйд Хэмптон", "Ulysses S. Grant" — "Улисс С. Грант", "Robert Lee" – "Роберт Ли". Translating the name of the President of the United States can cause some difficulties — "Abraham" is traditionally translated as "Авраам" if it refers to famous historical figures or biblical characters. In other cases it can be translated as "Эйбрахам" or "Абрахам". The surname "Lincoln "is transcribed and sounds like "Линкольн".

In the translation of geographical realia transcription is used as well as transliteration. Thus, the state "Virginia "is traditionally translated as "Виргиния", but the variant "Вирджиния" is also possible. The name of the state "Utah" is also transcribed and translated into Russian as "Юта". The names of states "Illinois" and "Kentucky" were transliterated — "Иллинойс", "Кентукки". The cities "Charleston", "Savannah", "Augusta", "Atlanta", "Rock Island" were transcribed as "Чарльстон", "Саванна", "Огаста", "Atlanta" and "Рок Айленд" respectively. The next biggest group is state institutions and administrative units realia. The plot focuses on the lifestyle of people who lived more than one hundred years ago in the New World and their social life differed from the life of modern people significantly, especially from the life of people of another culture. The most important realia-words are the names of the two opposing parties, "Northerners" and "Southerners", are translated by means of calque, replacing the components of the word —"северяне" and "южане". The derisive term "yankee" which refers to all Northerners was transcribed as "янки". The Union of southern States, which separated from the United States and declared their independence, "the Confederacy" was transliterated as "Конфедерация".

Everyday realia-words are on the third place. The traditional trip to Europe taken by children of wealthy families, "the Grand Tour" was translated as "поездка в Европу", the term is easily understood by Russian readers. The only disadvantage is the loss of cultural meaning, the importance and privilege of the custom is unclear. The curse expression "God's nightgown" turned into the Russian expression "пропади ты пропадом". It is a good substitution, it does not ruin the structure of the original text despite the additional address.

Ethnographic, mythological, associative and natural realia-words are not presented in the first book of the novel.

Our work has led us to the conclusion that realia-words play a significant role in literary texts and the problem of their translation is still urgent. The source text already belongs to another culture which differs from the translator's culture. To translate the word adequately becomes their essential task. The process of translation of each realia-word is unique; the method of translation does not depend on the classification but on the context.

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РОЛЬ СЕМЬИ В СТАНОВЛЕНИИ ЛИЧНОСТИ (НА МАТЕРИАЛЕ РОМАНА БЕНЕДИКТА ВЕЛЛСА «КОНЕЦ ОДИНОЧЕСТВА»)

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Аннотация: В статье рассматривается роль семьи в становлении личности, в произведении Бенедикта Веллса «Конец одиночества». В произведении автор на примере своих героев рассказывает о переживаниях и трудностях без родительской заботы.

Ключевые слова: семья; развитие личности; влияние

THE IMPACT OF FAMILY ON PERSONALITY DEVELOPMENT (BASED ON THE NOVEL BY BENEDICT WELLS "THE END OF LONELINESS ")

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Abstract: The article discusses the role and the impact of the family on personality development in the work of Benedict Wells "The End of Loneliness ". The writer tells about experiences and difficulties without parental care.

Keywords: family; personality development; impact

„Ich kenne den Tod schon lange, doch jetzt kennt der Tod auch mich“ [1, S. 9].

Mit dieser Aussage lässt sich der Roman „Vom Ende der Einsamkeit“ anfangen, der vom Jungautor Benedict Wells geschrieben wurde. Schon beim Lesen des Einstiegssatzes ist es zu merken, dass der Autor unabhängig von seinem Alter ein gutes Sprachgefühl hat, sodass er mit wenigen Wörtern genau den Zustand der Helden beschreibt. Der Autor gilt als ein *Ausnahmetalent* in der jungen deutschen Literatur, das bestätigen seine bisher publizierten Romane, die sehr von mehreren Bücherwürmern beliebt und auch mit verschiedenen Literaturpreisen ausgezeichnet sind.

Im Jahre 2009 wurde der Debütroman von B. Wells veröffentlicht und schon damals hat der Autor ganz schnell die Aufmerksamkeit von vielen Lesern auf sich gezogen. Sein letztes, großartiges Werk gerade „Vom Ende der Einsamkeit" hat die Bestsellerlisten gestürmt und wurde dafür von *„Literaturpreis der Europäischen Union"*; von *„Buchpreis Familienroman"*; von *Lovelybooks.de* mit *„Der Lesepreis"* ausgezeichnet, darüber hinaus wurde es von den *Buchmarkt-Lesern* als Buch des Jahres ausgewählt und neulich hat der Autor für diesen Roman noch *„Euregio-Schüler-Literaturpreis"* gekriegt [2]. Benedict Wells hat an diesem Buch 7 Jahre gearbeitet, in einem Beitrag vom *ZDF heute Journal* erklärte Wells weiterhin: *„Im Laufe des Schreibens ist mir klar geworden, dass es einfach das wichtigste Buch für mich ist, weil das meine Themen sind (Einsamkeit, Veränderung und Verlust), wenn auch anders erlebt habe. Und deswegen wollte ich mir auch so viel Zeit nehmen wie möglich. […] Ich musste der Schriftsteller werden, der dieses Buch schreiben kann"* [3].

Der Roman besteht aus 10 Kapiteln, die nach Jules seelischem Zustand betitelt sind, dabei gibt es zwischen den Kapiteln Sprünge von 3-5 Jahren und insgesamt erstreckt sich die Handlung über 35 Jahre. Der Autor schreibt den Roman auf außergewöhnliche Weise, sodass diese berührende Geschichte schon am Anfang das Interesse weckt, weiter über das Leben der Hauptfiguren zu erfahren. Es handelt sich um das Leben von Jules Moreau, und seine Geschwistern Marty und Liz, die noch als kleine Kinder an einem Tag ihre Eltern bei einem Unfall verloren haben. Da Jules aus Ich-Perspektive über sein Leben erzählt, kann man im Laufe der Geschichte nah zu ihm sein sowie gut seine Persönlichkeit erkennen. Die Erzählung beginnt in einem Krankenhaus, wo schon erwachsener Jules wegen des Motorradunfalls untergebracht wurde. Hier gibt der Autor ein Flashback von Moreau Familie, um einen tiefen Einblick über die Hauptfiguren des Romans zu bekommen. Liegend auf einem Krankenhausbett setzt Jules sich in die Vergangenheit zurück, er erinnert sich an seine Kindheit, an seine gestorbene Frau Alva, macht sich Gedanken, was er bisher erlebt hat, wie würde sein Leben verändern, seien seine Eltern am Leben usw. Schritt für Schritt berichtet er danach auf chronologische Weise sein Lebensweg angefangen von Kindheit bis zur gegenwärtigen Zeit [6].

„Eine Schwierige Kindheit ist wie ein unsichtbarer Feind, dachte ich. Man weiß nie, wann er zuschlagen wird" [1, S. 136].

Die Familie ist ein soziales Umfeld, wo man von Liebe und Geborgenheit umgeben ist. Nach dem Tod der Eltern verlieren die Kinder ihr glückliches Familienleben, ihr Zuhause, so kommen sie zusammen ins Internat, wo sie sich voneinander immer mehr entfremden. Da sie im Heim alleine sind, ohne elterliche Sorge, verändern sich infolgedessen auch ihre Eigenschaften z. B. Jules, ein Mutiger, wird ängstlich und ein bisschen zum Sonderling, zieht sich in eigene Welt und hat Schwierigkeiten mit Gleichaltrigen zu befreunden. Liz, ein fantasievolles, träumerisches Mädchen, die Prinzessin ihrer Eltern, wird später ein Jungenschwarm, eine Aufsässige, die Drogen konsumiert, die an einem Tag die Schule abbricht und das Internat verlässt. Marty, der immer sich für Forschungen interessierte, vergräbt sich völlig in seinem Computer und unterdrückt seine Gefühle/Emotionen.

„Ich stoße ins Innere vor und sehe ein Bild klar vor mir: wie unser Leben beim Tod unserer Eltern an einer Weiche ankommt, falsch abbiegt und wir seitdem ein anderes, falsches Leben führen. Ein nicht korrigierbarer Fehler im System“ [1, S.133].

Dass die Eltern eine wichtige Rolle bei der Persönlichkeitsentwicklung der Kinder spielen, ist allen bekannt, sie bringen bei, was Gut und Böse im Leben ist, sie helfen ihnen „den richtigen Weg“ zu finden, ihre Persönlichkeit zu entfalten bzw. zu stärken, werden auch Vorbilder für sie, treffen zusammen wichtige Entscheidungen etc. Der Psychoanalytiker Erik H. Erikson war der Meinung, dass die Persönlichkeitsentwicklung des Jugendlichen entscheidend von der seelischen Entwicklung in der Kindheit ist [4].

Wie es oben erwähnt wurde, befinden sich die drei Waisen im selben Internat, trotzdem fühlt Jules sich einsam, weil seine älteren Geschwister anstatt in dieser tragischen Situation zu einander nah zu sein, einander zu unterstützen, mindestens um den Kleinen zu sorgen, leben ihr eigenes Leben und versuchen selber den Verlust und die Einsamkeit zu überwinden. Zu Jules Glück kommt nach einer Weile in sein Leben ein rothaariges Mädchen namens Alva, in die er sich heimlich verlieben wird.

„Nie den Mut gehabt, sie zu gewinnen, immer nur die Angst gehabt, sie zu verlieren“ [1, S.121].

Jeden Tag verbringen die beiden Zeit zusammen, eine tiefe Freundschaft verbindet sie, aber nach dem Abschluss der Schule verlieren sie sich aus den Augen. Jules beginnt Jura zu studieren und Alva verschwindet spurlos aus Jules Leben solange, bis sie einander nach langer Zeit wieder treffen.

Was selbst Marty und Liz betrifft, entwickelt sich jeder anders: Marty gründet mit seinem Freund ein Unternehmen und führt ein ganz klassisches Leben im Gegensatz zu Liz, die sich gar nicht um eigene Zukunft kümmert und nur für Vergnügung (Drogen, Alkohol) lebt. Obwohl Jules seine Ausbildung im Jurabereich fortsetzt, möchte er aber ein Fotograf werden wegen Vaters Geschenk. Das Geschenk, nämlich den Fotoapparat sieht er als Andeutung weiter als Fotograf tätig zu sein, doch in der Realität scheitert er auch in diesem Feld und sucht nach eigenem Weg.

Im Artikel wurde es nur eine Problematik des Romans beschrieben, aber der Autor schildert noch mehr Themen wie Liebe, Veränderung, Krankheit, erwachsenes Leben etc. Aus der Lebensgeschichte des Schriftstellers ist es bekannt, dass er auch einige Jahre in einem Internat gelebt hat, deshalb konnte er vielleicht so ausführlich und gefühlvoll über die Erlebnisse der Helden berichten. “Ich kam mit sechs aufs Internat. Dadurch habe ich sicher früh über Dinge nachgedacht, die andere Kinder eher wenig beschäftigten“ [5].

Benedict Wells hat einen eigenartigen Schreibstil, dass den Leser tief berühren kann, sein Roman zieht ganz in Bann, bringt zum Nachdenken, zeigt wie die Schicksalsschläge unser Leben völlig verändern können und wie sie uns beeinflussen.

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ОСОБЕННОСТИ ПОСТ-РЕДАКТИРОВАНИЯ МАШИННОГО ПЕРЕВОДА НАУЧНО-УЧЕБНОГО И НАУЧНО-ПОПУЛЯРНОГО ТЕКСТОВ

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Аннотация: Статья посвящена особенностям работы с машинным переводом при переводе научных типов текста, его преимуществам и проблемам, а также разработке свода рекомендаций для получения качественного перевода при работе с машинным переводом.

Ключевые слова: машинный перевод; научно-учебный текст; научно-популярный текст; переводческие трансформации; пост-редактирование

PECULIARITIES OF MACHINE TRANSLATION POST-EDITING OF EDUCATIONAL AND POPULAR SCIENTIFIC TEXTS

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Abstract: The article deals with peculiarities of working with machine translation of scientific types of text, with its advantages and problems, as well as with developing a set of recommendations for obtaining high-quality post-edited translation.

Keywords: machine translation; educational text; popular scientific text; translation transformations; post-editing

In recent years, the importance of machine translation has been particularly growing. This field encompasses a large number of developments, such as the evolution of machine translation (MT) systems from first-generation systems, based on translation rules which are set by linguists (RBMT) to statistical systems (SMT) which use large amounts of data by processing existing translations of different language pairs. The newest developments is the neural machine translation (NMT) based on the artificial neural network [2].

Machine translation is an indispensable tool for a number of tasks, especially for the translation of a large amount of information in the shortest possible time. Specialists from different fields use MT for a lot of tasks: it is effective to use translation programs for the translation of primarily cognitive texts, where emotional information is practically absent.

However, in addition to the undeniable advantages, there are problems which are connected to MT: at this stage of development, programs provide a rather rough translation, which needs additional editing by a human translator or editor. Amateur translators edit relying on their own sense of language, while, for each type of text, there are features that must be considered during the translation. The issue of human interaction with computer programs in the field of translation studies has not received sufficient coverage in the literature, since this direction is a relatively new field. Therefore, there is still no approved set of recommendations for competent post-editing of MT.

The purpose of this article is to define strategies of post-editing of popular scientific and educational text types making a comparative analysis of the original text, MT and human translations. We use the article written by Deb Bennett "Who is built best to ride" and the book of Robert Solso "Cognitive psychology", 6^{th} edition". The machine translation was made with use of SmartCAT.

It was mentioned that MT is useful when we are working with scientific types of text. It is difficult to overestimate the role of popular scientific and educational sub-genres in the field of knowledge dissemination. Educational style is created for the transfer of scientific knowledge to the future specialists in an understandable way which corresponds to their age and level of competence. Therefore, in addition to the logic, accuracy, abstraction and generality, an educational text should have didactic orientation and the vocabulary with educational semantics, for example: remember that, study that, repeat that. [1, p. 270]

Despite the fact that the educational style is a primarily cognitive one, emotional information plays an important role in providing better assimilation of information. One of the features of the scientific and educational style is the use of interrogative sentences and dialogues. Due to the fact that the educational text is intended for the recipient who does not have deep knowledge in this area, the terminology is introduced gradually, during the process of the material assimilation.

Popular scientific style is used everywhere and for a wide range of readers. Its communicative task is to transfer scientific knowledge to an incompetent reader, to introduce a certain area of knowledge to a recipient. Though this style is also primarily cognitive, it may employ introductory phrases, clichés, and a complex syntax. Certain terms are used for the scientific description of reality, and a lot of terms in this translatological genre are ones which are commonly used. The emotional information may be presented in small quantities in the popular scientific text [1, p. 271].

The empirical observation shows that the main difficulty for machine translation is the translation of terms and of emotional information. And it should be noted that each language has its own specific features which affect the quality and authenticity of the translation. Translation should be done on the basis of macro- and micro-level components of translation. At the macro level, we work with the topic, the actual division of sentences, the style of the text. At the micro level, the transferring of phonetic, lexical and syntactic features of the source language to the target one is considered.

A translator must make a number of changes to achieve the adequacy of the translation in the sentence translation. They are called translation transformations [4, p. 208]. They are used in order to achieve translation equivalent. They represent the allocation of changes at different levels of language (lexical, grammatical, and syntactic) as well as stylistic features of the source text which should also be taken into account [4].

The following types of transformations are distinguished in the texts which we analyze:

At the lexical level they are as follows: concretization (replacing the original lexeme with a wide meaning by a narrower one), generalization (the inverse of concretization), addition and omission [4].

At the syntactic level we found: changes in actual division of sentences, replacing the active voice by the passive one [4].

The first difficulty we face while we are working with MT is the terminological basis of the text. The computer program translates terms which are commonly used, e.g., *cell – клетка, cognitive psychology – когнитивная психология, pelvis – таз.* However, there is a problem with translating more specific terms, especially, the ones which consist of several words: the program often does not recognize them, e.g., *Seat bones – кости сидений – седалищные кости, lower back – вниз назад – поясница.* There are terms that are transmitted only by the use of transliteration or by a descriptive translation, since there is no equivalent in the Russian language, e.g., *shadowing – затенение – шадовинг.*

The translator's task is to recognize the term and to translate it correctly. Terms must be verified with the help of terminological dictionaries. It is recommended to compile glossaries. For example, the educational text which was chosen for the analysis has a lot of terms, but glossary is given at the beginning of the book, which facilitates the work of the translator.

It should be noted that the program selects the most common meaning of each individual word while it may not fit the context. The translator needs to understand the context and use appropriate transformations to convey the meaning adequately, e.g., *The pelvic construction of men and women is different* the program translates as «*Тазовое строительство мужчин и женщин отличается*» which a professional translator changes to «*Строение таза у мужчин и женщин различно*» using the concretization. The translation becomes clear and corresponds to the norms of the Russian language.

It is also necessary to remember that some units of the text are redundant or incomplete. The translator can omit them or add new units to the translation to achieve the authenticity without distorting the semantic meaning, e.g., in the phrase "*These give meaning to simple sensory experiences*", the translator used the addition «*Наш предшествующий опыт придает смысл простым ощущениям*».

The greatest difficulty is working with macro-level components: the cultural adaptation, the actual division of sentences, the style of the text. The theme represents the information which recipient has already known, while the rheme introduces the new one. In the English language the rheme usually stands at the beginning of the sentence, and the theme is more at the end. In Russian language we can see the opposite situation: the theme precedes the rheme. The translator should take this typological feature of languages into account and rebuild the sentence, which the computer cannot do, e.g., a phrase "*Knowledge about the brain and its role in perception, on the other hand, has been slow to develop, partly because of the brain's inaccessibility.*" in professional translation with integration of peculiarities of Russian communication: «*С другой стороны, главным образом из-за недоступности мозга, знание о нем и его роли в восприятии не спешило развиваться*».

The stylistics of the text is a very important component, which determines how cohesive the translation will be. It should be noted that the words of neutral and general literary vocabulary will be used in popular scientific and educational texts. It is also necessary to take into account the cultural stylistic features of the texts of the same genre. Thus, in the English culture, the popular scientific text is more emotional than in the Russian one: there are more stable expressions, exclamatory sentences. Russian popular scientific text is more cognitive, e.g., "*Finally, I bless my guardian angel for preserving in me, there came a day when I knew than ...I will rupture a disk*" the program translates as: «*Наконец, я благословляю моего ангела-хранителя за сохранение меня, наступил день, когда я знал, что ...я разорву диск*». The translator decides to omit the emotional components and looks for a contextual replacement for " rupture a disk»: «*В один день я просто поняла, что это может закончиться грыжей*». It corresponds to the style of the Russian popular scientific text.

On the basis of the analyzed material, it is possible to offer a set of strategies for post-editing of educational and popular scientific texts:

The verification of terms (it is recommended to compile a glossary for future use);

Corrections of morphological characteristics: gender, case, tense, etc.

The elimination of redundant information, addition of implicit meaning, finding the most accurate equivalent;

Checking the actual division of sentences of the translated text;

Checking the stylistic of the original and translation, taking into account cultural features.

In conclusion, it should be noted that post-editing of machine translation is a promising direction that will save time while translating and improve quality.

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КОНЦЕПТ «ZORN» В НЕМЕЦКОМ ЯЗЫКЕ

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Аннотация: В данной статье рассматриваются концепт «Zorn» в немецком языке, его этимология и понимание в немецком этносе, а также причины его возникновения в повседневной жизни. Целью статьи являются анализ концепта на основе его интерпретации немецкими, французскими и русскими учеными-мыслителями, объяснение ситуаций и причин возникновения концепта «Zorn».

Ключевые слова: язык; когнитивная лингвистика; картина мира; концепт гнева; концептуальная система

CONCEPT OF “ANGER” IN THE GERMAN LANGUAGE

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Abstract: The article explores the concept of "Anger" in the German language, its etymology and understanding in the German ethnos, as well as the reasons for its occurrence in everyday life are considered. The aim of the article is to analyze the concept based on the interpretations by German, French and Russian thinkers and the situations and reasons for the concept "Anger".

Keywords: language; cognitive linguistics; world view; concept of anger; conceptual system

В настоящее время, язык и его изучение стали центральным пунктом и предметом исследования многих наук. Именно исследование языка в тесной связи с человеком, его сознанием, познанием мира и окружающей действительности стало характерной особенностью современного языкознания. В процессе исследования и изучения языка и культуры любого народа человек встречается с многочисленными концептами, которые необходимо определить, правильно понимать, изучить их формирование, содержание, структуру и т.д. Чтобы понять любой концепт, человек должен иметь необходимую достаточную информацию о нём. Поэтому изучение концептуальной системы в современной когнитивной лингвистике и лингвокультурологии до сих пор вызывает интерес и в научных кругах, и в социальной жизни. Если языкознание изучает «язык как инвариант, реализуемый в разных конкретных языках, изучает общее и существенное в различных языках и представляет собою общую теорию языка и науки о нем» [6, с. 28], то в лингвокультурологии отмечается, что языковая информация о системе ценностей свидетельствует об особенностях мировосприятия народа, что «…ценности и нормы находят прямое или опосредованное выражение в семантике языковых единиц и коммуникативной деятельности представителей культурно-языкового сообщества» [5, с. 9]. Язык, являясь универсальным орудием общения людей, представляет собой феномен особого рода и имеет тесную связь с сознанием человека, характеризующийся высшим уровнем психического отражения его действительности и определяющий предварительное, мысленное настроение действий, предусмотрение их последствий, контроль и управление поведением человека, его способность отдавать себе отчет в том, что происходит в окружающем мире и в нем самом, и создает эффект неотделимости языка от его носителя. Восприятие мира человеком осуществляется благодаря системе различных концептов. По М.М. Ангеловой, «понятие «концепт» - это многомерный мыслительный конструкт, отражающий процесс познания мира, результаты человеческой деятельности, его опыт и знания о мире, хранящий информацию о нем» [3, с. 3-10]. Любая концептуальная система состоит из разнообразных концептов, как атом состоит из мельчайших единиц - молекул. Формирование концептов происходит по индивидуальной схеме на каждом конкретном историческом этапе развития системы. Следовательно, концепты могут быть осмыслены лишь при рассмотрении их в качестве элементов исторически сложившейся системы знания, навыков и опыта самого человека и народа в целом.

Учёные интерпретируют само понятие «концепт» по-разному. Например, немецкий мыслитель Гумбольдт объясняет, что «сам человек есть концепт, это активное, деятельное общественное существо, наделенное сознанием и свободой, который противостоит миру как целостное единство, будучи погружен всем своим существованием в историю; что язык выступает очередным концептом как наиважнейшая деятельность человеческого духа, позволяющая человеку осуществлять уникальный тип общения - языковое общение» [10, с. 26]. Философ Витгенштейн выделяет также следующие концепты: «ощущение, намерение, понимание, представление, мышление и другие, которые определяют поведение человека в мире, организуют процесс познания им окружающей действительности и являются постоянно действующей функциональной основой этого процесса» [11]. По его мнению, для понимания и объяснения любого концепта нужно обратиться к употреблению обозначающего его слова. Французский учёный, основоположник лингвистического структурализма, Фердинанд де Соссюр высказал мысль о том, что «…речь является индивидуальным актом воли и разума, индивидуальной стороной речевой деятельности» [6, с. 13-14]. Отсюда вытекает концепт «язык-речь», который ближе психолингвистике и физиологии высшей нервной деятельности человека, считает учёный. По мнению одного из известных русских учёных Д. С. Лихачева, «концепт - мыслительная единица, которая отражает и интерпретирует явления действительности в зависимости от образования, личного опыта, профессионального и социального опыта носителя языка и, являясь своего рода обобщением различных значений слова в индивидуальных сознаниях носителей языка, позволяет общающимся преодолевать существующие между ними индивидуальные различия в понимании слов» [9]. Е. С. Кубрякова считает, что «концепт - оперативная единица памяти, ментального лексикона, концептуальной системы и языка мозга, всей картины мира, квант знания. Самые важные концепты выражены в языке» [8, с. 90-93]. Ю. С. Степанов указывает на то, что «концепт - идея, включающая абстрактные, конкретно-ассоциативные и эмоционально-оценочные признаки, а также спрессованную историю понятия» [12, с. 41-42]. Н. Д. Арутюнова определяет, что «концепт - понятие обыденной философии, которое является результатом взаимодействия фольклора, религии, национальных традиций, ощущений и ценностей; ученый рассматривает концепт в качестве аналога мировоззренческих терминов, которые закрепились в языке и способствуют передаче духовной культуры народа» [4, с. 3-6]. В таком понимании концепты представляют собой культурно-значимые и ценностные понятия обыденного сознания.

Следует отметить, что любой язык имеет свои функции, которые являются различными сторонами речевого сообщения в процессе мышления, эмоциональных переживаний и т.д. Именно эмоциональная функция языка имеет характерную связь с рассматриваемым концептом «Zorn» (концепт «гнев»), которая позволяет человеку выражать в языке свои чувства, ощущения, переживания, активизируя также бессознательные процессы. Именно эти процессы являются, в свою очередь, одной из центральных проблем языкознания, логики, философии и психологии. Этимологи указывают на происхождение «Zorn», что «…данный концепт происходит из древнесаксонской формы «torn» и из западногерманской формы turna» [2, с. 915]. Для понимания концепта «Zorn» необходимо перечислить ассоциируемые с ним немецкие понятия, *Grimm (сильный гнев, бешенство), Agression (агрессия), Streit (ссора), grausam (жестокий), Wut (сильное возбуждение, волнение, сильное душевное потрясение), Entrüstung (выйти из состояния спокойствия, равновесия), Rage (страстное возбуждение, волнение)* и т.д.

Выражение человеком гнева считается необходимым условием сохранения его психического здоровья, но переживание этой эмоции приводит человека к неразумным поступкам. Хотя переживание гнева не даёт покоя, рекомендуется контролировать себя, сдерживать данную импульсивную эмоцию, иначе человек обречён на коммуникативную способность и реальную неудачу в жизни. Как у медали есть две стороны, так и концепт «Zorn» иногда приводит к неразумным действиям, а иногда стимулирует деятельность человека и может укреплять положительные чувства в нём. «Определённая деятельностная позитивность данной эмоции отмечена также и психологами, считающими, что гнев способен ослабить страх, он придаёт человеку решимость» [7, с. 245].

Немецкий народ, основываясь на своих традициях и обычаях, своей культуры, выделяет и отрицательные, и положительные стороны концепта «Zorn» (см. таблицу):

Таблица

Концепт «Zorn» в немецком и русском языках: сравнение значений фразеологизмов, пословиц и поговорок

1	Zorn ist ein Mann, Sanftmut eine Frau [1]	Гнев есть мужчина, кротость – женщина
2	Zorn ist der Stachel zu großen Taten	Гнев есть шип большим поступкам
3	Wer im Zorn aufsteht, setzt sich mit Schaden nieder	Кто начнёт день с гнева, тот вызывает себе вред
4	Ein kleiner Zorn stärkt die Liebe	Мельчайший гнев усилит любовь
5	Wo der Zorn einkehrt, muss der Verstand ausziehen	Где гнев царствует, там и нет разума
6	In der Wut tut niemand gut	В ярости нет хорошего
7	Der Zorn ist ein schlechter Ratgeber	Гнев есть плохой советник
8	Zorn beginnt mit Torheit und endet mit Reue	Гнев начинается с безумия и заканчивается сожалением
9	Wer im Zorn handelt, geht im Sturm unter Segel	Действие в ярости есть неоправданный риск для жизни
10	Nimm den Zorn nicht ins Bett mit	Гнев лишает необходимого сна
11	Wer einen Zorn bezwingt, hat einen Feind besiegt	Кто овладеет гневом, тот одержит верх над врагом
12	Der Zorn beherrscht nur schwache Leute	Переживание гнева есть признак слабого характера

Концепт «Zorn» как эмоция негативно воспринимается людьми, так как гнев заставляет человека действовать плохо по отношению к тем, на кого он обижен. Но в каких случаях появляется гнев у человека? Каковы причины возникновения гнева?

Переживание гнева – это то время, когда у человека отключается его разум, мышление, правила поведения и включаются инстинктивные механизмы, вследствие которых человек направляет разрушительную энергию в адрес того объекта или субъекта, который вызвал у него данную эмоцию, с целью его разрушения, подавления или подчинения. Данная эмоция появляется во многих ситуациях, например: получение плохой оценки в школе; осознание своих плохих качеств и привычек перед другими (интолерантность, постоянная ложь, лень, зависимость от курения и употребления спиртных напитков, и др.); критика или потеря близкого человека; несчастный случай на дороге; отвержение чувств и отказ в создании любовных отношений; неудача при сдаче курсовой или дипломной работы в университете или институте; задержка зарплаты или увольнение; агрессивное или несправедливое отношение окружающих; ущемление прав и свобод человека; фрустрация и другие. Хотя время переживания гнева не может длиться долго, но данная эмоция способна разрушить человека и его жизнь, поэтому важно научиться понимать природу гнева и уметь контролировать себя при таких случаях. Следует понимать, что постоянное переживание негативных эмоций приводит к серьезным заболеваниям.

Резюмируя вышесказанные, можно утверждать, что необходимо понимать, осознавать, размышлять и правильно употреблять все концепты, которые окружают человечество, с которыми человек сталкивается каждую секунду. Но, нельзя забыть, что с развитием научных процессов и появлением новых представлений о мире, формируются все больше и больше концептов.

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БРИТАНСКИЙ И АМЕРИКАНСКИЙ ЮМОР: СХОДСТВА И РАЗЛИЧИЯ

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Аннотация: В данной статье рассматриваются особенности национального юмора − британского и американского, выявляются их отличительные черты и точки соприкосновения, а также приводятся примеры.

Ключевые слова: британский юмор; американский юмор; национальный юмор; сходства; различия

BRITISH AND AMERICAN HUMOUR: COMMON AND DISTINCTIVE FEATURES

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Abstract: The following article deals with the peculiarities of national humour i.e. British and American one. The author points out the features that differentiate and unite the analyzed types of humour, and provides relevant examples.

Keywords: British humour; American humour; national humour; peculiarities; differences

The topic presented in the article covers one of the most up-to-date problems – a phenomenon of humour within the British-American cultural aspect. It is not enough to speak language fluently; one should also know the communicative peculiarities of a certain culture. Moreover, as the humour is an integral part of people's everyday lives, it is of highly importance to be aware of its special characteristics. This work is aimed to distinguish humour features of two English speaking nations – British and American ones, the results of which will help achieve successful communication. There are several articles and academic papers that study the language problem of the humour phenomenon [1, 5].

To start with, what is humour? Humour can be defined as a certain worldview that smoothes over life's imperfections, "...an ability to be amused" [2, p.45]. There is no doubt that sense of humour is universal; however, it is still "cherished as highly personal, individual trait of human nature" [2, p.45]. This gives us a hint that humour differs from one culture to another, comprising its own, individual features so that each nation has a distinctive worldview, i.e. the concept of what is funny.

The first thing that catches the eye is a different life approach of Americans and British, which undoubtedly reflects their national humour peculiarities. Americans are famous for their pragmatism, setting goals to reach financial success and the image of self-made man.

"In America, one sure sign of success is the presence of an unnecessary waterfall in a person's yard" (Demetri Evan Martin).

However, British people are cold towards looking successfully. They respect traditions, social hierarchy and do not approve of American openness and familiarity [3, p.54−57]. ***Irony***, ***sarcasm*** and ***teasing*** are the top features of British humour. ***Irony*** and ***sarcasm*** serve as a means of hiding true emotions, attitude and thoughts that could be quite offensive to the listener until it is absolutely necessary to reveal them. A certain degree of subtlety is a typical characteristic of British humour, i.e. the British will never directly say what they really think of.

"When you go out close the door, for there is a decided draught" (Sir Arthur Conan Doyle, Sherlock Holmes).

In comparison to British humour, it is widely believed Americans do not understand irony. It is not quite the truth. Americans can fully appreciate irony. They just do not feel entirely comfortable using it on an everyday basis for the reason of offending somebody as British do. ***Irony*** for Americans is something that refers to when the occasion demands it.

"I don't approve of political jokes ... I've seen too many of them get elected" (Jon Stewart).

There is one more peculiarity of Americans' irony – they will sometimes immediately qualify it as being so, with a "just kidding" ending phrase, even if the irony is clearly seen and indicated in order to prevent any offences. Charlie Higson, an actor and writer, known for The Fast Show, said: "*What they [Americans] don't understand is the British desire to keep putting themselves down, but they fully understand irony*" [6].

Overall, American humour tends to be more open without concealing author's true intention and relying on the understatement. The reason could be the following – Americans do not understand a need to bury emotion under humour because they are generally more open and are not embarrassed by their emotions so that they explicitly show the attitude and approval towards something and expect the same direct reaction for their actions, words and achievements from others.

"I was getting out of the cab at the airport, and the driver goes, 'Hey, have a nice flight.' 'You, too. You, too. You have a nice flight, too – in case you ever fly some day'" (Brian Regan).

At the same time, British humour looks at the emotional behaviour as something suspicious and embarrassing [3, p.64]. British do not approve of expressing their feelings and emotions freely. To put it short, sentimentality makes them nervous and uncomfortable. The sentiment is regarded as a somewhat of a reward, not a direct means of inducing people to laugh.

The most distinctive and widely known feature of American humour is their liking towards *slapstick*, direct and straightforward humour that depicts silly mistakes or describes clumsy accidents.

"A guy goes to see his doctor. He's got a pea in one nostril, a grape in the other, and a string bean stuck in his ear. He says to the doctor, 'I don't feel good.' The doctor replies, 'You're not eating right'" [4, p.45].

"Hear about the blonde that got an AM radio? It took her a month to realize she could play it at night" [4, p.50].

Pessimistic attitude and ***negative humour*** is another feature that defines British jokes. **Ricky Gervais**, an English stand-up comedian, actor and writer, points out: "*Brits are more comfortable with life's losers.*" It does not necessarily mean British people do not attempt to achieve success; they simply do not want to celebrate anything too soon. Why negative humour is so widely used? This may be explained by British upbringing, something that they imbibe from an early age. "*Americans are brought up to believe they can be the next president of the United States. Brits are told it won't happen for you*" (Ricky Gervais). Negative humour exists in several forms: *teasing or mockery* and *self-deprecation*.

Teasing is a way of demonstrating strong affection and approval towards those around but it could mean an attempt to point at somebody's narcissistic nature as well.

“My wedding was like a fairy tale. It wasn’t magical; it’s just that I’ve got an ugly sister” (Ellie Taylor, at the Edinburgh Fringe 2015).

“Fashion today goes toward tiny…So you’ve got the most fashionable brain” [1, p. 1292].

One crucial, commonly used feature of British humour is ***self-deprecation***. British are not in a habit of boasting and blazoning out their success and achievements. On the contrary, telling about one's results in a diminishing and modest way is perceived as having respect and approval on the part of others. By doing this British believe to appear more humble and dignified, keeping in mind that self-sufficient people do not need to blow the trumpets all over the world about their success. Quite the opposite, the ability to laugh at themselves makes them look confident in the eyes of people. Mediocre personalities, on the other hand, are believed to feel a need of looking better than they really are.

“See, I can write jokes – I just choose not to” (Stewart Lee).

“I'm just terrible. At talking. With words” (Richard Ayoade).

“I like to think I'm a bit smarter than I sometimes let on” (Jack Whitehall).

Many of the British jokes are not obviously hilarious and do not result in loud laughter. They are subtle and require some work of mind to indicate and understand a joke.

“I needed a password eight characters long so I picked Snow White and the Seven Dwarfs” (Nick Helm, at the Edinburgh Fringe 2011).

However, we cannot state that mentioned above features are the only ones possible. Everywhere there are exceptions, that is why British and American humour despite the differences have something in common. What unites them is love for puns, play on words and witty sayings.

“My wife – it’s difficult to say what she does. She sells seashells on the seashore” (Milton Jones, the UK).

“My New Year’s resolution is to get in shape. I choose round” (*Sarah* Millican, the UK).

“You know, somebody actually complimented me on my driving today. They left a little note on the widescreen, it said 'Parking Fine'. So that was nice” [4, p.159].

“The future of 'I give' is 'I take'” [4, p.143].

To conclude, taking into consideration the points mentioned above we can summarize the main peculiarities of British and American humour. British are inclined to more subtle jokes, using irony and sarcasm freely in everyday life to hide their true attitude. Americans, on the contrary, tend to like slapstick and straightforward humour and use irony in case the situation demands it. American people are generally more open and are not in a habit of hiding their emotions and thoughts. However, both of them have a soft spot for witty sayings, puns and play on words.

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ОСОБЕННОСТИ ПЕРЕВОДА СЛЕНГА

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Аннотация: В статье рассматриваются проблемы перевода американского сленга, локальных и социальных диалектов на русский язык на примере американского сериала “Прослушка” и нескольких вариантов его перевода. Цель исследования – выявить основные особенности и проблемы передачи сленга и диалектов. В результате анализа были разграничены понятия сленга и жаргона и описаны грамматические особенности одного из диалектов американского варианта английского языка.

Ключевые слова: сленг; жаргон; особенности перевода сленга; перевод сериалов

PECULIARITIES OF SLANG TRANSLATION

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Abstract: The article deals with the problem of translation of slang into Russian based on the American series “The Wire” and its several translations into Russian. The purpose of this study is to identify main peculiarities and problems of translating slang and dialects. The research differentiates the concepts of slang and jargon and describes the grammatical peculiarities of African American Vernacular English.

Keywords: slang; vernacular; jargon; translation of series; translation of slang

Nowadays more and more foreign movies and TV series are broadcast on the Russian video market and becoming more accessible for the audience using the Internet. Due to this fact, different kinds of films need to be translated as accurately as possible considering all features of the source language. One of the most difficult aspects in translating foreign films deals with slang, jargon and vernacular English, because sometimes it is not as widespread as Standard English and a translator or a viewer may find it difficult to understand and transfer in accordance with the requirements of a target language.

Speaking about the interpretation of social and local dialects we need to understand where they come from. We should clearly understand the meaning of the major type of non-standard English, which is called slang.

Slang is vivid and expressive stratum of non-literary style of language which is totally opposite to formal language. Slang is ever changing set of colloquial words and phrases that speakers use to establish or reinforce social identity or cohesiveness within a group or with a trend or fashion in society at large. It is coined chiefly by members of social, occupational or ethnic groups which are typically separate from mainstream society, yet it is often adopted by larger social segments [4].

The analyzed examples of slang will be studies considering the translations of two professional studios (*FOX* and *1001 Cinema*) and one amateur translation by Yuri Serbin. Let us look at the first example:

Original: «*You are stealing from those who themselves are stealing the lifeblood from our city. You are a parasite who* ***leeches off***». *1001 Cinema* translation: «Вы крадёте у тех, кто в свою очередь, сами лишают наш город хлеба насущного. Вы *паразитируете на* тех, кто занимается…» Serbin translation: «Вы крадёте у тех, кто сам крадёт жизненную силу у нашего города. Вы – *паразит*, который присосался…» *FOX* translation: «Вы воруете у тех, кто ворует у честных граждан. Вы – кровососущий *паразит*, который...». Phrasal verb *to leech off* means to sponge off because leeches are parasites, it's common for people to use the word as a metaphor for someone who sponges off of other people. Thus, it is accurately conveyed to the target language preserving the meaning of it.

Let us move to the second example that presents difficulties of slang translation:

Original: «*First he takes the car and now he's* ***jacking us around*** *on the money*»; *1001 Cinema* translation: «Забрал машину, а теперь *парит нам мозги насчёт денег*»; Serbin translation: «Сначала он забрал машину, а теперь он *собирается нас доить*»; *FOX* translation: «Сначала он сжигает нашу машину, а потом ещё и *требует денег*». Here we are analyzing the slang the term *to jack somebody around* which in this particular context means to tease, to treat badly, with deceit or contempt. Also in some cases it may refer to wasting time but here is not appropriate because «on the money» indicates us that it is connected with deceit. Therefore, we can draw the conclusion that overall three ways of different translation transmitted the meaning of the phrase, but translation by *FOX* is way more neutralized and actually the variant *требовать* does not fully convey the exact meaning even though it renders the point of it.

Now let us now focus on jargon. Jargon, or the highly technical terminology typical of specific occupations, is another subset of vocabulary often mistaken for slang. While much slang also originates inside groups united by their vocations, the two terms are fundamentally different. Jargon is a precise and professional nomenclature developed among specialists chiefly to facilitate cooperation [3].

Slang and jargon are often confused. Even such a major source like «Big Encyclopedic Dictionary» equates these two terms giving two definitions. According to this dictionary, 1. Slang – it is the same as jargon (predominantly in English-speaking countries). As we can see here, slang is just the synonym of jargon. 2. It is complex of jargonisms, forming strata of colloquial vocabulary, which reflect rude and familiar, and sometimes humorous attitude to object of speech [2].

Many English scholars, including famous Eric Partridge, use the word slang as the synonym of jargon, argo or cant [1].

According to linguist Connie Elbe, slang must be distinguished from other subsets of the lexicon such as regionalisms or dialect words, jargon, profanity and obscenity, colloquialism, and cant or argot — although slang shares some characteristics with each of these [4].

Richard Spears, the author of slang dictionary, gave more rigorous definition of the term «slang». He claimed that the term «slang» initially was used in order to designate British criminal jargon as the synonym to the word «cant». As the years passed «slangs» expanded its meaning and currently it implies different types of non-literary language such as jargon, dialects, colloquial language and even vulgarisms [2].

However, talking about definition of slang, the common view and opinion are not formed yet; the term «jargon» has reasonably accurate interpretation. Jargon is defined as certain variety of a language, social dialect, which differs from standard language due to its vocabulary, phraseology and so on. The basic peculiarity of jargon is that it is used by certain social, professional or other groups which are united by common interests [1].

Sometimes words that start out as the jargon of a particular group become slang for a wider group. For example, *fiend*, which is widespread in *The Wire* meaning ‘drug addict′ is no longer known by only people who somehow interact with criminal world; Here is the first example of jargon in the series.

Original: «*Y'all* **get jacked** *by some* ***knockos****. But y'all clean. Y'all got an outstanding warrant, like everybody in here*». *1001 Cinema* translation: «Вас повязали копы, но вы чисты. Но вы находитесь в розыске, вот и всё»; Serbin translation: «Всех вас замели наркоагенты, но вы чисты. Но на вас, как и на всех других, выписаны другие ордера»; *FOX* translation: «На вас наезжают – вы хотите скрыться и залечь на дно». As we can see, there are two terms to pay attention to: *get jacked* and *knockos*. The first one refers to slang and the second one is related to jargon. *Knocko* is the word which means police officer specializing in drug crimes and is widely used in such social groups. The second translation is better than the others because it transmits the full meaning of the original and we can't see any omissions in contrast to translation by FOX where «but y'all clean» are not translated at all and «y'all got and outstanding warrant» is conveyed differently.

Now let us turn to another non-standard English which is prevalent in this series.

African American slang is a significant part of African American Vernacular English (AAVE) and an important component of American slang [3]. It is worth mentioning that AAVE has great influence on slang itself because it is entrenched in American speech due to the popularity of American music where mostly African American artists perform.

Ebonics in another term for the speech of African Americans. The professor of linguistics J, Rickford considers it “very similar if not identical to AAVE” but not widely used by linguists [6].

Let us look at the peculiarities of AAVE where its grammar plays major part.

1. **Copula deletion.** The deletion of the copular verb ***be*** is perhaps the most obvious and frequent expression of AAVE in *The Wire*, as can be seen in the following representative examples [1].

Original: «*You a soldier, Bey*»; *1001 Cinema* and *FOX* translation: «Ты солдат, Бэй»; Serbin translation: «Бэй, ты боец». Here we can see that translations of two sources are completely identical, while Serbin translates it a little bit different but still doesn't transmit the absence of the link-verb «are».

Original: «*And he's thinkin' Avon weak right now*»; *1001 Cinema* translation: «И он считает, что Эйвон нынче слаб»; Serbin translation: «И он думает, что Эйвон сейчас слаб»; *FOX translation*: «Ему кажется, что Эйвон ослаб».

2. Invariant/aspectual/habitual be.

The term 'Invariant be' refers to the universal usage of the copula verb (be) in AAVE with first, second, and third person. This form of copula often indicates habituality or a permanent state, as in examples [1]:

Original: «This ***look*** like money? *Money* ***be*** *green!*»; *1001 Cinema* translation: «Это похоже на деньги? Настоящие деньги – зелёные!»; Serbin translation: «Это похоже на деньги? Деньги – зелёные»; *FOX* translation: «По-твоему они настоящие? Настоящие – зелёные».

Original: «*You* ***be*** *asking for me*?»; 1001 Cinema translation: «Искал меня?»; Serbin translation: «Спрашивал обо мне?»; *FOX* translation: «Ты искал меня?».

3. Negation. The use of «ain't» is a perennial pickle in discussions of English usage. Despite its widespread and popular use, it is consistently condemned as substandard or improper by most grammars and usage guides. It occurs amazingly often in *The Wire*, a whopping 1500 occurrences, uttered with total impunity by black and white speakers alike [1]:

Original: «*You* ***ain't*** *know Omar*?»; *1001 Cinema* translation: «Ты что не знаешь Омара?»; Serbin and *FOX* translations: «Ты не знаешь Омара?».

Original: «*You* ***ain't*** *gotta worry about my child*». *1001 Cinema* translation «Не беспокойся за моего ребёнка» *FOX* translation: «За моего ребёнка не беспокойся»; Serbin translation: «О моём сыне можешь не беспокоиться».

Original: «*Myself, I* ***ain't*** *never really had a word with the man*». 1001 Cinema translation: «Что касается меня, мне не приходилось с ним говорить»; Serbin translation: «Я то с ним и парой слов не перемолвился»; *FOX* translation: «Но мне с ним говорить не приходилось».

As you can see, it is impossible to render into target language such grammar deviations. And in the translator rightfully omits these grammatical peculiarities. Aforementioned peculiarities represents only the part of entire AAVE features and it requires whole exploration of this issue.

Thus, during translation of such movies, series with non-standard English, a translator inevitably faces difficulties and should keep in mind that even the commonest words could have absolutely different meaning in a certain context. Therefore, a translator should accurately translate and transmit source language into target language, taking into account all peculiarities.

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ЛЕКСИЧЕСКИЕ СРЕДСТВА УБЕЖДЕНИЯ В НЕМЕЦКОМ И РУССКОМ РЕКЛАМНОМ ДИСКУРСЕ (НА МАТЕРИАЛЕ РЕКЛАМЫ ЭКОЛОГИЧЕСКИХ ТУРОВ)

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Аннотация: В статье рассматриваются особенности реализации стратегии убеждения в русском и немецком рекламном дискурсе. На материале рекламных текстов, посвященных экологическим турам, выявлены сходства и различия на лексическом уровне.

Ключевые слова: коммуникативная стратегия убеждения; рекламный дискурс; лексические средства; экологический туризм

LEXICAL FEATURES OF PERSUASION IN GERMAN AND RUSSIAN ADVERTISING DISCOURSE (ON THE MATERIAL OF ECOTOURISM ADVERTISING)

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Abstract: The article introduces peculiarities of persuasion strategy in Russian and German advertising discourse. Similarities and differences are revealed at the lexical level on the material of ecotourism advertising texts.

Keywords: persuasive communication strategy; advertising discourse; lexical features; ecotourism

Das Ziel der Untersuchung besteht darin, Gemeinsamkeiten und Unterschiede im Gebrauch lexikalischer Mittel darzustellen, die im russischen und deutschen Werbediskurs zur Überzeugung potentieller Kunden beitragen müssen. In dem vorliegenden Artikel wird zuerst der Werbediskurs als Forschungsobjekt charakterisiert. Dann wird die kommunikative Strategie der Überzeugung betrachtet, indem sie mit der Manipulation verglichen wird. Danach stellen wir die Ergebnisse einer Analyse von deutsch- und russischsprachigen Werbetexten vor, die deren

Gemeinsamkeiten und Besonderheiten auf der lexikalischen Ebene veranschaulichen.

In dieser Untersuchung gehen wir davon aus, dass der Diskurs kulturspezifische Züge aufweist [4] und daher als Quelle für interkulturelle Vergleiche dienen kann. Dabei weist E.N. Pishcherskaja darauf hin, dass die lexikalische Ebene bei der Argumentation von besonderer Bedeutung ist [6]. Aus diesem Grund stellen wir lexikalische Mittel ins Zentrum unserer Untersuchung.

Die Überzeugungsstrategie in dem Werbediskurs wird zurzeit von verschiedenen Blickpunkten erforscht, z.B. Besonderheiten der persuasiven Kommunikation in deutschen Werbetexten [2], verbale und non-verbale Mittel bei der Realisation der Überzeugungsstrategie in der Bannerwerbung [6]. Aber Studien, die deutsche und russische Werbetexte und die Realisation der Überzeugungsstrategie darin vergleichend darstellen, fehlen. Dadurch ist die Aktualität unserer Untersuchung bedingt. Es kommt hinzu, dass die Werbetexte, die wir analysieren, aus dem Bereich „nachhaltiger Tourismus“ stammen. Laut statistischen Angaben wird er sowohl in Deutschland als auch in Russland immer populärer.

Bestimmen wir den Werbediskurs näher: Er ist institutionell [3], d. h. vertritt eine gesellschaftliche Institution und wird rechtlich geregelt. Eines der Ziele des Werbediskurses ist, die Empfänger der Werbung von Vorteilen der Ware / Dienstleistung zu überzeugen, das Bedürfnis nach deren Erwerb zu wecken [8].

Um die Empfänger der Werbetexte zu beeinflussen, gebraucht man solche kommunikativen Strategien, wie z. B. die Überzeugungsstrategie. Laut dem Online-Wörterbuch Duden bedeutet das Verb „überzeugen“ „einen anderen durch einleuchtende Gründe, Beweise dazu bringen, etwas als wahr, richtig, notwendig anzuerkennen“ [1]. Bei der Überzeugung stehen also rationale Argumente, Logik und Vernunft im Vordergrund. Dadurch unterscheidet sich diese Strategie von der Manipulation, die sich mit Emotionen und Gefühlen beschäftigt, und dabei wird etwas bei der Manipulation absichtlich verheimlicht [5, c.294]. Das ist einer der wichtigsten Unterschiede zwischen der Manipulation und der Überzeugung. Bei der letzteren können zwar Gefühle angesprochen werden [9, c.81], aber die Tatsachen werden nicht verdreht und keine Informationen werden absichtlich verheimlicht.

Zu Komponenten eines Werbetextes gehörten eine Überschrift, ein Untertitel, der Haupttext, Kommentare und ein Slogan [7, c.24]. Für die Analyse der lexikalischen Mittel der Überzeugung wurden je 25 deutsche und russische Werbetexte aus dem Bereich „nachhaltiger Tourismus“ gewählt. Dabei wurde nur der Haupttext betrachtet, weil die anderen Strukturteile nicht unbedingt der Überzeugung von Kunden dienen. Die Werbetexte stammen von deutschen und russischen Webseiten, die nachhaltige Touren anbieten.

Die Analyse der Werbetexte ergibt Folgendes. Sowohl in den deutschen als auch in den russischen Texten sind solche thematischen Gruppen der Lexik besonders umfangreich wie:

1) Wörter, die mit Natur und Naturobjekten verbunden sind (130 bzw. 131 Lexeme). Die Argumentation bezieht sich darauf, was man für natürliche Touristenattraktionen besichtigen / beobachten kann, z.B.

- Orte, z.B.: *Naturpark, Hochmoor, Traubeneichenwälder, vulkanische Seen; пещера, долина, болотный остров, высокогорные хребты, тундра*;

- Tier-, Vogel-, Pflanzenarten, z.B.: *Alpaca, Wölfe, Raufußkauz, Schwarzstorch, Uhu, Silbergras; зайцы, лоси, рыси, бобры, лебедь-кликун, горный гусь, огарь, чернозобая гагара*;

- Wörter, die die Verbundenheit mit der Natur betonen, z.B.: *naturräumlich, Ökologie, Naturschutz, naturnah; природный, дикая среда, экотропа, заповедный, экологичный, дикая природа.*

Es sei hervorgehoben, dass Fachlexik, Termini in den Werbetexten der beiden Sprachen vertreten sind (*Rotwild, Biodiversität, карстовый, этнографический, зоовольерный комплекс*), ebenso wie expressive Lexik (*Baumriesen, Naturwunder, заповедный край, девственная природа*).

2) Toponyme (104 bzw. 92 Lexeme). In den deutschen Texten werden nur die Ortsnamen erwähnt, für die unmittelbar geworben wird. In einem russischen Werbetext über eine Tour im Ural haben wir solche Toponyme entdeckt wie *Австралия, Канада, Мали, Перу, Гавайские острова, республика Вануату*. Dadurch wird die Attraktivität des beschriebenen Ortes erhöht, weil er mit den genannten Orten im Ausland etwas gemeinsam hat.

3) Lexik, die eine positive (und oft subjektive) Einstellung des Senders (des Autors des Textes) zum Objekt zum Ausdruck bringt (76 bzw. 84 Lexeme):

- Epitheta, die das Objekt bildhaft beschreiben. Im Deutschen dienen dazu z.B. Adjektive mit den Suffixen -reich (*erlebnisreich*, *artenreich*, *abwechslungsreich*), -voll (*reizvoll, stimmungsvoll*), Komposita (*wanderfreundlich, riesengroß, ruheausstrahlend*). Im Russischen lässt sich eine Neigung zur Übertreibung erkennen: *интереснейший, красивейший, самый оптимальный, сказочный, космический*. Superlative finden sich sowohl in deutschen, als auch in russischen Texten, aber die deutschen sind entweder objektiv (*der höchste Berg in Rheinland-Pfalz*) oder lassen sich nachweisen (*auf allerhöchstem Niveau*) (siehe dazu die nächste Gruppe);

- Lexik, die mit Garantie, Sicherheit verbunden ist: *garantiert, zertifiziert, den Qualitätskriterien entsprechen*. Dabei werden in den deutschen Texten Institutionen, Organisationen genannt, die das Genannte garantieren. In einem der russischen Texte kommt die Redewendung *„гарантированно получите“* vor, aber sie bezieht sich nicht auf eine objektiv bestätigte Qualität des Objekts, weil als Garant der Autor des Werbetextes selbst auftritt. Da findet man einerseits Modalwörter / Adverbien wie *естественно, смело* (*можно отнести к…*), andererseits Modalwörter, die Einräumung, Unsicherheit bezeichnen: *пожалуй, возможно*, was für die deutschen Texte untypisch ist;

- Lexik, die Assoziationen mit „Genuss“, (in den russischen Werbetexten auch mit „Komfort“) hervorrufen kann: *Genusswandern, genießen, Wohlfühl, удовольствие*, *хорошо отдохнуть, на комфортабельном автобусе*. In den russischen Werbetexten werden verschiedenartige Verkehrsmittel erwähnt, die zu einer bequemen Reise beitragen müssen, während die deutschen Touristen hauptsächlich *wandern* oder *Rad / Mountainbike fahren*.

4) Lexik, die mit der Vergangenheit, Geschichte, verbunden ist (34 bzw.87), dabei müssen wir auf einen bedeutenden Unterschied im Umfang dieser Gruppe in deutschen und russischen Webetexten hinweisen. Zu dieser Gruppe gehören, z.B.:

- Bezeichnungen von Urvölkern, Volksstämmen: *illyrisch, keltisch, народы Севера*, *древние кривичи, эвенки*;

- Lexik, die sich auf irgendeine Zeitperiode bezieht: *Mittelalter, im 13. Jahrhundert, im Jahr 1989, 30-40-е годы XX века, времена ВОВ, в 1988 году*;

- Wörter, die die Unberührtheit der Natur in den Vordergrund rücken: *ursprünglich, urwüchsig, первобытный облик, нетронутая природа*;

- präzisierende Angaben über die Anzahl von etwas: *sechs Trekking-Camps, 19 Extratouren, 90 km lang, 12 водопадов, 5 экотроп, 140 видов*. Sie müssen den Kunden eine klare und objektive Vorstellung vom Objekt vermitteln;

5) in den russischen Texten lässt sich noch eine größere Gruppe feststellen: Lexik, die mit dem Wissenserwerb verbunden ist (24 Lexeme), z.B. *познакомиться с историей, узнать, познать* u.a.m. In den deutschen Texten wird das Wort *erfahren* zweimal gebraucht, einmal ist es ein Wortspiel: *etwas mit dem Mountain-Bike „erfahren“*;

6) Intensitätswörter (16 bzw. 12 Lexeme): *absolut, sehr, необычайно, истинно, необыкновенно, невероятно*.

7) Lexik, die die Seltenheit, die Einzigartigkeit von etwas betont (15 bzw. 18 Lexeme): *älteste, eines der letzten, самый большой, уникальный, один из древнейших, последний*. Mithilfe dieser Wörter wird hervorgehoben, dass es wahrscheinlich keine solchen Orte mehr in der Welt gibt.

8) Lexik, die Zielgruppen der Touren bezeichnet (6 bzw. 13 Wörter / Wortgruppen): *die ganze Familie, Familien mit Kindern, Erholungssuchende, новички, заядлые походники, туристы-профессионалы* u.a.m.

Nur in den deutschsprachigen Texten kommt Lexik vor, die direkt auf eine Empfehlung des Autors des Textes hinweist, z. B.: *empfehlen, ein Muss, Tipp*. Dazu gehören auch die Wörter mit dem Suffix -wert: *nennenswert, sehenswert, schützenswert*.

Zusammenfassend kann man sagen, dass viele Gemeinsamkeiten bei der Realisation der Überzeugungsstrategie auf der lexikalischen Ebene in den deutsch- und russischsprachigen Werbetexten im Bereich „nachhaltiger Tourismus“ festgestellt wurden. Es bestehen aber Unterschiede, die beachtet werden sollten, wenn man Werbetexte für den deutschsprachigen Raum verfasst: Unter *Garantie* wird in der deutschen und russischen Kultur etwas Unterschiedliches verstanden; die Empfehlungen des Autors dürfen explizit in einem deutschsprachigen Werbetext vorhanden sein, während Modalwörter, die auf Unsicherheit des Autors hinweisen, eher nicht; historische Touristenattraktionen sind in Deutschland von Bedeutung, aber die russische Kultur ist den Ergebnissen unserer Untersuchung zufolge deutlich stärker auf die Vergangenheit orientiert.

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СМЫСЛОВЫЕ КОМПОНЕНТЫ ПОСЛОВИЦ КАК ИНДИКАТОРЫ КУЛЬТУРНЫХ ЦЕННОСТЕЙ НАРОДА

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Аннотация: Пословицы на киргизском, русском и английском языках проанализированы по критерию наличия переносного смысла. Цель исследования – индикация глобальных и национальных ценностей, представленных в пословицах. Авторами показаны различия смысловых компонентов эквивалентных пословиц.

Ключевые слова: культурные ценности; метафоричность; переносный смысл; семантическое поле

MEANINGFUL PROVERBIAL COMPONENTS AS INDICATORS OF PEOPLE’S CULTURAL VALUES

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Abstract: Proverbs in the Kyrgyz, Russian and English languages are analysed upon the criterion of figurative meaning. The purpose of the research is to indicate global and national values presented in the proverbs. The authors have shown differences in the meaningful components of equivalent proverbs.

Keywords: cultural values; metaphoricity; figurative meaning; semantic field

Пословицы изучаются в различных разделах научного знания — лингвистике, этнографии, литературоведении, психологии. Лингвисты, опираясь на труды академика В.В. Виноградова, рассматривают пословицы как фразеологизированные высказывания, с устойчивыми сочетаниями слов, отличающиеся лексической связанностью, воспрозводимостью, образностью [2, 4]. Существует мнение, что пословицы отражают особенности культуры, на языке которой они существуют, а также национальные черты, присущие той или иной нации [1].

С другой стороны, ученые полагают, что пословицы являются концентрированным выражением глобальных общечеловеческих ценностей, а не только характеризуют определенную национальную культуру [3]. Отсутствие единого подхода среди ученых к вопросу о том, как соотносятся в пословицах ценности конкретного народа и универсальные морально-этические нормы, делает актуальным сравнение частотных пословичных выражений в родственных и неродственных языках.

Исследования показывают, что существуют психологические различия в понимании пословиц, имеющих прямой и переносный смысл, вызывающих наглядные представления [6]. Опираясь на данный тезис, мы отобрали для изучения около 70 пословиц о дружбе, родине, семье, мудрости, богатстве — о непреходящих ценностях, присущих культурам народов России, Киргизии, Британии [5]. Для облегчения сравнения пословиц по степени представленности в них переносного смысла (метафоричности) был дан подстрочный перевод киргизских пословиц на русский язык [7].

Пословицы о дружбе на всех анализируемых языках содержат, в основном, прямой смысл и имеют эквиваленты в соответствующих семантических полях. Компонентами пословичных суждений являются следующие слова и словосочетания: *дружба, умный враг, глупый / неверный / хороший друг, obliging fool, wicked companion / friend; одолеть, победить, стать рабом и др.* Некоторые русские и английские пословицы, являющиеся двуплановыми, например: *«С медведем дружись, а за топор держись», «Клевета как уголь — не обожжет, так замарает», "Alone sheep is in danger of the wolf"* являются исключением в данной группе.

Из восемнадцати пословиц о Родине две киргизские пословицы имеют переносный смысл с использованием образов: *«мягкая перина», «грозовые тучи» / «ясное небо»*; три русские пословицы используют переносный смысл выражений: *«соловей без песни», «чужая корка», «за морем светло»*, три английские пословицы содержат образные пары *"bird / nest", "water / well", "garments / fit"*.

Если сгруппировать анализируемые пословицы по критерию наличия переносного смысла (метафоричности), то примерно 50% из них обладают только буквальным смыслом, и имеют параллели во всех анализируемых языках (см. Таблицу 1). Исключение составляют пословицы о клевете в группе № 4, для которых, кроме упомянутых выше, существует много других выражений, например: «*Не заслонишь солнышко рукавицей, не убьешь молодца небылицей», "If you through mud enough, some of it will stick"*. Примеры пословиц, имеющих переносный смысл, приведены в таблице 2.

Таблица 1

Пословицы, не имеющие метафорического компонента

№	Киргизская пословица	Подстрочный перевод	Русская пословица	Английская пословица
1	Акмак достон акылдуу душман артык.	Умный враг лучше глупого друга	Не бойся врага умного — бойся друга глупого	An obliging fool is more dangerous than an enemy
2	Алыстагы душмандан андып жургон дос жаман.	Подсиживающий друг хуже дальнего врага	Неверный друг опасный враг	A wicked companion invites us all to hell.
3	Дос гул болсо, душман кул болот.	С хорошим другом и враг рабом станет	Кто друг-другу помогает, тот врага одолевает	One man – no man
4	Айылды алалык бузат, достукту каралык бузат.	Аул портят раздоры, дружбу — плохие разговоры.	В клевете нет правды, во лжи нет добра.	A clear conscience laughs at false accusations
5	Дос тар кыядасын алат.	Дружба познается на узкой тропе	Друзья познаются в беде	A friend in need is a friend indeed.
6	Жерин суйбос эл болбойт, элин суйбос эл болбойт.	Не бывает джигита, не чтящего свой народ.	Одна у человека мать - одна и родина	Home is where the heart is
7	Акылмандын озу	Мудрец сам умрет,	Мудрец слово	Wisdom is the

	олсо да, созу олбойт.	но слава его не умирает	скажет — навек в память ляжет	most accurate science.
8	Айкол ырылдаганды дырылдаганды которумду улукто	Злоба — враг, ум друг. Будь благоразумен!	Выдержка и смекалка для каждого находка	Wit beyond measure is man’s pleasure.
9	Байлык мурат эмес, жокчулук уят эмес.	Богатство — не цель, бедность — не позор.	Бедность — не порок	Poverty is no sin

Как видно из таблицы 1, пословицы, показанные в группах №№ 1-9, употребляются только в буквальном смысле, не давая глубинного подтекста, и являются концентрацией опыта народа в чистом виде.

Таблица 2

Пословицы с метафорическим компонентом

№	Киргизская пословица	Подстрочный перевод	Русская пословица	Английская пословица
1	_	_	С медведем дружись, а за топор держись	He who likes borrowing unlikes paying
2	_	_	Один в поле не воин	Alone sheep is in danger of the wolf.
3	_	_	Клевета как уголь — не обожжет , так замарает	Through mud enough, and some of it will stick.
4	_	_	Человек без отечества, что соловей без песни	Every bird loves its nest
5	_	_	Чужая корка рот дерет.	We never know value of water till the well is dry

6	Оз уй-олон тошок	Свой дом - мягкая перина,	За морем светло, а у нас светлее	Borrowed garments never fit.
7	_	_	Хитростью поймаешь льва, силой не поймаешь и сверчка.	One good head is better than a hundred strong hands.
8	Кембагалды тоонун устунон ит кабат.	Бедняка на верблюде собака укусит	На бедного Макара и шишки валятся	Set a beggar on horseback and he'll ride to the devil.
9	Байдын малын аяба,суктун чайын аяба.	Скота байского, чая у жадного не жалей.	И бедный украдет, да его Бог прощает	First a turnip, then a sheep; next a cow, and then the gallows.
10	_	_	Приказчик — грош в ящик, пятак за сапог.	He that will thrive, must rise at five.

Особый интерес представляют, по нашему мнению, те пословицы, которые отличаются двойным планом – имеют и прямой (буквальный), и метафорический смысл (см. Таблица 2). Необходимо отметить, что на десять пословиц с метафорическим компонентом в русском и английском языках приходится только три пословицы в киргизском варианте, имеющие переносный смысл. Однако, именно в этих трех пословицах (№№ 6, 8, 9) национальные особенности проявляются наиболее ярко, прежде всего, в их прямом значении. Иносказание (метафоричность) в этом случае имеет более мотивированный характер, усиливая национальный колорит, поскольку компоненты пословиц одной группы находятся в разных семантических полях.

Наличие же общих семантических полей в разных языках, например, *«порок», «позор», “sin”* (Таблица 1, № 9), говорит, на наш взгляд, о глобальном, универсальном характере пословичных выражений и показывает общность человеческой природы.

Интересно отметить различия в пословицах о чужом богатстве и воровстве (Таблица 2, №№ 9, 10). Некоторые из них противоположны по смыслу, и это противопоставление, на наш взгляд, усиливается за счет иносказательного компонента. Например, киргизская и русская пословицы допускали воровство бедняка у богача: *«Скота байского не жалей»; «И бедный украдет, да его Бог прощает»,* а английская — *“First a turnip, then a sheep; next a cow, and then the gallows (виселица)”*— порицает даже малую кражу. Отметим, что английские пословицы, например: *“He that will thrive, must rise at five”,* имеют **позитивную** коннотацию относительно богатства, приобретенного трудом, и, таким образом, отражают ценности английского общества.

Учитывая контекстуальность употребления пословиц, мы полагаем, что прежде чем закрепиться в живом национальном языке, пословичные высказывания в течение веков многократно воспроизводились в определенных повторяющихся ситуациях, связанных с соответствующим моральным отношением к ним. Поэтому именно интерпретация смысла пословиц, имеющих метафорический компонент, может являться индикатором культурных ценностей народа.

Сравнение пословиц в языках, относящихся к разным языковым семьям, показывает, как много общего имеют разные народы. В пословицах отражена богатая языковая картина мира народов, их исторический опыт. Их изучение способствует дальнейшему развитию взаимопонимания и диалога культур.

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КОРРЕЛЯЦИЯ МЕЖДУ АКЦЕНТАМИ И СОЦИАЛЬНЫМ СТАТУСОМ В ВЕЛИКОБРИТАНИИ (НА МАТЕРИАЛЕ ТЕЛЕСЕРИАЛА «АББАТСТВО ДАУНТОН»)

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Аннотация: В статье рассмотрена проблема связи между региональными акцентами Великобритании и социальным статусом их носителей. На основе примеров из популярного телевизионного сериала было подтверждено наличие такой связи, а также описаны её особенности. Получен вывод об историко-экономической природе данного соотношения.

Ключевые слова: фонетика; акценты; социальный статус; социолингвистика

CORRELATION BETWEEN ACCENTS AND SOCIAL STATUS IN THE UNITED KINGDOM (BASED ON THE ‘DOWNTON ABBEY’ TV SERIES)

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Abstract: The article concerns the problem of the connection between regional accents in the United Kingdom and the social status of individuals who speak them. Using a well-known television series as a source of examples, we have confirmed the existence of this connection and described its features. The results have shown the historical and economic nature of the correlation.

Keywords: phonetics; accents; social status; sociolinguistics

It is known that in every human society people differ from one another in the way they speak. These differences may be idiosyncratic, but others are systematically associated with particular groups of people. An example of this is the gender distinction in the manner of speech. However, social variation in language goes beyond being biologically determined to become conventional and socially symbolic. Such sociosymbolic aspects of language use perform an emblematic function: they show that the speaker is a member of a particular group, or has a particular social identity. «In many societies some of the most important of these sociolinguistic divisions are associated with differences in social prestige, wealth, and power <…> People signal the social differences between them by features of their phonology, grammar, and lexical choice, just as they do extralinguistically by their choices in symbolic consumerism and purchasing especially expensive products» [1, c.37]. Sometimes ascertaining the differences between those social groups might be difficult, but the distinction exists nonetheless. Status and power in a society form the basis of class division [1, c.37]. Status refers to whether people are respected and deferred to by others in their society, and power refers to the social and «material resources a person can command, the ability (and social right) to make decisions and influence events» [1, c.37].

One may logically assume that the problem of connection between accents and position in the society would be considered an especially hot topic in countries with a rich distinctive variety between regional accents. The United Kingdom provides such an example, having one of the largest numbers of regional phonetic language differences in the English speaking world.English dialects can be divided into 5 large groups: northern, central or middle, western, southern and eastern. In addition to these groups, Scottish, Welsh and Irish dialects are distinguished in the United Kingdom. It should also be noted that, as V.G. Subich points out, one of the main features of modern English territorial dialects is their conservatism. Any deviations from the literary standardare mostly due to the absence of evolution: dialects preserve many linguistic phenomena of various periods of the history of the language, as well as all sorts of foreign language influences – Scandinavian, Norman, French, etc. [2]

Based on this, we can assume that a comprehensive display of accent/status distinction in the United Kingdom can be given by a British television series *Downton Abbey*. The show, set in the early 20^{th} century from 1912 to 1925, presents to the audience a plethora of characters, which can be simplistically divided into «upstairs» and «downstairs» characters. The former group includes aristocracy, while the latter term applies to house staff and servants. Looking at the accents that define the way those characters speak, we may attempt to find out whether there is a connection with their social status. For the purposes of the analysis we shall look at the phonetic characteristics of lines delivered by two «upstairs» characters – Robert Crawley, Earl of Grantham and Violet, Dowager Countess of Grantham – and speech of three «downstairs» characters – William Mason, afootman, Thomas Barrow, another footman, and Mrs. Hughes, the housekeeper.

Here is a dialogue exchange from episode 2 of season 2:

Violet Crawley: I gather your footman Thomas has returned to the village.

Robert Crawley: Crikey. Where did you see him?

Violet Crawley: At the hospital. Seems he's working there.

Robert Crawley: I wonder how he wangled that.

In the first line of the abstract Violet Crawley uses a glottal stop, which replaces a 't' before another consonant sound in 'foo**t**man' and when produced is accompanied by an alveolar stop. Both Robert and Violet Crawley do not pronounce /r/ at the end of words *working* and *wonder* when these words are immediately followed by a consonant sound. This gives us the reason to identify the accent they speak as Received Pronunciation – an accent of Standard English originating from the south of England but not bound to a specific part of the country today.

The next abstract was said by William Mason, a footman and a member of the staff:

Mason: On every full moon, I lose control. If I don't sedate myself and chain myself, I'll kill anything in my path. You have to be careful. All it takes is an accident, a car wreck. Any death at your hands and you'll have a lifetime of this. You don't want it Tyler, trust me.

The utterance shows the tendency of northern accents to monophthongize the diphthongs [eɪ] and [əʊ], and as such Mason pronounces the word *sedate* with an [ɛ]. Moreover, he pronounces the suffix –*ing* not with a nasal [ŋ], but with [n], as if *g* were absent. There phonetic features are characteristic of the Yorkshire dialect – a spoken dialect originating from England's historic county of Yorkshire.

Another footman of the estate, Thomas Barrow, has a different regional accent. This is an example of a phrase said by him:

Thomas: He will not? I bet your tanner he's a spy in the other direction. I wanted that job. We were all right together, His Lordship and me.

The explicit nasalization of all consonants and glottal amplification of the consonants [p], [t], [k] that are noticeable in the way the character pronounces words. Combined with the over-enunciation of vowel sounds when compared to the flattened sounds of neighbouring areas, like in the word *tanner* («*I bet your tanner…*»), this characteristic points us to the conclusion that Thomas Barrow speaks with the Mancunian accent– the dialect typical for the inhabitants of the majority of Greater Manchester, North West England, and its environs. Among other features of this accent is the pronunciation of digraph *ea* is pronounced as [e:] instead of the norm [i:] in the words like *deal, heal, lean, speak, weak*.

The fragment of dialogue that follows shows a conversation between two lower-class characters:

Joe Burns: Thank you. So, how's life treated you?

Mrs. Hughes: Oh, I can't complain. I haven't travelled, but I've seen a bit of life and no mistake.

Joe Burns: I notice you call yourself Misses.

Mrs. Hughes: Housekeepers and cooks are always Misses. You know better than anyone I haven't changed my name.

The way the character of Mrs. Hughes has some specific characteristics from the phonetic point of view: the word *housekeepers* here is rhotic, meaning that /r/ is pronounced in the syllable coda, and the *house* component is said as [hu:s] instead of using a diphthong as the norm prescribes. These features are typical of Scottish accents; this indicates that Mrs. Hughes is supposed to be Scottish.

We think it is possible to draw a conclusion from those examples that the correlation between the backgrounds of the characters reflected in their accents and their positions in society is not coincidental in nature. As we saw in the abstracts above, the people of high standing in the series speak Received Pronunciation, which was to be expected as it has long been an established fact that RP is the accent of well-educated people whose social status is considered to be prestigious. The pattern that emerges from the examples of the «downstairs» characters’ speech is more varied and complex.It becomes apparent that the general tendency in this case is the northern origin of lower-class characters (Manchester, Yorkshire, Scotland), although in part it can bejustified by the fact that the series is set in the fictional Yorkshire county estate. However, the correlation cannot be adequately explained only by this, as it corresponds to the so-called North-South divide problem in the United Kingdom. Among other aspects, it includes the slower rate of economic development in Northern England and consequently a prevalence of the northern origin of the lower-class individuals we have seen in the examples analysed.

The correlation that we have shown may be used as a basis of further examination of the ‘accent-status connection’ question in the United Kingdom in future works.

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СРАВНИТЕЛЬНЫЙ АНАЛИЗ ОСОБЕННОСТЕЙ АНГЛОЯЗЫЧНЫХ ТЕКСТОВ АУДИОВИЗУАЛЬНОЙ МОДАЛЬНОСТИ ПО НЕЙРОБИОЛОГИИ И МИКРОБИОЛОГИИ

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Аннотация: Настоящая статья посвящена анализу текстов аудиовизуальной модальности на основе взятых видео лекций TEDtalks по нейробиологии и микробиологии. Проанализированы лингвистические, стилистические и паралингвистические тексты научно-популярного жанра. В ходе исследования были подсчитаны и изучены все особенности, которые в дальнейшем могут быть полезны людям, занятым в сфере перевода и изучения английского языка.

Ключевые слова: аудиовизуальная модальность; нейробилогия; микробиология; паралингвистические особенности; терминология

COMPARATIVE ANALYSIS OF THE PECULIARITIES OF THE ENGLISH TEXTS OF THE AUDIOVISUAL MODALITY ON NEUROBIOLOGY AND MICROBIOLOGY

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Abstract: This article is devoted to the analysis of the texts of the audiovisual modality based on the TEDtalks video lectures on neurobiology and microbiology. The linguistic, stylistic and paralinguistic texts of the popular science genre were analyzed. In the course of the study, all the peculiarities that could later be useful to people engaged in the field of translation and study of the English language were counted and analyzed.

Keywords: audiovisual modality; neurobiology; microbiology; paralinguistic features; terminology

Audio-visual modality is needed in order to perceive video material fully in such cases when it is impossible to listen or when people watching these videos have some hearing disabilities. Analysis of multimodal discourse is necessary for analyzing of intertwining some various semiotic models in order to create a single text or communicative event. Premise of multimodal discourse analysis lies in the fact that in many areas of modern writing, the structure of the text is realized not only by language means, but also visually, by means of composition, color, and typography, both at the level of the sentence and at the level of the discourse. These texts should be analyzed for people who do not know English but are willing to learn it as reading transcripts help a lot in studying. [1; 2]

Currently, there are about 84 videos on the subject of neurobiology and 35 videos on the subject of microbiology represented on the website ted.com [3], which are divided into so-called playlists. For our analysis, we chose four videos on the microbiology and four videos on neurobiology.

The given videos cover completely different fields of neuroscience and microbiology, but they have similar linguistic and non-linguistic peculiarities. We have identified 238 examples of them in neurobiology and 345 in the microbiology scripts of the talks and have classified them into 25 groups.

First of all, all of the videos begin with personal example which involves the audience and makes them interested in the topic of speech.

Secondly, since all the videos touch upon popular science, it is quite obvious that there is a huge number of specific terms. **Terminology** *(e.g., the prefrontal cortex, circadian rhythm, reactive oxygen species, cortex morbidity, etc.)* makes up nearly 19.7% of the examples in neurobiology scripts. In microbiology scripts there is a marginally larger number of them – 21.16%.

Also the speakers use **slang** in their speeches: *nerd; dork; to beef up the conversation, etc.* The speaker wants to be able to get the audience to first understand what he or she is saying and then to remember it after the speech is over. Slang words and phrases are seen as being very fresh and new and they tend to create very vivid and memorable impressions for the audience. Non-standard vocabulary is not considered correct by educated speakers of the language, so it also creates a certain effect on the listener, with which he remembers the speech better.

The stylistic features of popular science texts of audiovisual modality in neurobiology and microbiology are expressed by various devices such as metaphors, similes, etc. Approximately 11% in neurobiology scripts and slightly more than 12% in microbiology scripts are **metaphors** that enrich the speech and make listening to this or that video more interesting *(e.g. "to perpetuate one of our endless and exhaustive habit loops ... or step out of it" or "microscopic alchemists", etc.).*

Similes in the texts make up a small percentage, only 2%: *"You can imagine a protein molecule as a piece of paper that normally folds into an elaborate piece of origami. There are spots on the paper that are sticky. And when it folds correctly, these sticky bits end up on the inside. But sometimes things go wrong, and some sticky bits are on the outside."* In the texts on microbiology, this number is slightly higher – almost 5% *(e.g. "Oh, that's interesting, captive monkeys are sort of on their way to becoming like Americans").*

Repetition is met several times in both topics comprising 2.5%. It brings the speech to life and makes it even more enjoyable for the audience. Likewise, it makes an idea clearer and more memorable.

Enumeration is rarely used in these speeches because there is no need in mentioning words or phrases elucidating the topic step by step but anyway they appear in speech *(e.g., so familiar, so unified and so continuous; Better mood, better energy, better memory, better attention).*

Besides, in neurobiology texts, we have found **gradation** *(e.g., "five minutes, five hours, five years or even 50 years")*; contrast *(e.g. "We don't just passively perceive the world, we actively generate it"),* and one **oxymoron** *"informed guesswork",* one **barbarism** "*élan vital*". In microbiology texts there are also: **epithets**, which comprise about 8% *(e.g. delightfully tart beer; harmless beautiful bacterium);* **phraseological units** with its 1.5% *(e.g. the hairs raised up on the back of my neck, a few more bells and whistles);* 9.28% are represented by consistency of text *(i.e. writing numbers as digits, not with words, etc.).*

Linking words, phrases and constructions make up around 12% in scripts on neurobiology, as every public talk should represent a logical and structured text, their presence here is more than justified. Although in microbiology scripts there are only 2.61% of them. More than 10% are taken up by phrasal verbs in the speakers' speeches in both topics, since they are used not only in everyday spoken English, but are also one of the main aspects of popular scientific genre *(e.g. munching away, tapped into, coming round, etc.)*

Also, **interjections** are used in the speech making up roughly 1% on the subject of neuroscience *(e.g., poof; yeah?).* The percentage of interjections is tiny or there are no interjections at all, as in the case with microbiology scripts, as these two topics are scientific. Mostly they show emotions and feelings of the speaker making the speech more vivid.

For better interaction with the audience, the speakers use **rhetorical questions**. With the help of rhetorical question, it is possible to emphasize the importance of one or another moment, a problem, or to focus attention of the listener. Even though the construction itself is a question, it does not require an answer since the answer is obvious. Rhetorical questions in neurobiology speeches make up about 8%, while in speeches in microbiology they make up a little more than 4%.

About 3% of the examples are represented by **imperative constructions** on both topics, e.g., "*You see stairs – take stairs*", "*Behold the biological cosmos*!". Imperative constructions express a request, order or advice. Imperative constructions contain both a message and an action, which means that the speaker does not only let the audience know about the action, which should be done but also tries to make the audience do it.

As for more grammar peculiarities, we identified using of **parentheses** which represents 13% in the scripts on neurobiology. There is only 5% of it in the scripts on microbiology. Parentheses is used to introduce additional information, which is not essential to the meaning of the sentence, but it enlarges the speech with an example, a passing comment or a brief explanation.

Microbiological texts show examples of **inversion** – just over 4% (e.g., *What I would hope that I could further argue to you*).

Furthermore, **tag questions** were used in both types of speeches *(e.g. If you look at those two patches, A and B, they should look to you to be very different shades of gray, right?, It's you, right?)*. In order to cooperate with the audience since the speaker did not expect a response but didn't ask a straightforward question, as tag questions cue the listener as to what response is desired. Also the speakers use **passive voice** quite often in order to show interest in the person or object that experiences an action rather than the person or object that performs the action.

Both types of texts have examples of **ellipsis**. Ellipsis which represents the omission of one or more words that are still understood in the context of the remaining elements is applied because the audience can easily interpret some phrases from the context of the speech. Nominative sentences as a type of ellipsis make the speech stricter and precise; it is used when it is significant to attract the audience to the particular action, to strengthen it.

Paralinguistic peculiarities of the both topics of audiovisual modality in these videos are represented by the following phrases: *(Distorted voice); (Laughter); (Applause),* which are used for documenting important sound occasions, especially for the deaf and hard-of-hearing. While watching a video, the camera is not always directed to the audience so the viewer of the video can't always see the reaction towards the speech. Thus, it helps to get the effect of presence on the TEDtalks conference.

In the course of the study, we have analyzed the linguistic, stylistic and paralinguistic features of popular science texts of the audiovisual modality (on the material of TED talks on microbiology and neurobiology). This study showed that the eight videos we have analyzed are rich in stylistic, paralinguistic and grammatical peculiarities, as 25 types of peculiarities were identified. The 18 kinds of peculiarities coincided in both topics, representing 72%.

The study revealed many specific terms. These terms are explained by speakers, therefore, a popularization of information takes place in such a difficult topic. Speech is presented in such a way that everyone can understand, even those who are not familiar with the topic. The analyzed stylistic, grammar and paralinguistic peculiarities showed that the main purpose of using them was to attract people who are not well aware of the field of neuroscience and to get them involved and interested in the topic. The use of metaphors, tag questions, slang and similes helps to interact with the audience and to make the complicated topic full of terms easy to understand. Audiovisual modality, as was said at the beginning, helps to understand the material of the video on subtitles at the bottom of the screen when a person has hearing disabilities or video has sound problems.

The results of this study can be useful for translators who translating texts on these topics, since this is relevant for more thorough pre-translational analysis and, accordingly, for performing better translation.

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РОЛЬ ПЕРЕВОДЧИКА ПРИ МОДЕЛИРОВАНИИ ПРОЦЕССА ПЕРЕВОДА

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Аннотация: Статья рассматривает роль переводчика в моделировании процесса перевода и описывает аспекты влияния личных качеств, убеждений и предпочтений переводчика на финальный перевод. Статья резюмирует актуальные исследования переводчика в качестве мыслящего звена между двумя текстами, сравнивает их с консервативными точками зрения по теме и, в конечном счете, направлена на обоснование утверждения о том, что дальнейшего прогресса в области теории перевода будет затруднительно достичь, обойдя стороной научную релевантность творческой личности переводчика для теории перевода.

Ключевые слова**:** переводчик; теория перевода; рефлексия; рефлективная деятельность; творческая личность; субъективно-личная рефлексия

THE ROLE OF TRANSLATOR IN THE TRANSLATION PROCESS MODELING

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Abstract: The paper reviews the role of translator in the translation process modelling and describes the ways in which translator’s personal qualities, beliefs and preferences are able to influence the final translation. The paper summarizes actual research of translator as a conscious link between two texts, compares them to the more conservative points of view and ultimately aims at proving that further progress in the field will be problematic to achieve without acknowledging personality of translator.

Keywords**:** translator; theory of translation; introspection; reflexive activity; creative personality; subjective personal introspection

The place of anthropocentric approach in the theory of translation

Anthropocentric approach to translation process modeling has remained neglected and unacknowledged among the scientific community over the course of history of linguistics. Well-respected experts of the field stand their ground and refuse to acknowledge scientific relevance of introspection. According to studies by L.M. Alekseeva, that is the central notion of anthropocentric approach in the modern scientific paradigm, which stands for reflexive activity during the very process of translation because it is thought to be difficult to analyze introspection from the point of view of methodology, since it is directly linked to conscience and goes far beyond the phenomenon of language [2].

In this way, L.S. Barkhudarov states that «first of all, we are interested in the study of the process of translation from linguistic point of view, excluding physiological and psychological factors which define its realization» [4]. V.N. Komissarov supports this point of view, stressing that «during the development of theory of translation, role of extralinguistic factors in the process of translation has oftentimes been hypertrophied» [6]. L.M. Alekseeva mentions that while the role of translator has not been neglected completely, translator has nevertheless been perceived merely as a component of a communicative act mainly because of the translation focus on the transfer of factual information, the notion, with which «levels of equivalence» and «invariant of translation» are concerned.

L.M. Alekseeva argues that there are several reasons as to why introspection has not yet been somehow implemented in the translation activity. As for Russian linguistic studies, in the 20thcentury their focus was shifted to the more relevant theories of equivalence, substitution, transformations, etc. Criticizing existing linguistic theories of translation, L.M. Alekseeva concludes that all of them are flawed with the following drawbacks:

Within the new linguistic paradigm based on the ideas of anthropocentrism, the linguistic translation theories turned out to be incapable of capturing the reflective nature of the translation process;

They are not compatible with the view of translation as a complete model, since they are only capable of studying one of its components;

They have not been able to deliver answers to the following questions: is a mistake always obvious to the translator who has made it? If not, what should translators be taught in order to fix the problem? [2]

Given the mentioned reasons, it can be concluded that theory of translation still has a long way until such extralinguistic factor of translation, as introspection, is implemented.

Translator's inevitable influence of the final product

Contributing to the point of view, according to which translator's personality cannot be overlooked when discussing the process of translation, K. I. Leontyeva states that interpreters themselves, although having been studied only within the bounds of literature and philosophical concepts, should be considered as fully-functioning mediators of the translation process mainly because any text as a source of **objectivized knowledge** is neither able to exist without a subject (interpreter), nor be recoded into the other system of linguistic signs «as is», «impersonally» and «addresslessly» [8].

Some specialists, including V.V. Krasnykh, even go as far as to consider an interpreter to be not just a creative personality, but as a personality with several functions, primarily: linguistic, communicative and speech function [7].

L.M. Alekseeva suggests that introspection too exists as an **actualization of meaning of the linguistic material carried out by the translator.** Thus, the very mechanism of translation is based on the activity of understanding the original text. Scientific community still has no proper theory which perceives translation as a process. G.I. Bogin states that it is very challenging to explain the essence of translation as a process, because the main notions of this concept, i.e. objectivization and reaching beyond the bounds of language, will not let us build a linguistic model of translation [5].

Discussing the issue of why it is that difficult to implement reflexive activity in the methodological approach, Michel Rod quotes the more conservative researchers, stressing that introspection, being in fact about subjective and critical perception of the researched object, fails to meet commonly accepted criteria for «scientific» analysis by not being public, objective and replicable [10].

Still, the other specialists mention that just because introspection fails to meet the formal criteria for scientific acceptability does **not** mean that the technique is uninsightful, just as data collection techniques are neither true nor false but instead are either more or less useful. I argue that perspectives of «knowledge and reality» are created using subjective perception, and G. Radnitzky quotes hermeneutic-dialectic schools of metascience, saying that they also point out **uncertainty and ambiguity as features** of socially constructed perspectives of human activity in which there is an emphasis on individual self-awareness [9].

By pointing out the drawbacks of anthropocentric approach in terms of applicability to methodological approach, I do not mean that it is completely impossible to implement it there. Some researchers made attempts to justify an interpreter's personality as a factor, which influences the process of translation in a significant way. For example, the so-called **«theory of language as an asset of an individual»** [12], which renders language as a cognitive instrument and a core code of a person's consciousness and linguistic personality of an interpreter can certainly be fully realized as a «speaking consciousness» [3] of an interpreter during the process of translation. But, nevertheless, no subject-oriented approach has been developed as for today, giving no chance for an interpreter to become an acknowledged and meaningful link between an original text and its recipient within the bounds of any other culture.

How translator influences all three stages of translation

I feel that it is of high importance to stress that translators influence the final translation at all the stages of their work, namely pre-translation analysis, translation itself and editing. Translators always approach the text with some amount of background knowledge even if it is within the sphere that is completely unknown to them. It can even be argued that a certain translation will always differ depending on what they already know about the sphere they work in because background knowledge inevitably influences their ideas about certain concepts, the choice of words and means of expression and other factors relevant for translation. That is where introspection, although suffering from lack of critical distance, helps in improving one's translation: it helps to investigate past experiences and improve the current work. Translation's dependence on translator's background knowledge can be illustrated well with the help of the following example: certain advertising text about watch can be perceived quite differently by students of various majors. Let us consider the following example: *«The case is a mere 5.15 millimeters thick (the movement itself is cut even thinner, at 2.23 millimeters). "It's really like a coin"»* [11]… The students of the NSTU majoring in linguistics decided that the mentioned comparison with the coin refers to the watch itself. That is a factual mistake, which was noticed by one of the postgraduate students with mathematical background who said that no coin can possibly be as thick as 5.15 millimeter and the author probably refers to the watch mechanism. Thus background knowledge always influences the final translation, either creating or eliminating mistakes.

Some researchers note that translation process can as well be influenced by certain extralinguistic factors, mentioning timeframe and the interpreter's experience. If interpreters have little time, they will choose translation units of lesser levels (oftentimes word groups, overlooking peculiarities of the text macro-level (meta-text), which eventually leads to mistakes). Yet again it means that individual characteristics of a particular interpreter essentially alter the final translation [12].

In the process of editing translators also follow their own stylistic beliefs and where possible choose the variant which corresponds to their preferences so that the sentences «sound right». Thus a certain sentence (especially in fiction) can differ significantly depending on a translator, while still complying with the rules of translation equivalency and adequacy.

Conclusion

The factors examined in the paper show that translator's influence on the final product is substantial, pervasive and many-sided. The translator, considered by many to be a conscious and creative link between two cultures, simply cannot be overlooked in establishment of future translation theories. With technologies threatening to take a considerable amount of work places in the near future, the profession of written translator is still in demand due to imperfection of the specialized electronic equipment designed for machine translation and high percentage of its mistakes. Thus, the actuality of research in this sphere persists, and acknowledging translator as a fully-functioning and creative mediator between texts in the scientific community would be a solid start for conducting new research and a much needed progress for the whole field of theory of translation.

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ЛОКАЛИЗАЦИЯ ВИДЕОИГР С АНГЛИЙСКОГО НА РУССКИЙ ЯЗЫК

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Аннотация: В данной статье рассматривается феномен локализации видеоигр, его проблемы и ошибки, возникающие при локализации. Цель данного исследования заключается в определении особенностей локализации видеоигр, а также в оценке качества локализаций, чтобы обнаружить неточности и выявить положительные стороны локализации.

Ключевые слова: локализация; особенности перевода; жанры игр; классификация ошибок

VIDEO GAMES LOCALIZATION FROM ENGLISH INTO RUSSIAN

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Abstract: This article deals with the phenomenon of localization of video games, its problems and errors that occur during localization. The purpose of this study is to determine the features of localization of video games, as well as to assess the quality of localization to find inaccuracies and to identify the positive aspects of localization.

Keywords: localization; translation features; game genres; classification of errors

Nowadays, information technology covers a huge range of human activities. Every day people use software including video games. Each of us has encountered it at least once, so the text is an extremely important element, necessary for understanding. If there is no text in the video game, it will be an empty graphical shell, although even this empty shell hides a huge array of text. As a result, localization is an integral part of video games.

Localization is the process of software adaptation to specific national requirements [6]. It implies the co-replacement of any possible elements of the product in such a way that it is sold as successfully as possible in different markets, in accordance with the language of the market, legal features, mentality and marketing objectives of the buyer company. From a technical point of view, localization is the production of individual localization objects in accordance with the requirements of a particular language [6].

Often, this process is not simple; it includes many features that are worth paying attention to. Moreover, often mistakes are made in the localization of computer games, making understanding of the game impossible.

We start with the general information about computer games. History of games begins in the 1940s and 1950s. They were not popular for a long time, and only in the 1970s and 1980s, when arcade machines, game consoles and home computers appeared to the general public, computer games became a part of pop culture. [3]

In the early 90's with the growing popularity of such consoles as "Dendy", and "Sega" in Russia, there were many video games in a foreign language, in this regard, there was an urgent need for their translation. After the release in 1996 of the first game in the series Resident Evil, there was a large number of amateur translations of this game. Consider translations from translation groups "Лиса", "Paradox", "Vector" [7] (see Table 1):

Table 1

Translation of groups «Лиса», «Paradox», «Vector»

Original	**Translation**
Press any button	Лисы – *Нажмите любую кнопку*
	Paradox – *Жми любую кнопку*
	Vector – *Жми любую клавишу*
Standard, Training, Advanced	Лисы – *Стандартная, Тренировка, Измененная*
	Paradox – *Стандарт, Тренировка, Сложный*
	Vector – *Стандарт, Обучение, Сложно*

It can be concluded that amateur translations could often have different meanings, not always fully reflecting the essence of the source text.

Mikhail Brodsky identifies the following requirements for a translator [1]: 1. knowledge of foreign and native languages; 2. good knowledge of vocabulary; 3. literacy; 4. phonetically well-articulated speech, the right intonation; 5. a pleasant tone of voice; 6. a large stock of fixed expressions and clichés; 7. cultural knowledge; 8. endurance (mental and physical).

It is usually not common to compare amateur and professional translations of video games, as amateurs usually do not have professional translation skills. Maria Rarenko defines an amateur translation as: unofficial, non-professional translation, often performed without the permission of the right holder by a group of like-minded people or one person [8]. There are mistakes in both amateur and professional translations, which I will try to describe further.

D. N. Buzachi and his co-authors in their work have identified 4 groups of translation errors and divided them into several categories [2]. Below we consider them in more details (see Table 2):

Table 2

Classification of translation errors D. N. Buzadji

Group 1	Errors in the transmission of meaning: omitting information, adding it, and replacing it; inaccurate transmission of information.
Group 2	Stylistic errors: incorrect transfer of genre features of the original text; tracing; violation of usus.
Group 3	Transfer of author's assessment: weakening the expressiveness of the original text; neutralization / the author's assessment.
Group 4	Violation of the norm and usage of language: spelling / punctuation errors; invalid transmission of proper names; violation of stylistic norms; errors in the transmission of digital data; violations related to registration.

D. N. Buzachi suggests that the errors can be divided into those which can distort the source text, and those, which do not affect the text much, but their presence is undesirable.

Now let us take a closer look at the localization of games. Localization of the game includes translation from the original language into a foreign language, changing the artistic means of the game, creating new packed files and reference manuals, according to the cultural characteristics of a particular region [4].

There are several levels of depth of localization, and each of them is determined by the characteristics of the project, its budget, etc. [5]: paper localization (box, user manual, promotional materials, etc.); economical localization (translates all the text contained in the game – interface, tips, subtitles, descriptions, etc.); in-depth localization (the sound effects are changed); excessive localization (graphic objects are localized); deep localization (adaptation of the scenario for a particular country).

The choice of the type of localization depends on the genre classification of video games. There are the following genres: action: these video games are very dynamic role-playing video games: in these video games, an important component is a story (in these video games, the player has to build a city, manage the army, manage the economy, etc.), a simulator, or a puzzle.

The video game genre directly affects the complexity of its translation. For comparison, take a role-playing video game and arcade, the first will represent a huge array of text and will be translated as a classic work, and the second – as a small training material, which will indicate certain steps that need to be done.

In this research, we consider some game texts, the first is one of the most popular role-playing video games of the time "The Elder Scrolls: Morrowind". This game ~~is~~ referred to the genre of fantasy is a single-player, three-dimensional, and is available on the platforms "PC" and "Xbox".

This game refers to the economic type of localization, i.e. includes the text localization and the localization of the interface, as mentioned above. Morrowind has a deep and detailed world, down to the smallest detail, so translators took great responsibility in translating this video game.

Below we consider the most significant examples of the names translated incorrectly in this video game (an error from Group 4 according to the classification of D.N. Buzachi – incorrect transmission of names): 1) geographical names, e.g., Кириодиил , in the original "Ciriodiil", for which the translators used transliteration but not transcription; "Сиродил" is correct, which has been fixed in the subsequent video game series; 2) titles, e.g. Шигорат, in the original Sheogorath, for whih the translators used the transcription incorrectly; the correct is “Sheogorath"; The Даэдрические руины, in the original Daedric Shrines; where we find an obvious mistake in the translation of "Shrines" as "Ruins", though it is correct to translate that as "Даэдрические святилища"; “Совгнарнд”, in the original “Sovngarde”; it is difficult to say what the translators were guided by in this example, but the correct translation is "Совнгард".

As we can see from the examples above, the localization was not very successful. However, there are different cases. As an example of a good localization we can consider the game "The Witcher 3: Wild Hunt". It was written in Polish, and then was redesigned in the English style. Our localizers took the Polish version of the script, which helped to maintain the Slavic flavor. The English and Russian versions differ greatly, but only in terms of little things, for example, instead of the dry "I'm very sorry, uncle Vesemir" ("Мне очень жаль, дядя Весемир"), Ciri says: "Мне ужасненько жаль, дядюшка Весемир", this is an example of the good translation, because the character of Ciri is correctly transferred.

There are no significant errors in the localization but only some differences. For example, in Geralt's conversation with Zoltan we find have “Конечно через стены. Это школа ведьмаков или оранжерея?” for “Of course. This a witcher school or an elven bathhouse?”, whereas the correct one is “Конечно. Это ведьмачья школа или эльфийские бани?”.

We have emphasized that the translators should take into account the specific features of characters’ proper names, and they should not use the borrowings from the English terminology, and should be attentive when working with the text of the games, which contains various special symbols, features of the game world, characteristics of main characters, etc.

In the modern world it is hard to imagine a day without working with any software. Young people are more and more fond of video games, and a comfortable game requires a high-quality translation. As mentioned in the beginning, there are not many studies on this topic, so we think this can be considered relevant.

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ПРОБЛЕМЫ ПЕРЕВОДА МЕДИЦИНСКИХ ТЕРМИНОВ В АУДИОВИЗУАЛЬНОМ ПЕРЕВОДЕ

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Аннотация: В статье рассматриваются проблемы и ошибки при интерпретации медицинских текстов в аудиовизуальном переводе. Цель исследования – выявить основные проблемы и способы передачи медицинской терминологии. В результате сопоставительного анализа выявлено, что в аудиовизуальном переводе для передачи медицинских терминов применяются приемы конкретизации и опущения.

Ключевые слова: аудиовизуальный перевод; закадровый перевод; перевод терминов; медицинские тексты

PROBLEMS OF INTERPRETATION OF MEDICAL TERMINOLOGY IN AUDIOVISUAL TRANSLATION

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Abstract: This article discusses the problems and mistakes in the interpretation of medical texts in the audiovisual translation. The purpose of this study is to identify the main problems and ways to transfer medical terminology in audiovisual translation. As a result of a comparative analysis, it was revealed that methods of concretization and omission are used in the audio-visual translation for the translation of medical terms.

Keywords: audiovisual translation; voice-over; translation of terms; medical texts

Nowadays, due to globalization, foreign films and TV series occupy a large part of the Russian video market. Due to this, there is a need for high-quality audiovisual translation. It should be noted, that the process of audiovisual translation is not simple because it includes many features, but if there is also medical vocabulary in the audiovisual text, it becomes an extremely difficult task.

To work in the field of medical translation, it is important to know a wide range of vocabulary which includes not only standard terminology, but also words denoting symptoms, pharmaceuticals and medical equipment [10, p.132].

In this article we offer to your attention a comparative linguistic analysis of the original and different variants of voice-over translation made by the translation studios «Lostfilm», «Novamedia», as well as one-voice amateur translation of medical texts on the example of the American TV series «HOUSE M.D».

Concerning the interpretation of medical texts in audiovisual translation, first of all, we should clearly understand what an audiovisual translation is.

The founder of the school of audiovisual translation A.V. Kozulyaev claims that audiovisual translation represents a special area of study, since translation of audiovisual texts differs from the usual semantic transcoding of meanings [5]. It is important to understand that while working with audiovisual translation the interpreter, in addition to the text, also works with other aspects of the media product which are of polyphonic nature: with dialogues, comments, sound effects, images and the general atmosphere of the video. G. Gotlieb distinguishes four main channels of information which are taken into account during the translation [2, p. 244] (see the Table):

Table

Channels of information according to G. Gotlieb

Audio channel	Verbal	Dialogues, off-screen voices, songs
	Non-verbal	Music, sound effects, off-screen sounds
Visual channel	Verbal	Subtitles, signs, notes, inscriptions that appear on the screen
	Non-verbal	Picture on the screen

Thus, several channels of information are simultaneously involved in the perception of audiovisual text and it can be concluded, that audiovisual texts are polysemantic.

The equality of audiovisual translation is not only equivalence between the linguistic elements in two languages, but also adequate link between verbal and nonverbal structures separately in the original work and its translation. Since the recipient belongs to a different culture, the equivalent translation is not always the most adequate. In this situation, the translator must pragmatically adapt translation to the extent necessary by changing the text [3, p.7]. A group of scientists led by Pilar Orero conducted a study, according to which, it was found that during the viewing of audiovisual material, a person focuses more on decoding and understanding visual material rather than verbal and textual content [7, p. 299]. A.V. Kozulyaev believes that during the translation of an audiovisual text, one should strive for the «dynamic equivalence» described by E. Nida. It means that the translated unit should have the same effect on the viewer or listener as the original [5]. Let us have a look at the example №1:

Original: «Yes! I want you to tell me that your life is important to you, because I don’t know! Because *that’s what’s on the table* right now: your life»; «Lostfilm» translation: «Да! Хочу чтобы вы сказали, что жизнь ваша вам важна, потому что я не знаю! Потому что *сейчас на кону одно* – ваша жизнь»; «Novamedia» translation: «Да! Я хочу, чтобы вы сказали, что жизнь для вас – ценность! Ведь я этого не знаю! А *это сейчас на повестке* – ваша жизнь».

Example №1 presents two different versions of the translation of one emotionally colored replica. In this case, both options are correct and transmit the same effect as the original.

There are two strategies for translating audio-visual material: *re-voicing* and *subtitling*. Re-voicing can also be done in two different ways: by full dubbing and by voice-over [1, p. 130].

Thus, there are three main types of audio-visual translation: *dubbing, translation with subtitles and voice-over.* The choice of the type of translation is determined by the preferences of the audience, as well as the cost of the translation. Also, often it depends on what language the audience speaks and what level of a foreign language they have [4, p. 326].

Moving on to the comparative analysis, first let us consider the characteristics of the voice-over translation. When using voice-over the original soundtrack is not replaced, but simply muted and remains audible [9, p. 130–137]. This method is the most popular for TV channels and audiovisual translation of films that do not go to the cinema rental, as it is much cheaper than dubbing, and it can be done in a shorter time [8, p.155].

While working with this method of translation an interpreter may face many difficulties. The first problem is the limited time of sounding; it means that the translation should correspond to the time of pronouncing the phrase in the original.

The second problem is the translation of medical abbreviations. When translating an abbreviation, its correct interpretation is very important. The alphabetic differences also create additional difficulties [6, p. 147]. So, the translator must convey a particular term, taking into account the time of sound. Now, let us turn to the example №2:

Original: «So let's start with some *bloodwork*. Collect and send for clotting studies, *P.T., P.T.T., factor five, protein "C" and "S"*. The whole shebang»; «Novamedia» translation: «Для начала сделаем *коагулограмму*, *протромбиновое время*, *АЧТВ, пятый фактор, протеины «Ц» и «С»*, короче все»; One-voice translation: «Значит, давайте начнем с *анализов крови*. Возьмите пробы и отправьте на исследование – *протромбиновое время, частичное тромбопластиновое время, фактор 5, протеины*, *исследование центральной нервной системы».*

Note that the translation of abbreviations is correct in all variants, but the words are written in full, which affects the duration of pronunciation. In one-voice translation the length of the phrase has increased and it goes beyond the time of sound. In the translation made by «Novamedia», there are methods of concretization and omission, and because of this, translation corresponds to the time of sound and conveys the meaning of the statement.

The next problem is saving colloquial style in translation, since the text of the film consists almost only of dialogues [10, p. 130]. Let us have a look at the example №3:

Original: «Do we include schizophrenia in the *differential* for *DVT*?»; «Lostfilm» translation: «Включаем шизофрению в *дифдиагноз тромбоза*?»; One-voice translation: «Стоит включить шизофрению в *дифференциальный диагноз* на *тромбоз*?»

According to this example, the studio «Lostfilm» picked up the appropriate dialect in translation, while the one-voice translation is too formal, the term *«дифференциальный диагноз»* is right, but it does not fit the format of spoken language. Also, in this example we would like to focus your attention on the translation of the abbreviation *«DVT»*: both versions of the translation into Russian used the method of generalization, however *«DVT»* means *deep vein thrombosis* and it has the exact equivalent in Russian – «*Флеботромбоз*». So, despite the fact that TV series serve mostly for entertainment, it is necessary to take into account that its viewers can be both – people who do not understand medicine and people with medical education. Therefore, it is important not to make mistakes in the terms translation.

Moreover, the abundance of complex, often unfamiliar to the translator terms creates difficulties in establishing grammatical and lexical connections between some words, which often leads to errors. Let's turn to the example № 4:

Original: «*Abnormal dopaminergic pathways in the brain* do not cause *blood clots*»; «Lostfilm» translation: «*Аномалия допаминергических путей в мозгу* не вызывает *тромбоз*»; «Novamedia» translation: «*Аномалии мозговых медиаторов* не влияют на образование *тромбов*».

First, we would like to draw your attention to the method of concretization in the case of translation «*blood clots*», the use of this method is conditioned by the context. Further, note that the variant «*до**п**аминергических»* is a direct transliteration of the English term, nevertheless, in Russian this term is correctly spelled as «*до**ф**аминергических».* Next, the term «*Аномалии мозговых медиаторов»* is not appropriate because it conveys a meaning that does not match the original. The right option is «*Аномалия допаминергических путей».* So we see that «Lostfilm» translation is done well enough, but still needs to be improved.

So, to sum it up, the interpreter faces many problems and has to use appropriate translation methods to convey the communicative effect and emotional coloring of the audiovisual text and the accuracy of the medical text.

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РЕАЛИИ УКРАИНСКОЙ ДЕЙСТВИТЕЛЬНОСТИ И ОСОБЕННОСТИ ИХ ПЕРЕВОДА НА АНГЛИЙСКИЙ ЯЗЫК

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Аннотация: В статье рассматривается понятие реалии как национально-культурной языковой единицы, в частности исследуются особенности интерпретации реалий украинской действительности, и на примере английского перевода повести Н.В. Гоголя «Вий» оценивается релевантность переводческих трансформаций.

Ключевые слова: национальная специфика; реалия; перевод; межкультурная коммуникация

UKRAINIAN REALIA AND THEIR ENGLISH TRANSLATION PECULIARITIES

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Abstract: The article concerns the notion of realia as an independent language unit and analyses the main features of its translation. Special attention is paid to the Ukrainian realia through considering the English translation of N.V. Gogol's short novel «Viy». The author examines certain translation transformations and points out their relevance.

Keywords: national identities; realia; translation; cross-cultural communication

Current importance of our research derived from the fact that the development of modern society is based mostly on cross-cultural cooperation. Apparently, the success of such cooperation depends not only on the level of language proficiency but on the knowledge of existing cultural differences and national identities as well. Most scholars agree with the fact that language and culture are closely interrelated. Culture is a part of reality and language is a tool to reflect this reality. Any changes in reality lead to the changes in national stereotypes and, as a result, in the language system. According to the views of many researches, language affects a world view or cognition of its speakers. Consequently, each of existing languages expresses its own world view that is different from the others. Such differences are explained by historical events, geographical location and ethnopsychological features of a particular language group. All language groups have their own cultural-specific elements that are expressed by particular words. Comparison of different languages reveals both common and distinct points in notation of such words. Traditional linguistics suggests the term *realia* for their studying [7, p. 46]. It has its origins from Latin, denoting "real things" and referring to the real world outside the language sphere. As the term is frequently used among many researchers, each of them defines it differently. For example, the dictionary of linguistic terms written by O.A. Akhmanova gives the following definition of the term *realia*: 1.different objective factors that are studied outside linguistics; 2. real objects of material culture [1, p. 371].

Realia as a part of nonequivalent vocabulary causes many translation difficulties. Such researches as S. Vlahov and S. Florin [3, p.80] point out the two most significant ones. The first includes inability to find an equivalent because of object absence, the second reveals a necessity to transfer not only the subject meaning but a national connotation as well. But still the existence of difficulties does not mean that realia cannot be translated at all. Actually, all languages can explain the same things but in a different way. That means we are capable to translate specific cultural things even if they do not correspond with our own reality and the world view.

Modern translatology suggests several ways of translating realia such as *transcription, transliteration, literal translation*, *cultural adaptation, calque, semantic neologisms formation, generalization*, *description*, *equivalence* and *omission*. Now we are going to consider each of them in more detail taking as an example the translated English text of the short novel "Viy" by a famous Russian writer N.V. Gogol. Explaining the reason of why we have chosen exactly this text we should say that "Viy" is one of the classical renaissance novels that reflects the distinctive features of the Ukrainian nation’s living. Full of realia it turns out to be an interesting object to study but a difficult way to translate.

The translation we are dealing with is done by Richard Pevear and Larissa Volokhonsky. Being the representatives of different cultures they have formed a unique collaboration that gained public approval. Actually, they did much of translated Russian literature including "The Brothers Karamazov", "Crime and Punishment", "Demons", "The Idiot", "War and Peace", "Anna Karenina" and so on. But among all above-mentioned texts may the "Viy" be considered as a successful one? Let’s find it out.

In terms of translation, the strategy of **transcription** supposes reestablishment of a lexical unit with the help of the source language’s phonetic form. Now we would like to turn our attention to the concrete examples from the chosen text.

Original text: *Никому не давай читать по мне, но пошли, тату, сей же час в Киевскую семинарию и привези бурсака Хому Брута*. [2]

Translation: *Don't let anybody read over me, daddy, but send to the Kiev seminary at once and bring the student Khoma Brut*. [3]

The translation strategy is widely used throughout the whole text what proved the fact that transcription is mainly used in dealing with certain names. Such method appropriately shows the reader a national peculiarity which concept is understandable only through the given context.

One more way of translation is called **generalization.** It means the use of hypernyms or more general terms in target language instead of the pointed realia.

Original text: *Бурсаки заметили, что они сбились с пути и давно шли не по дороге.* [2]

Translation: *The students noticed that they had lost their way and for a long while had not been walking on the road*. [3].

From our point of view, in this case the chosen method of translation cannot be considered as the most suitable one because the translators do not emphasize the characters’ belonging to the religious institution. That means they have simply omitted the connotation.

The more appropriate way is the method of **equivalence** or **cultural adaptation**, which supposes the use of more or less familiar word in the TL. As we think, it is better to substitute the students with the seminarians to correspond with the connotation and association of the source language’s realia so that they may be considered as cultural parallels. Another example of using equivalence is illustrated below.

Original text: *А сукно хорошее. Почем платил за аршин*? [2]

Translation: *Good broadcloth. How much did you pay per yard*? [3]

There we cannot but admit that the translation of ethnographic measures is one of the most complicated tasks to deal with. Hence, the translators must change the introduced realia carefully looking for more or less equivalent measure in the target language. Turn to analyzing the acceptability of the illustrated substitution: the length of an *arshine* in the Russian system is about 71.12 cm, while for the English system the length of a *yard* is equal to 91.4 cm. That means a little difference in comparing the accuracy. Moreover, *yard* is rarely used to measure fabrics that can cause some difficulties in the reader's perception. Instead of it, the translators could have used the measure of *ell* that is more suitable for such context.

Now consider the translation strategy of **description.**

Original text: *Дверь в одной хате заскрыпела, и минуту спустя бурсаки увидели перед собою старуху в нагольном тулупе*. [2]

Translation: *The door of one cottage creaked, and a minute later the students saw before them an old woman in a sheepskin coat*. [3]

In our opinion, the using of the description strategy is quite appropriate as the target language simply does not have an exact equivalent to the given realia so that translators decided to describe it paying the reader's attention to the material of what the cloth is made. In our opinion, it helps the readers imagine what the thing looks like.

Continuing with one more example, we try to explain the translation strategy of **semantic neologisms formation**.

Original text: – *Паничи! паничи! сюды! сюды! – говорили они со всех сторон. – Ось бублики, маковники, вертычки, буханци хороши! ей-Богу, хороши! На меду! Сама пекла*! [2]

Translation: *Young sirs! Young sirs! Here! Here!" they said on all sides. "There are good bagels, poppyseed cakes, twists, rolls! Fine ones, by God! With honey! Homemade*! [3]

In general, such way of translation supposes the rendering of realia's content by creating a new word. But it should be borne in mind that the use of this word is limited by the frames of the given text. Moreover, it requires some kind of creativity and imagination. Therefore, we must admit that translators rarely use semantic neologisms formation. However, getting back to the presented example, we should note that Richard Pevear and Larissa Volokhonsky did it well. The substitution for the word *twists* in the target language is perfectly suitable for depicting this kind of a national food.

Additionally, we would like to pay a special attention to the translation of nationally colored verbs as Gogol often uses it to show his peculiar style of writing. Below is a vivid example.

Original text: *Вклепался ли он точно в нее или уже она так его околдовала, только пропал человек, обабился совсем; сделался черт знает что; пфу! непристойно и сказать.* [2]

Translation: *Either he was really smitten, or she'd put a spell on him, only it was the end of the man, he went all soft, turned into devil knows what-- pah! It's even indecent to say it.* [3]

Obviously, in dealing with the first verb *вклепаться*, the translators decided to use the strategy of equivalence, while the second verb *обабиться* was a more complicated in transformation, and made them fall back to the description. Thus, analyzing the whole text of translation, we find these two strategies are more frequently used.

So, as mentioned previously, realia presents an object of a high interest among linguists as the process of their translation deals with many cross-cultural aspects. Anyway, we should keep in mind that any of 'exciting' languages is an expression of a unique culture and bright individuality; therefore this fact requires a translator to be aware of certain background knowledge in different spheres of living for one or another language group. The main task is to remove the gap between cultures, but not languages. Obviously, any fault in the translation accuracy may cause the total misconception from the reader's side. That is why every single case should be considered very carefully with paying a special attention to the specification of the given text, opportunities of the language system and importance of realis for the chosen language group.

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РЕЧЕВОЙ ПОРТРЕТ ЖЕНЩИНЫ-ПОЛИТИКА НА ПРИМЕРЕ ПУБЛИЧНЫХ ВЫСТУПЛЕНИЙ АНГЕЛЫ МЕРКЕЛЬ

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Аннотация: В данной статье рассматривается понятие «речевой портрет» и его составляющие в области политического дискурса. Основное внимание уделяется стилистическому анализу публичных выступлений А. Меркель, на основе которого определяются характерные особенности ее речевого портрета.

Ключевые слова: речевой портрет; политический дискурс; публичная речь; стилистический анализ; языковые средства

THE SPEECH PORTRAIT OF A WOMAN-POLITICIAN ON THE EXAMPLE OF ANGELA MERKEL’S PUBLIC SPEECH

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Abstract: This article discusses the concept of speech portrait, and its components in the field of political discourse. It focuses on the stylistic analysis of public speeches by Angela Merkel, on the basis of which the characteristic features of her speech portrait are determined.

Keywords: speech portrait; political discourse; public speech; stylistic analysis; linguistic means

Die zweite Hälfte des 20. Jahrhunderts ist durch das Interesse der Linguisten an der Rolle des menschlichen Faktors in der Sprache ausgezeichnet. Insbesondere wurde aktiv das Problem der Beschreibung der sprachlichen Persönlichkeit untersucht, nämlich persönliche Eigenschaften, die zu einem tieferen Verständnis dessen beitragen, was eine sprachliche Persönlichkeit sei. Eine solche politische Persönlichkeit wie Angela Merkel, die Bundeskanzlerin Deutschlands, wird zum Gegenstand der gründlichen

Untersuchung von Wissenschaftlern, weil sie als Politikerin Besonderheiten von sprachlichen Manieren aufzeigt.

Das Interesse am Phänomen der sprachlichen Persönlichkeit führte zur Bildung einer neuen sprachwissenschaftlichen Kategorie – eines Sprachenporträts. Es gibt eine Vielfalt von Definitionen, was ein Sprachenporträt sei. Wir neigen zur Definition von T.P. Tarasenko, die das Wesen dieser Kategorie am deutlichsten widerspiegelt. Laut dieser Definition sei das Sprachenporträt eine Kombination von sprachlichen Merkmalen einer kommunikativen Persönlichkeit oder einer bestimmten Gesellschaft in einer bestimmten Existenzperiode. T.P. Tarasenko stellt fest, dass solche Aspekte der Persönlichkeit wie psychologische, soziale, sprachliche, ethnokulturelle in der Struktur des Sprachporträts widerspiegelt werden [7, S. 8].

Anhand dieser Kriterien wurde eine stilistische Analyse der Merkmale des Sprachenporträts auf der Grundlage der öffentlichen Reden von Angela Merkel durchgeführt. Als Stoff für diese Studie dienten Artikel aus deutschen Zeitschriften „Der Spiegel“, „Das Bild“ und ebenso Videoaufnahme von einigen Merkels Reden, die der Website der Bundesregierung Deutschlands entnommen wurden.

Was stilistische Merkmale der Sprache von Angela Merkel anbetrifft, so können wir außer grundlegenden sprachlichen Mitteln, die in der Sprache vieler Politiker vorkommen (wie Verwendung von Personalpronomen und Anreden, eine große Anzahl von Fachwörtern, verstärkende Adverbien und Partikeln usw.) auf folgende hinweisen:

1. Verwendung von solchen Konstruktionen wie „ich glaube“, „ich denke“, „ich kenne“ usw., die Sicherheit und Überzeugungskraft darstellen. Zum Beispiel:

„Ich glaube, wir müssen lernen, auf solche Fragen unkompliziert Antworten zu geben“ [5].

2. Verwendung von Aufzählungen ist das dominierende Sprachmittel in der Rede einer Politikerin. Zum Beispiel:

„Ich glaube, letztlich ist Diskussion, wenn sie konstruktiv geführt wird, immer auch der erste Schritt zu Fortschritt, zu Veränderung, zu einer vernünftigen Entwicklung“ [2].

3. Verwendung von Anglizismen in der Sprache. Zum Beispiel:

„Ich möchte ihm (Herrn Enders) für seinen engagierten Einsatz für den Hightech-Standort Deutschland ganz, ganz herzlich danken“ [4].

4. Verwendung von Wortzusammensetzungen. Zum Beispiel:

„Dazu ist uns ein bahnbrechender Schritt im Zusammenhang mit den Bund-Länder-Finanzverhandlungen gelungen“ [6].

5. Der ständige Kontakt mit den Menschen und die Orientierung auf die gemeinsame Arbeit aller Bürger. Zum Beispiel:

„Wir sind – im besten Sinne – eine vielstimmige Gesellschaf“ [1].

Abbildung 1 zeigt die oben genannten Sprachmittel, die in den Reden von A. Merkel vorkommen, statistisch bearbeitet (siehe Abb.)

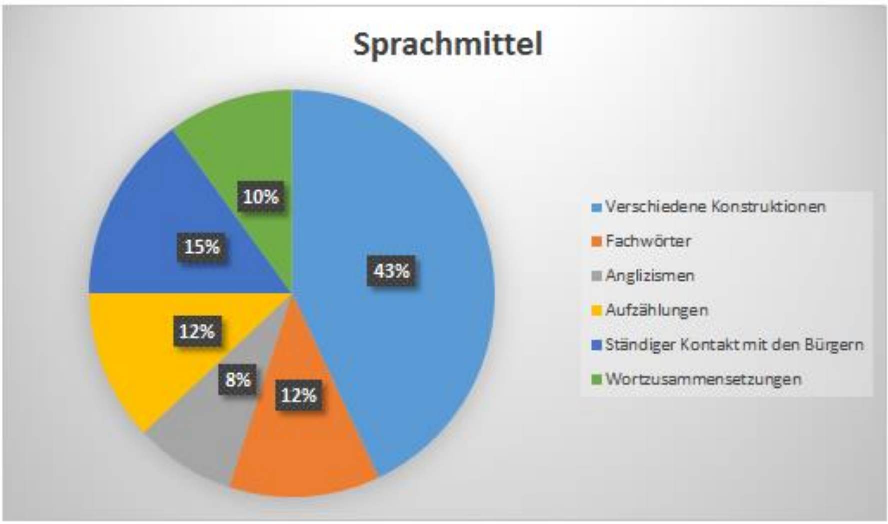

Abb. Typische Sprachmittel in den Reden von A. Merkel

Für besonders wichtig halten wir Charakterisierung des Sprachverhaltens von Angela Merkel während der öffentlichen Rede. Nach der Analyse des Videointerviews mit Angela Merkel [3] haben wir folgende Besonderheiten festgestellt: durchschnittliche Stimmklangfarbe; Hochdeutsch; Gestik auf dem Schulterniveau; durchschnittliches Sprechtempo.

Eine typische Charaktereigenschaft von Angel Merkel ist gerade emotionale Zurückhaltung. Sie ist nicht geneigt, sie öffentlich zu zeigen, aber in einigen Momenten ist ihr bevormundendes Lächeln zu sehen.

Das Sprechtempo von A. Merkel ist durchschnittlich, ohne Beschleunigung und Verzögerung. Die Sprache zeichnet sich durch kurze Pausen aus, die ihr Leichtigkeit und Natürlichkeit verleihen. Sie konzentriert sich auf die wichtigsten Punkte. Für die Bundeskanzlerin ist Gestik auf dem Schulterniveau typisch. Es ist ein Symbol für Offenheit und Zurückhaltung. Für solche Menschen ist ständiger Kontakt mit dem Publikum charakteristisch.

Was Besonderheiten der Stimme betrifft, so kennzeichnen die Rede von A. Merkel fallende Töne, manchmal mit vorhergehender steigender Intonation mit dem Ziel, Aufmerksamkeit auf die wichtigsten Momente zu richten. Auch wurden in der Rede der Bundeskanzlerin keine extremen sprachlichen Besonderheiten entdeckt. Wie alle Politiker gebraucht A. Merkel Hochdeutsch als literarische Variante der deutschen Sprache.

Also kann man eine Schlussfolgerung ziehen, dass man unbedingt für eine vollständige und exakte Beschreibung der sprachlichen Persönlichkeit (sowohl individuellen als auch kollektiven) vor allem den Wiederaufbau und die Analyse ihres Sprachenporträts braucht.

Was das Sprachenporträt von Angela Merkel anbetrifft, so könnte man als dominierende Sprachmittel in ihrer Rede Anglizismen, Aufzahlungen, verschiedene Konstruktionen bezeichnen. Die genannten Mittel helfen der Bundeskanzlerin, die Aufmerksamkeit der Zuhörer auf die wichtigste Information zu lenken. Ihre emotionelle Zurückhaltung und Gelassenheit haben A. Merkel zu einer führenden Politikerin und Diplomatin auf der weltpolitischen Bühne werden lassen.

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ОБРАЗ РАССКАЗЧИКА В ПРОИЗВЕДЕНИИ ДЖЕЙН ОСТЕН «ИСТОРИЯ АНГЛИИ»

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Аннотация: В статье рассматривается образ рассказчика в произведении Джейн Остен «История Англии»; лингвистические и текстуальные средства, которые используются автором для создания этого образа. Делается вывод о том, что в произведении выделяются эксплицитный рассказчик и имплицитный автор, что служит одним из средств передачи иронии.

Ключевые слова: Джейн Остен; история; имплицитный автор; эксплицитный рассказчик; ирония

THE IMAGE OF NARRATOR IN JANE AUSTEN'S "THE HISTORY OF ENGLAND"

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Abstract: The paper considers the image of narrator in Jane Austen`s "The History of England" and the linguistic and textual means of creating this image by the author. It is concluded that the implicit and explicit narrators can be identified, which contributes to the irony of the text.

Keywords: Jane Austen; history; implicit narrator; explicit narrator; irony

The paper is aimed at analyzing linguistic and textual devices of creating the image of narrator in Jane Austen's "The History of England". The objectives are:

a) to distinguish between an explicit and an implicit narrator;

b) to point out linguistic ways of identifying the explicit narrator;

c) to point out the linguistic ways of characterizing the explicit narrator.

The research is based on the interpretational analysis of Jane Austen's "The History of England", which is a part of "Volume the Second" of her juvenile writings (“Juvenilia”), representing a manuscript of thirty-four pages written in 1791 when Jane was only 15 y.o. [1].

In the critical literature on Jane Austen’s works contradictory views are found on her “Juvenilia”. Many studies examining and paying tribute to J. Austen’s mature novels fail to recognize juvenilia as autonomous literary works with an inherent value. Many scholars have long considered J. Austen’s early texts to be just childish attempts to amuse the family. The practice of preserving spelling mistakes in publications of juvenile writings contributes to this point of view [5].

However, in this paper it will be argued that “The History of England” by Austen makes a worthy object of study due to the unorthodox genre, skillfully crafted narration, originality and sophisticated irony. In this book the author goes beyond the conventional study of history, and the text may not be seen as academically valid or reliable. The book is a parody of the common literary genre of national histories popular during J. Austen’s lifetime. The author caricatures the manner and spirit of serious works, thus offering an irreverent “mock-history” of Britain.

One of the narrative techniques employed by J. Austen is the differentiation between author and narrator. J. Austen creates the figure of a narrator who is presented as “a partial, prejudiced, and ignorant Historian”. According to L. Seatter, Austen“…purposefully utilizes a dramatic and opinionated narrator in order to satirize the neutrality and bore of common histories” [4]. Thus, irony is the key device in creating the image of narrator (which also can be extrapolated to the narration itself), which manifests itself on the linguo-stylistic and textual levels.

1. Linguistic means of identifying the narrator. The presence of the narrator is easily identified as there are linguisticsigns indicating it in the text [2]:

a) the use of first-person pronouns (self-reference, self-characterization):

(1) *<u>I cannot say</u> much for this Monarch's Sense.*

(2) *Many were the people who fell martyrs to the protestant Religion during her reign; <u>I suppose</u> not fewer than a dozen.*

(3) *As I am myself partial to the roman catholic religion, it is with infinite regret that I am obliged to blame the Behaviour of any Member of it…*

b) the use of second-person pronouns and the direct address to the reader consisting of questions, advice, etc. Such a rhetorical strategy highlights the ongoing communicative exchange (telling) in addition to what is being narrated (told):

(4) *I suppose you know all about the Wars between him & the Duke of York who was of the right side; if you do not, you had better read some other History…*

(5) *And yet could you Reader have beleived it possible that some hardened & zealous Protestants have even abused her for that Steadfastness in the Catholic Religion which reflected on her so much credit?*

c) the use of the present tense to highlight the narrator's present act of telling:

(6) *The Character of this Prince has been in general very severely treated by Historians, but as he was a York, I am rather inclined to suppose him a very respectable Man.*

(7) *Of this however I have many doubts, since she was a relation of that noble Duke of Norfolk who was so warm in the Queen of Scotland's cause, & who at last fell a victim to it.*

d) the use of indicators of time and place such as "now," "here," "lately," "yesterday," relating the narrated events to a present speaker and his current space-time position:

(8) *But of her, I shall have occasion to speak more at large in future.*

(9) *I once heard an excellent sharade on a Carpet, of which the subject I am now reminds me, and as I think it may afford my Readers some amusement to find it out, I shall here take the liberty of presenting it to them.*

2. Linguistic means of characterizing the narrator. Certain linguistic features are used not only to indicate, but to characterize the narrator in the discourse:

a) the use of subjective semantics, expressing the narrator's attitudes and reactions to the narrated events, emotions, judgments and evaluations of the facts.

The narrator's attitude towards the told is manifested in the way events are represented. The descriptions are emotionally charged.The stylistic devices and expressive means used for this purpose can be found in the examples below (10-12). They are: evaluative epithets (*dreadful, deceitful, sacred, everlasting*), antonomasia (*the Betrayer of trust, the Murderess of her Cousin*), capitalization (*Throne, Place, Reproach, Kingdom*), periphrasis (*destroyer of all comfort, a double peice of folly, disgrace to humanity, pest of society*), exclamation (*sacred Place!*), inversion (*Nor can I pity*).

(10) *She died without issue, & then the dreadful moment came in which the destroyer of all comfort, the deceitful Betrayer of trust reposed in her, &the Murderess of her Cousin succeeded to the Throne.*

(11) *She was executed in the Great Hall at Fotheringay Castle (sacred Place!) on Wednesday the 8th of February – 1586 –to the everlasting Reproach of Elizabeth, her Ministers, and of England in general.*

(12) *Nor can I pity the Kingdom for the misfortunes they experienced during her Reign, since they fully deserved them, for having allowed her to succeed her Brother – which was a double peice of folly, since they might have foreseen that as she died without Children, she would be succeeded by that disgrace to humanity, that pest of society, Elizabeth.*

b) the use of colloquial expressions that are unsuitable for a historian:

(13) *It was in this reign that Joan of Arc lived & made such a row among the English.*

(14) *Though this King had some faults, among which & as the most principal, was his allowing his Mother's death, yet considered on the whole I cannot helpliking him.*

c) the frequent breaches of the narrator's style. Sentences typically begin in a conventional literary manner, after which the register plummets to the colloquial. The breaches of style also realize the author's ironic intents:

(15) *Whether innocent or guilty, he did not reign long in peace, for Henry Tudor E. of Richmond as great a villain as ever lived, made a great fuss about getting the Crown & having killed the King at the battle of Bosworth, he succeeded to it.*

3. Textual level of representing the narrator. On this level the author implicitly and explicitly demonstrates the narrator's ignorance and unreliability of his judgements and conclusions.

a) the narrator provides intertextual references to fictional texts rather than to scholarly texts, for example, he/she trusts Shakespeare's plays as historical sources. Thus, J. Austen mocks the Historian who "breaks" all historical rules:

(16) *Be this as it may, he did not live forever, but falling ill, his son the Prince of Wales came and took away the crown; whereupon, the King made a long speech, for which I must refer the Reader <u>to Shakespeare's Plays,</u>& the Prince made a still longer.*

(17) *He afterwards married the King's daughter Catherine, a very agreeable Woman <u>by Shakespeare's account.</u>*

b) the narrator feels free to combine invented components with real ones:

(18) *Oh! what must this bewitching Princess whose only friend was then the Duke of Norfolk, and whose only ones are now <u>Mr. Whitaker, MrsLefroy, Mrs Knight & myself,</u> who was abandoned by her Son, confined by her Cousin, abused, reproached & vilified by all, what must not her most noble mind have suffered when informed that Elizabeth had given orders for her Death!*

c) the Historian's lack of knowledge is explicitly demonstrated. For instance, he/she cannot explain why "*Lord Cobham was burnt alive*", and *'[does] not perfectly recollect "the particulars of Henry VIII's reign*"' [5].

d) the narrator`s intentions are shown to be absurd for a historian. He/she states that "*the recital of any Events (except what I make myself) is uninteresting for me*" and expresses the opinion that "*Truth is very excusable in an Historian*". According to the narrator's words, his/her purpose is "*…to vent my Spleen against, & shew my Hatred to all those people whose parties or principles do not suit with mine, & not to give information*" [1].

The implicit (implied) author is a term for a concept referring to "the author evoked by, but not represented in a work" [3]. It is the implicit author, who deliberately introduces the narrator-historianinto the process of storytelling for comic effect. She mocks the historian with wit, creates the figure so exaggerated and funny, and makes it so skillfully, that the reader can perceive thereal intents of the author, distinguish the author from the historian and construct the image of the author in mind. Decoding the indirect signs of the author's self-expression, the reader can understand that the author is not asignorant as the narrator.

Thus, the narrative structure of "The History of England", the "gap" between the explicit narrator and the implicit author, the linguistic features used serve the purpose to satirize the histories young people, including Jane, had to read in the 18^{th} – 19^{th} centuries as well as some historic events and characters. The unconventional genre and captivating style of "mock-history" makes it an interesting object of study.

Our interest in Jane Austen's "The History of England" is justified by our ongoing research on the relationship between literature, language and history in the light of interdisciplinary issues in teaching English to high school students. Thus, the further prospects of our research are connected with analyzing the stylistic and literary peculiarities of this text (plot, characters, chronotope, tone, etc.).

In our opinion, this text can be further implemented in the English language classroom as it: a) represents a good source for enriching the learners` vocabulary (for example, relating to the British Monarchy) and improving their reading skills; b) develops cultural awareness of learners on the basis of the social, literary and historical elements of the text; c) promotes critical thinking and abilities to make meaningful interpretations of the text as well as develops understanding of literary devices such as irony and its contribution to the idea of the literary text; d) motivates the learners to start their own research aimed at comparing the ways of representing historical events and persona in fiction and in history textbooks.

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УДК 81

К ВОПРОСУ О СИМВОЛИЧЕСКИХ ЗНАЧЕНИЯХ ЖИВОТНЫХ В КИТАЙСКОЙ И РУССКОЙ КУЛЬТУРАХ

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Аннотация: Данная статья посвящена исследованию символических значений животных в китайской и русской культуре; сделана попытка провести сравнительный анализ между ними; выявлено отношение у разных народов к добру и злу.

Ключевые слова: символические значения животных; китайская и русская культура; межкультурная коммуникация

ANALYSIS OF THE SYMBOLISM OF ANIMALS IN CHINESE AND RUSSIAN CULTURE

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Abstract: This article is devoted to the study of the symbolism of animals in Chinese and Russian culture. The author attempts to conduct a comparative analysis of it and clarify the attitudes of different nations toward good and evil.

Keywords: symbolism of animals; Chinese and Russian culture; intercultural communication

В процессе развития человеческого общества у каждого народа постепенно складывались разнообразные символические значения животных. Внешность и особенности поведения некоторых животных в глазах носителей разных языков в большинстве своем совпадают, поэтому они имеют одно и то же символическое значение. Однако по причине различий в плане географического положения, истории, религии и обычаев между двумя странами, сформированы уникальные символические значения животных в каждой культуре. В данной статье автор попытается сопоставлять символические значения животных в китайской и русской культуре и найти их различия и сходства.

В китайской и русской культуре многие животные имеют одинаковые символические значения. Например, волк символизирует жадность и злобность, лебедь – красоту. Таких примеров довольно много. Приведем в пример коня.

Китайцы испытывают добрые чувства к коню. Образ коня представляет национальный дух китайской нации – неуклонно стремиться и активно двигаться вперед. В древних китайских литературных произведениях часто встречается образ «крылатого коня». Крылатого коня, который умеет ежедневно пройти 500 километров, очень трудно найти. Поэтому конь олицетворяет талантливого человека и специалиста.

«В русской традиции существовало поверье, если девушка хочет узнать, за какого человека она выйдет замуж, то она должна вывести коня из конюшни и дать ему перешагнуть через оглоблю. А если же конь споткнётся, то значит, жених её будет человеком злым и вспыльчивым, поэтому в языке появилось выражение «споткнувшийся конь предвещает беду» [1, с. 116]. В традиционной русской культуре конь связывается с храбрецом, победителем и главнокомандующим, к примеру, статуя основателя Москвы Юрия Долгорукого, Медный всадник.

В современной русской культуре к коням относятся с любовью, потому что они хорошие примеры упорно трудиться. Такая любовь хорошо отражается в следующих однокоренных словах: конек, конечек. Все фразеологизмы относительно образа коня связаны с такими качествами, как трудолюбие, преданность и выносливость. К примеру, старый конь – представитель опытного мастера, как говорят: «Старый конь борозды не испортит».

Тем не менее, в китайской и русской культуре тоже существуют различия в символических значениях одного и того же животного по некоторым аспектам.

Например, для китайцев и русских лиса символизирует хитрость и подхалимский поступок: «хитрый, как лиса», «старая лисица». Но нужно отметить, что в китайской культуре лиса носит таинственный и отрицательный оттенок. Иногда лиса представляет любовницу или злую женщину с очаровательной внешностью, но злой душой. Тогда как змея занимает высокое место и имеет неземные силы в китайской культуре. В народной сказке «Легенда белой змеи» белая змея представляет добро и идеальность. Древние китайские первобытные племена даже выбрали змею как свой тотем.

Между Китаем и Россией существуют различия в географическом положении и природных условиях, поэтому китайцы и русские выбирают разных животных для выражения одинакового символического значения.

Для выражения робости китайцы часто выбирают мышь и говорят «трусливый как мышь», а русские выбирают зайца и используют словосочетания «заячья душа» или «душа зайца». В китайской культуре тигр является царем всех зверей, символом могущества и мужества. Однако в русской культуре этим представителем становится медведь. В результате этого для выражения не сосуществования двух сил в одном месте в Китае имеется пословица «Не может быть двух тигра на одной горе», а в России говорят «Два медведя в одной берлоге не уживутся» [2, с.98-99].

Кроме того, в связи с различиями в языках, традициях и обычаях, символические значения некоторых животных в китайской культуре сильно отличаются от их значений в русской культуре. Они часто связаны с религией и поверьем, национальной культурой, народным творчеством, и обладают яркими особенностями. Здесь приведем в пример ласточку, сороку, медведя и зайца.

В России ласточка – это Божья птица. У русского народа сложилось очень теплое и доброе отношение. В народной легенде ласточка украла гвоздь у человека, который распял на кресте Иисуса Христа. Поэтому русские говорят «Голубь и ласточка – любимые богом птицы», «Гнездо ласточки разорять грех». В Китае у ласточки нет такого символического значения. Из птиц китайский народ любит сороку. По старому китайскому поверью сорока приносит на хвосте счастье, считается, что когда сорока поет – значит счастье придет. Наоборот, в русской культуре сорока олицетворяет образ болтуньи и сплетни, которая любит распространять новости: «Всякая сорока от своего языка погибает».

В русской национальной культуре медведь занимает особое важное место. Русские очень любят и уважают медведя, хотя медведь немного простоват, неподвижен, неуклюж. Именно поэтому среди русских очень широко распространены имя Михаил и фамилии, образованные от слова «медведь» – Медведев, Медведкин и т.д. Русские считают, что медведь понимает человеческую речь, даже после смерти он перерождается [3, с.19-22]. Он является тотемом России, национальным символом. Однако в глазах китайцев образ медведя имеет в основном отрицательное значение. Медведь воспринимается как грубый и неуклюжий. Поговорка «медведь кукурузу обрывает» означает напрасный труд. Отсюда видно, что китайцы предпочитают оценивать медведя по его внешности, а русские уделяют больше внимания его качествам.

В китайской детской песне так поется: «маленький заяц, очень белый, с двумя ушами, мило прыгает». Из этой песни чувствуется любовь китайцев к зайцу. Тогда как в творчестве в России заяц имеет отрицательное символическое значение. Заяц считается черным и зловредным образом. В народных сказках заяц – символ трусливости и слабости. Например, «Вор что заяц: и тени своей боится». Кроме того, русские считают, что увидеть зайца перебегающего улицу, это плохой знак. В русском языке «зайцем» также называют безбилетного пассажира или зрителя.

Китай и Россия являются добрыми соседями, экономическое, культурное, политическое сотрудничество между двумя странами становится все плодотворнее. Для того, чтобы эффективно осуществлять культурный обмен, мы должны в полной мере понять культуру двух стран. Знакомство с различиями и сходствами символических значений животных не только позволяет глубже понять традиционную и современную русскую и китайскую культуру, но и помогает выявить культурные различия и сходства между двумя странами, чтобы избегать недоразумения и неприятности в межкультурной коммуникации.

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EUROPE – RUSSIA – ASIA:
THE PROBLEMS OF INTERREGIONAL DIALOGUE

УДК 393.05

САМОУБИЙСТВО В ЯПОНИИ КАК КУЛЬТУРНЫЙ ФЕНОМЕН

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Аннотация: В статье рассматривается проблема самоубийств в Японии прошлых веков и нашего времени. Целью статьи является показать, как древние традиции повлияли на менталитет современных Японцев.

Ключевые слова: Япония; ритуальное самоубийство; сэппуку; Аокигахара

CULTURAL PHENOMENON OF SUICIDE IN JAPAN

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Abstract: This article reveals the problem of suicide in Japan in past centuries and in our times. The purpose of the given research is to trace in what way ancient traditions affected mentality of modern Japanese.

Keywords: Japan; ritual suicide; seppuku; Aokigahara

Suicide is a deliberate act of self-destruction causing one’s death. In ancient times ritual suicide was one of the most convincing ways to prove your innocence or to escape the shame of an immoral action in order to cleanse your own and your family’s name. Modern Japanese people still have their samurai mentality in a way that they will never break their promise and will never make the other person wait etc. Unfortunately, with samurai mentality in Japanese culture came not only good manners but also such things as karoshi, which can be translated literally as "overwork death", and a suicide tendency. In Japan suicide has become a major national problem nowadays. In fact, main factors in suicide are periods of economical instability, social pressures and unemployment. But long ago it served completely different purposes.

In ancient Japan ritual suicide for men was called seppuku and was highly respected as a way of making up for failure, as a form of protest (funshi) or as a punishment. It roots to 12th century Japanese samurai warrior culture. In 1180 Minamoto no Yorimasa performed the first act of seppuku. It happened during the Battle of Uji [5]. Rather than be captured, a defeated swordsman would stab himself in the left belly, draw the blade to the right, then pull upwards. Obviously, bleeding to death from a gut wound or suffocating from a throat wound is a slow and miserable way to die. As practiced by defeated samurai, it was meant as atonement. It also demonstrated enormous psychological courage, which was a way of winning back some measure of honor even in defeat [6]. Seppuku became a ritual with strict rules in the Edo Period (1600–1867). There are several types of seppuku:

Planned Seppuku

Having had a bath, the samurai in a white kimono was eating his favorite meal. It was the last meal in his life. He will be sitting at the designated place in seiza position. A Kaishakunin, whose job is to chop the head off the Seppuku practitioner once he had finished cutting his stomach, will be ready by his side. A Kasihakunin can be a person appointed by the Shogunal government or the practitioner's close friend. The practitioner will then drink sake in two drinks of two sips each. One sip would stand for greed, while the other three would stand for hesitation. The total of four sips, or "shi" (four) in Japanese, symbolizes death. Then he will write a death poem which is graceful and natural, without any mention of the fact he is about to die. Then, he himself will plunge the blade deep into the left side of his belly, and draws it across to the right, with a sharp upward cut at the end. Then, the Kaishakunin will perform the Kaishaku by cutting off the head of the practitioner in one strike. After the seppuku is done, the wooden table and the blade will be discarded as it has been defiled by death.

Jumonji Giri (Crossed-shaped cut)

Also, there was a more brutal form of seppuku. In this type the practitioner suffers, but nobody puts the end to it. The practitioner struck a second vertical cut to his stomach after the first horizontal cut. After the seppuku is done, the practitioner would sit quietly and bleed to death, passing away with his hands covering his face.

Kanshi (Demonstration Death)

Kanshi is a more specialized form of Seppuku. This was done as a way to protest against the clan's lord decision. The practitioner will make a deep, horizontal cut in his stomach, and then quickly bandage the wound. He will then appear before his lord and say his words of protest against the lord's decision, and reveal his mortal wound.

Seppuku was also practiced as a capital punishment. It was a punishment for disgraced samurai who have committed crimes such as rape, robbery, corruption, and treason [3].

In Japan there was similar ritual for women called jigai. The females were taught about Jigai since childhood. In most cases they were the wives of samurai performed seppuku or they wanted to preserve their honor and not to be raped. Women did not disembowelment themselves but this procedure consisted of cutting the arteries of their neck that was done with one stroke. Before committing jigai, a woman would also tie her knees together in order to maintain a dignified pose even after her death.

Those are the vestiges of the Japanese cultural past, but there are some ways these historical features can be seen even through ages. In 2013, its national rate of suicide stood at 21.4 deaths per 100 000 people well above that of other high-income countries. In the late 1990s, suicide was a socially taboo topic in Japan, rarely discussed in the public sphere. In 2007, people, who committed suicide because of losing jobs surged 65.3%, and those who decided to end their life because of the hardships in life increased 34.3%. Remaining one of the main causes of suicide raised 7.1% compared to the previous year. In 2014 the statistics made obvious that bullying is the most common cause of suicide among those aged 10 to 19 [4].

A major change took place around 2005 and 2006, when people began to look at suicide as a social problem. In May 2005, the nongovernmental organization, LIFELINK, collaborated with a member of the Japanese parliament to organize the first forum on suicide. At the forum, LIFELINK and other nongovernmental organizations submitted urgent proposals for comprehensive suicide prevention. Investments in suicide prevention on a national scale appear to be paying off. By 2012, the number of suicides in Japan fell below 30 000 for the first time since 1998–a gradual trend that began in 2009. In fact, cases of suicide among middle-aged men and the elderly are decreasing. Unfortunately, despite progress, the rates of suicidal actions and thoughts among Japanese youth are still very high, mirroring a trend seen in other countries around the world [1].

However, this is what Chikako Ozawa-de Silva said about Japanese perspective on this topic: «In Japanese culture the general attitude toward suicide has been termed "tolerant", and in many occasions suicide is seen as a morally responsible action. This cultural tolerance may stem from the historical function of suicide in the military. Cultural tolerance of suicide in Japan may also be explained by the concept of amae, or the need to be dependent on and accepted by others. For the Japanese, acceptance and conformity are valued above one's individuality. As a result of this perspective, one's worth is associated with how one is perceived by others. Ultimately, this can lead to fragile self-concept and an increased likelihood of considering dying by suicide when one feels alienated» [2].

Aokigahara, also known as the Sea of Trees is a forest area at the base of Japan's highest mountain, Mount Fuji. Since 2002, this place is known as one of the most famous locations for suicide. But the tragic history of this forest started long before that. In times of persistent hardship, Japanese families would abandon their elderly in this wood; this act is known as ubasute and can be translated as "abandoning an old woman". Ubasute was practiced there in the 19th century, and the forest is considered haunted by the yūrei (analogous to Western legends of ghosts) of those left to die.

Another famous place attracting people, who have decided to commit a suicide, is Chūō Rapid Line. Railroad tracks become a common place for suicide because trains pass through stations at a very high speed [3.]

After analyzing the data, it can be concluded that suicide is a major problem in Japanese society with roots in almost a thousand years. Even though government tries to take control over this aspect, changing mentality of a whole nation is not an easy task and country's suicidal rate is still one of the highest in the world.

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УДК 32

ДАЛЬНИЙ ВОСТОК РОССИИ: МЕСТО СТОЛКНОВЕНИЯ ГЕОПОЛИТИЧЕСКИХ ИНТЕРЕСОВ

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Аннотация: Статья посвящена изучению проблемы растущего присутствия Китая на Дальнем Востоке РФ, анализу причин обеспокоенности российских граждан данным процессом, насколько опасения обоснованы на данный период времени.

Ключевые слова: Китай; Россия; Дальний восток; отношения; история; конфликты; взаимные интересы

RUSSIA'S FAR EAST: A PLACE OF GEOPOLITICAL INTERESTS COLLISION

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Abstract: The article is devoted to the investigation of the problem of China's growing presence in the Russian Far East, the analysis of the reasons of Russian citizens' fears concerning this process, how founded they are at present.

Keywords: China; Russia; Far East; relations; history; conflicts; mutual interests

The Russian Far East is a huge area of north-eastern Eurasia stretching from Lake Baikal to the Pacific Ocean, which has been a very attractive territory for China for a very long time and for many reasons. Firstly, the territory of the Far East has 6 million inhabitants per 6.2 million square kilometers, while more than 100 million people live in the three neighboring provinces of China. Secondly, the RFE contains almost all kinds of natural resources. Also, Far East is important for Beijing because China wants to have a secure and peaceful northern border with Russia, so that it can concentrate its military power and planning on other strategic theaters, above all in the Western Pacific.

In addition, the growing dependence on imported raw materials and rising concerns about the fraught relations with the U.S., and its Indo-Pacific allies, seem to have resulted in Beijing's attaching much greater priority to the RFE than it was the case of five or 10 years ago. Therefore, China invests in this area more and more [7].

Chinese investment in the Far East helps to fuel tension, it cannot but cause raising fears of China's growing presence in the Russian Far East. A side effect of Beijing's investment – an influx of Chinese migrants – is often perceived by the locals as an expression of China's de facto territorial expansion [2].

The situation is aggravating by the fact that the Russian Far East is vastly underdeveloped—the Far Eastern Federal District contributed 5.5 percent to Russia's gross domestic product in 2015, while outmigration since 1991 has reduced the population by 20 percent. But the issue of Chinese presence in the RFE touches a raw nerve in Russia, largely for two reasons. First, Russians view it in the context of the enormous and growing economic and population incongruence with China and second, the three-decades-long Sino-Soviet confrontation, including border clashes in the late 1960s. Also, recently a new accord was signed to lease about 150,000 hectares of farm land in the Trans-Baikal region in Eastern Siberia to the Chinese for 49 years at a symbolic price of about US$5 per hectare [3].

Moreover, in 2014, Russia enacted the Territories of Accelerated Development (TAD) law – special economic zones providing substantial tax and other benefits, including reduced mineral extraction fees [4]. No permits are required for hiring foreign workers. The territories are established initially for 70 years, but the term can be extended. They are managed not by the local administrations but by Committees and Management Companies appointed by the government. Land or real estate there can be confiscated from Russian citizens at the request of the managing company. All this obviously sets the stage for a deeper involvement of the Chinese in the RFE economy and, apparently, the rise in the number of Chinese residents. Be that as it may for Russia, the Far East, representing 36 percent of Russia's territory, is geopolitically significant due to its access to the Asia Pacific and the region's wealth of natural resources, including oil and gas, iron ore and copper, other minerals, and precious metals. However, one should not think that all factors are opposed to Russia, economic factors, limiting China's presence are also at work [2].

For instance, China has vast underdeveloped areas of its own, especially in the west with a sparse population density comparable to the RFE. For Beijing, development of those areas appears to be a priority. Moreover, Russia's attractiveness as an employment destination is declining as wages in China are growing faster and may have already exceeded Russian levels. After all, Russia's economy has gone through a recession and very low growth rates are expected. Chinese investors' enthusiasm is not increasing. Besides, according to Rostat, the number of Chinese citizens who arrived in the Russian Federation in 2017 is 8237 people, the number of people who left is 7600. Comparing the data with migration and immigration of other countries citizens to Russia, the threat of global immigration of Chinese citizens is somehow exaggerated [5].

But an important point is that a lot of people ask the same question over the years: if China was able to take back Hong Kong from the British on the grounds that the territory was ceded to Britain under an unequal treaty concluded in the 1840s, then why didn't it reclaim Vladivostok as well, which was also ceded to Russia under another unequal treaty signed in the 1860s? To answer this question we firstly should look back in the history [1].

At the end of the XVI - the beginning of the XVII centuries the Manchus constantly made predatory attacks on the territory of the Amur Region and Primorye, ruining the villages of the peoples had already been living there and taking with them male captives to replenish their troops. It means that modern Amur and Primorye were not part of the Qing Empire. At the same time in the seventeenth century in Russia, the all-Russian market began to take shape, which required new spheres of influence, sources of raw materials, markets. The path to Europe for our country was closed - England, France, Turkey dominated on the Baltic and Black seas. There was an opportunity to pave the road to the east. Despite the lack of effective control and the centuries-long desolation of Primorye, representatives of the Manchurian dynasty became nervous when they learned that Russian Cossacks had begun to develop these territories. As a result, various clashes began to occur and in 1688 an embassy, led by

Fyodor Golovin, was sent to the Far East, the purpose of which was to resolve the border conflict with China. Finally, the Nerchinsky Treaty was concluded, which resulted in concessions in favor of China. After the signing of the Treaty of Nerchen, Primorye and Priamurye almost disappeared from the world historical chronicle for about a century and a half.

The 1858 Aigun Treaty where Russia used the weakening of China as a result of defeat in the war of 1856-1858 with Britain and France and the Taiping uprising, demanded that China recognized it all over the Primorsk region. After 6 days of negotiations in Aygun, an agreement was signed consisting of 3 articles. Russia got over 600,000 sq km on the left bank of the Amur, known as Priamurye, which had been held by China. In China, this treaty is viewed as unequal, drawn up in a time of China's weakness. In 1969, when confrontation between Beijing and Moscow peaked, military clashes broke out on the border, raising fears of an all-out war. In 1989, bilateral relations were normalised. China netted 720 sq km [6].

In fact, officially and diplomatically speaking, Beijing has already given up its claim to Vladivostok and no longer regards it as a disputed territory, but China's rapidly growing economic influence in the Russian Far Eastern region in recent years did arouse quite a lot of suspicions and wariness among the Russians [7].

To sum it all up, economic interests of both sides are complementary, not conflicting. Due to the underdevelopment of the territory and a large population outflow the RFE needs Chinese labour resources, money and technologies. China needs RFE land, natural resources and markets. This will foster stronger economic links [2]. Nevertheless, there is a risk that these closer ties may also cause anxiety and tension, and may increase nationalist attitudes. To solve this problem, both governments should neatly prioritize their economic objectives, neutralizing the potentially negative impact on the public opinion. Russia will have to accommodate, step by step, more and more Chinese, providing a comfortable working and living environment, making them abide by the rules, and at the same time explaining to the RFE residents that their fears are exaggerated.

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СОТРУДНИЧЕСТВО КНР И США В КОНТЕКСТЕ ПРОНИКНОВЕНИЯ АМЕРИКАНСКИХ БРЕНДОВ НА РЫНОК КИТАЯ

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Аннотация: В данной статье рассматривается возможная проблема возросшей экономической мощи Китая, что может привести к развязыванию торговой войны между США и Китаем. Цель статьи – рассмотреть роль США как главного инвестора Китая в развитии китайско-американского сотрудничества.

Ключевые слова: КНР; США; инвестиционное сотрудничество; экономика; рынок

COOPERATION OF CHINA AND THE USA IN THE CONTEXT OF PENETRATION OF AMERICAN BRANDS TO THE CHINESE MARKET

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Abstract: In this article we are investigating the possible problem of the increased China’s economic power which may lead to a trade war between China and the USA. The purpose of the article is to examine the USA role as the main China’s investor in the development of Sino-American cooperation.

Keywords: China; USA; investment cooperation; economy; market

In 1961, a Chinese reformer, Deng Xiaoping, declared: “It doesn’t matter whether a black cat or a white cat; if it can catch mice, it’s a good cat” [1, p. 731]. This pragmatism became the basis of the “Four Modernizations”, designed to open the Chinese economy, to strengthen its agriculture, industry, national defence and technology. China gradually began to make the transition from a planned to a socialist market economy, from a large agrarian country to a great industrial power.

The entry of China into the World Trade Organization in 2001 had a significant impact on the development of Chinese-American relations. China has become a “global factory”, and the share of ownership of USA bonds amounted to approximately $ 800 billion [4]. Despite the policy of restraining Chinese investments by Western countries at the present time, China still remains the largest Asian partner of the United States. Over the past two decades, American firms have transferred technology, created jobs, helped to bring the Chinese economy to a higher level. Moreover, American companies are successfully developing in China, and “Made in America” is the most popular form of branding in the catering industry, in the production of electrical connectors and in the automotive and aviation industries.

Under the influence of American culture in China, the KFC fast-food chain begins to spread. “They have also developed the most Chinese specific menu, thus successfully incorporating Chinese eating habits into the brand. So the products gained popularity not only among young people, but also among older people” [2]. Starbucks is also in great demand in China. Income from the sale of coffee in 2017 amounted to about $ 694 million. At present, there are about 4 thousand KFC restaurants and 450 Starbucks coffee shops in China. The amount of US investment in this industry is about $ 2 billion [7]. Obviously, compliance with the mentality and traditions of the country is an indispensable marketing tool that allows to occupy high positions in the global market.

The American company Amphenol Corporation is the world's largest manufacturer of electrical and fiber-optic connectors and cables. The company began to grow rapidly after its entrance in the Chinese market and it ousted other connector manufacturing enterprises from the Chinese market and gained high profits. According to the company's statistics, in the period from 2008 to 2017, revenues in the Chinese market increased from $ 560 million to $ 2 billion, and the average annual growth reached 16%, which is almost two times higher than the global growth rate [5] .

In addition, the USA is one of the largest auto markets in the world. General Motors has access to the Chinese auto market through the joint venture Shanghai General Motors. In 2016, in Shanghai, under the initiative of General Motors, a Cadillac car factory was built at a cost of $ 1.3 billion. The company produces approximately 160 thousand cars per year [8]. Thus, the construction of a joint venture led to the rapid development of GM, and made it possible to reduce the cost of cars of this brand in China.

In the US aviation market, Boeing has more than 50% share of the Chinese airliner market. “Boeing expects the aviation market in China to more than triple over the next 20 years, requiring an increase of about 5,000 planes valued at $ 600 billion. Thanks to the company's development in China, the number of flights from 2010 increased by 16%” [6].

Despite the huge profits and the success of American companies in China, recently there has been dissatisfaction with the United States regarding the rapid growth rate of the Chinese economy. Donald Trump argues about the need to introduce duties on Chinese goods, accuses China of stealing American technology. However, employees of American companies intend to continue to invest in the development of their enterprises in China. According to the report “On the Business Environment in China in 2018”, published in February 2018, 73% of respondents indicated that in 2017 their profits increased significantly; 74% of respondents claim to continue investing in China in 2018; 46% of respondents believe that in the next three years, China will continue to open its market to foreign investment, where the United States will be the main investor [3]. According to this report, the majority of US companies operating in China positively assess their participation in the economic strategy of China.

Based on the foregoing, it can be concluded that since 2001 there has been an increase in mutual investment between China and the United States through the creation of joint ventures. In recent years, there has been a rapid growth in the Chinese economy, which means that China is becoming a priority market for US transnational corporations. Under the pretext of defending American interests, Washington initiated a trade war with China. Moreover, evaluating the profits that American companies make in China, it can be argued that unilateral US measures will not do them good. The generally accepted principle has always been to ensure that a trade war leads only to mutual losses, and not to mutual gain.

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УДК 327

ОСНОВНЫЕ ПРОЯВЛЕНИЯ ТРАДИЦИОННЫХ ИДЕЙ ВО ВНЕШНЕЙ ПОЛИТИКЕ

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Аннотация: Данная статья посвящена проявлению идей трактата «Искусство войны» Суньцзы в современной внешней политике КНР. В статье описывается такие понятия «превентивная дипломатия» или «мягкая сила», лежащие в основе внешнеполитического курса Китая. Через эти термины, объясняется, почему внешняя политика сегодня происходит именно таким образом.

Ключевые слова: Китай; внешняя политика; Суньцзы; Институт Конфуция; мягкая сила

THE MAIN MANIFESTATION OF THE TRADITIONAL IDEAS IN FOREIGN POLICY

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Abstract: the article is devoted to manifestation of the ideas of treatise "Art of War" in modern foreign policy of the People's Republic of China, There are some concepts in the article, such as "preventive diplomacy" or "soft power", which are the cornerstone of foreign policy of China. Through these terms, the reader can know about the reasons of the foreign policy today.

Keywords: China; foreign affairs; “Art of War”; Confucious Institute; soft power

The modern leadership of the People's Republic of China, appeals to the traditions, using a formula "antiquity on service of the present". The rich cultural heritage allows to use the traditional ideas in domestic and foreign policy. The Chinese government successfully interprets concepts of Confucianism and other traditional schools. Having the exclusive value, the Chinese traditional ideas well influence development of the globalizing China.

The Chinese ideologists interpret traditional Chinese values on a modern harmony and by that reconstruct the existing world order that looks too "Chinese" to enter the traditions in frames of modern conditions.

Culture, traditional values are integral part of foreign policy of any state. In foreign policy, China as well as many other countries, adheres to the principles of peaceful co-existence and good will, the key tool of which is cultural diplomacy. The main way of carrying out cultural diplomacy is the concept of "soft power".

"Soft power" in the modern world, is the part of expansionist policy of the state allowing the country to achieve the domination without resorting or almost without using the armed force. The basement of the «soft power» policy is foreign policy, political ideology, economic altruism, spiritual and material culture.

In 1990, J. Nye for the first time gave the definition to "soft power". The soft power is the culture of a country capable to attract to itself other nations, political values extended and perceived abroad, the legitimate, based on moral imperatives, foreign policy [2, p.12].

Initially "soft power" was the feature characterizing the main direction of foreign policy of the USA. But in today's realities China has become the chief supplier of "soft power".

One of the tools of "soft power" in foreign policy is preventive diplomacy.

Preventive diplomacy, from the point of view of Boutros Ghali is "the actions directed to prevention of emergence of disputes between the parties, prevention of development of essential disputes into the conflicts and restriction of the conflicts after their emergence [3, p. 51]. In the documents of the UN the way of similar diplomacy "measures of trust, the system of the early notification on the basis of exchange of information, and in some cases – creation of the demilitarized zones were to appear *[*1, p. 11].

In order to use preventive diplomacy correctly, the atmosphere of trust and mutual understanding should appear at all levels. In 1999 China has developed the concept of safety of the country in the Pacific Rim founded on the following principles which can be correlated to the traditional ideas (see the Table).

Table

Traditional ideas in the modern foreign policy of China

	Principles of modern foreign policy	Ideas of traditional treatise of ancient Chinese commander and philosopher Sunzi
1	The documents guaranteeing safety are treaties of friendship and cooperation, the Charter of the UN, five principles of peaceful co-existence and other rules of international law.	"To carry out goverance, relying on virtue, - it is similar to a pole star. It is standing on the place and all other stars are moving around it" [4, p.53] «Тот, кто хорошо ведет войну, осуществляет Путь и соблюдает Закон. Поэтому он и может управлять победой и поражением» [4, p.36] "The one who well wages war carries out the Way and observes the Law. Therefore he can also operate a victory and defeat". [4, p.36]
	Mutual respect of sovereignty, territorial integrity and independence.	«… If a noble man respectfully executes his deals, doesn't make mistakes, politely treats people and follows Rules, then within the four seas all are brothers to him…» [4, p.198]
	Non-interference to internal affairs of other countries and realization of cooperation in the sphere of safety concerning the third countries.	«…Being in an order, wait for a disorder; being in tranquility, wait for nervousness; it is also management of heart…» [4, p.63]
	Supporting of direct relations with conflicting part by mutual consent of the parties	«A noble man unites people without being partial. A mean man is partial and unable to unite» [4, p.61]
	Non-use of force or threat of use of force, peaceful means for permission of the international disputes	«The best of the best is to subdue a foreign army, without battling» [4, p.28] «It never happened before, when the war continued long and it was favorable to the state» [4, p.22]
	The defensive policy of one state shouldn't pose a threat	«Invincibility is defense: an opportunity to win is offensive».[4;p.53]

	for safety of other country, not to the detriment of other countries in the form of use of force.	«When [we] are encouraged, we act; when [we] are rejected, we leave» [4, p.128]
	Extending of friendly exchanges is the basis of cooperation between the countries. .	«Try to obtain such situation when close rejoice, and from far away seek to come» [4, p.213] «Striving for fidelity and sincerity; be not on friendly terms with the one who is not equal to you; don't be afraid to correct errors» [4, p.170] «If the wealth could be coveted, I would agree to become a guard at the market gate» [4, p.133]

Using the rich history and traditions, China extends the influence in the world. For example, by means of creation of Institutes and Confucius's Classes worldwide. Confucius's institutes submit to the Office on the international distribution of Chinese (Hanban). The headquarters of Hanban is located in Beijing. Within activity of Institutes of Confucius the solution of the tasks responding to strategic objectives of the People's Republic of China

Promoting of Chinese language has become an integral part of "soft power" by means of which the People's Republic of China improves the international image. In course of years, the quantity of classes and Confucius's institutes, which are created on the basis of high schools and the universities increases worldwide. In many countries people are suspicious of this tendency also mistrust, rejecting their presence.

Interaction in the educational environment helps China to create the whole layer of the foreigners who are positively adjusted in relation to the People's Republic of China. The Chinese higher education institutions train foreign students in absolutely different specialties such as, beginning engineers, finishing businessmen and teachers.

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ПРИЧИНЫ И СЛЕДСТВИЯ «НОВОЙ» КИТАЙСКОЙ МИГРАЦИИ

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Аннотация: Работа посвящена исследованию феномена «новой» китайской миграции, начавшейся после реформ 1978 г. Рассматривается формирование миграции, её численность, структура, а также определение понятия «новая» китайская миграция.

Ключевые слова: Китай; миграция; население; труд; обучение

CAUSES AND EFFECTS OF THE “NEW” CHINESE MIGRATION

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Abstract: The article is devoted to the study of the phenomenon of "new" Chinese migration, which began after the reforms in 1978. Its formation, number, structure, and definition of the concept of "new" Chinese migration are considered.

Keywords: China; migration; population; labor; education

Migration is a part of the process of globalization. It affects the development of countries and processes in international society. At the same time, the increase in migration is exacerbating the problems of security and crime.

The openness reforms in 1978 in China also had an impact on the increase in Chinese migration abroad. This process determined the subsequent direction of the country's development, as well as it approved the role of China in international politics, economics and demographic processes.

The aim of the work is to analyze the development of the "new" Chinese migration from 1978 to the present time.

Based on the goal, the following tasks are formulated:

1. To identify the main factors of the formation of the "new" Chinese migration.

2. To consider the dynamics of changes in the scale and structure of Chinese migration.

3. To define the concept of "new" Chinese migration.

The number of studies devoted to the study of "new" Chinese migration in foreign literature is small. First of all, it is worth mentioning the collective monograph by Nyiri P. and I. Saveliev "Globalizing Chinese Migration: Trends in Europe and Asia" [4].

The prospects for the «new» migration are reflected in the articles by Hong Liu [2] and Xiang Biao [3]. They highlight the structure of migration, its size and changes in the socio-economic status of migrants over the past decades. Some researches on individual aspects of migration, for example, educational migration [5], and labor migration [1] are presented too.

The main prerequisites for the intensification of mass migration are, firstly, the demographic situation because of the high number and density of the population, it leads to difficulties in employment and then to poverty. Secondly, the significant liberalization of the life of Chinese society has increased the availability of information and opportunities for travel abroad (primarily for studies or business).

According to various estimates, the number of "new" migrants leaving China is estimated at 1.5 million per year. The main directions of migration are often chosen by the countries of Southeast Asia, the USA and Canada, the EU**,** Australia and of course Russia [6].

The growth of labor exports began after the reforms of openness. In 1983, 32 thousand of citizens left their native city to work abroad; in 1991 it was 59 thousand of workers, since the second half of the 1990s until the early 2000s labor export has made 190-270 thousand workers. The strategy of the foreign economic offensive gave a new impulse to this process. In the second half of the 2000s and early 2010s, the number of employees was 600-750 thousand people per year. Currently, the flow of migrants has increased to almost a million people and it is still growing [7].

The main characteristics of the concept of «new» Chinese migration can be called: the vast geography of departure places, the expansion of opportunities for migrants abroad and the strengthening of China's position in the international arena.

It is worth mentioning that the Chinese government is clearly aware of the active migration process and the regulation of the process of entry and exit from the country, is one of the most important elements of migration policy.

The most important step towards increasing the degree of freedom of citizens to move across the border was the adoption of the law on Chinese citizenship in September 1980. As a consequence of this law, the right of Chinese citizens to emigrate and obtain citizenship of another state was officially recognized [8].

Thus, the" new" Chinese migration contributed to solve the problems of employment and education. It was also a source of capital, investment and information.

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КИТАЙСКО-АМЕРИКАНСКОЕ СОВМЕСТНОЕ ПРОИЗВОДСТВО ФИЛЬМОВ

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Аннотация: В данной статье рассматривается история сотрудничества Китая и США в области кинематографа, а также сложности, с которыми сталкиваются в процессе данного сотрудничества. Цель данного исследования проанализировать перспективы данного сотрудничества.

Ключевые слова: Китай; США; фильм; совместное производство; мягкая сила

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Abstract: The article gives a brief look at the Sino-US film coproduction history and analyses the challenges that hurdle the deep cooperation process. The aim of the article is to analyze perspectives of this study.

Keywords: China; United States; film; co-production; soft power

Sino-US Film co-production is a phenomenon that well deserves attention. Both parties are interested in financial benefits from the results of co-production, but this cooperation is an example of China applying its soft power to expand its influence on the global film industry.

Although the US film industry is the largest, oldest, and most profitable film industry in the world with $10.24 billion, generated in 2017, China holds the second place, having generated $8.59 billion in 2017 [7].

Present stage of Sino-US film co-production has begun in 1994, when the Chinese government has allowed foreign films to be shown in Chinese cinemas as fenzhang pian (分账片), or on a revenue sharing basis. According to the speech of Tian Congming, then Vice Minister of MRFT and China’s top film official, during China’s annual national film distribution and exhibition convention in January 1994, films selected would «basically reflect the finest global cultural achievements and represent the latest artistic and technological accomplishments in contemporary world cinema» [6]. Films selected to be shown in China and share the local earnings in this model are commonly known as import quota films, because there is the limited number of foreign films that can come into the country in a given year. Originally, from 1994-2002, the quota was ten films per year; in 2002, as China entered the World Trade Organization, the quota was increased to 20 films per year [5]. The signing of the Memorandum of Understanding between the People's Republic of China and the United States of America Regarding Films for Theatrical Release (美利坚合众国与中华人民共和国关于用于影院放映的电影的谅解备忘录) in 2012 led to the Chinese government making the following concessions: China would permit 14 premium format films (in 3D or IMAX formats) to be exempt from the 20 film import quota that remained in place; also the box office share that US studios could earn under the master contract increased to 25% from 13% [3].

The second means for the importation of films into China is the so-called maiduan pian (买断片) or pi pian (批片) model, otherwise known as flat fee or buy-out films. Chinese distribution companies can negotiate a fixed price with the film’s producer for local rights, after the payment of which the Chinese distributor gets to keep all Chinese revenue [5].

American filmmakers can make changes to the movie script at an early stage of film production only to the film that was released in Chinese cinemas. The reasons for that may be different, including politics. For example, filmmakers of *Doctor Strange* (2016), based on Marvel Comics, changed The Ancient One from Tibetan in the comics to Celtic. Also there is a well-known example of Chinese censure about Tibet. Director of the film *Seven Years in Tibet* (1997) Jean-Jacques Annaud and actors Brad Pitt and David Thewlis were banned from ever entering China, because in this film Communist Chinese military officers were intentionally shown as rude and arrogant, brutalizing the local people. However, recently, in 2015, Jean-Jacques Annaud made the Sino-French co-production film *Wolf Totem*. This case shows that all countries want to build relationships with China at the present stage by co-operating and compromising.

Thus, foreign filmmakers could receive 25% of the net box office revenue without any additional withholding for taxes or marketing expenses. But if a film is joint production and counted as a domestic film, then the co-producer and its partner in China can receive 43% of the whole actual theatrical revenue [1]. Co-production is not affected by the import quota if films are considered to be co-production projects under the relevant regulations, and this therefore makes it easier for filmmakers to access the Chinese market. Co-production also gives filmmakers easier access to low cost resources for filming in China [2].

The signing of the Memorandum of Understanding has opened more opportunities for a film co-production. Sometimes Sino-US co-produced films just involve a little investment from China and Chinese actor, which character only has several minutes of scenes script and few lines, like in *Kong: Skull Island* (2017) with Jing Tian by Legendary Entertainment, which was acquired by Chinese conglomerate Wanda Group in 2016. Sino-US film co-production can be complicated due to language and cultural differences. Nevertheless, there are more successful examples, like *Transformers 4* (2014) with Li Bingbing. Many more action sequences in this blockbuster were set in Hong Kong and mainland China and feature national landmarks such as the Great Wall. Also the film includes Chinese product placement; for example, Stanley Tucci’s character drinks a popular Chinese brand of milk Yili within the film, and Mark Wahlberg’s character uses ATM in Texas of China Construction Bank. *Transformers 4* was the first film to exceed $300 million in box office revenue in China, a figure that was even higher than the film’s earnings in North America [4].

The last Chinese-American co-production, *The Meg* that was released in Russia on August 2018 is the biggest example of Chinese influence. This film includes a lot of Chinese elements such as Chinese speech (with subtitles) and Chinese modern songs. Also, the film takes place in China, so alongside with famous western actor Jason Statham, many of actors are Chinese, as Li Bingbing, Winston Chao etc.

Definitely, in the future there will be more Sino-US co-produced films, maybe not just Hollywood blockbusters with some Chinese elements, but full Hollywood-China hybrids or films of another genres.

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ИНТЕРНЕТ-ЦЕНЗУРА В КИТАЕ: «ВЕЛИКИЙ КИТАЙСКИЙ ФАЙРВОЛ»

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Аннотация: В данной статье рассматривается проблема последствий реформ Китая в сфере Интернет-цензуры, которые затрагивают права человека и влияют на международные отношения. Целью исследования является рассмотрение плюсов и минусов системы «Великий Китайский файрвол».

Ключевые слова: Китай; Интернет; Интернет-цензура; влияние; информация

INTERNET CENSORSHIP IN CHINA: “THE GREAT FIREWALL”

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Abstract: This article deals with the consequences of China’s reforms in the sphere of Internet Censorship, which affects humanrights andinternational relations. The study aims to consider the pros and cons of The Great Firewall system.

Keywords: China; Internet; Internet Censorship; influence; information

In 1991 a PC developer in Switzerland named Tim Berners-Lee presented the World Wide Web, the framework individuals use to get to the Internet. It was the start of another time.

Internet is utilized by individuals for nearly everything; it is difficult to envision existence without it. This huge framework takes into account the trading of information between in excess of a hundred Internet connected nations around the world. The Internet is used by individuals in four major ways: to communicate, to gather information, to transact personal and professional business, and to entertain themselves [2].

Be that as it may, in the two decades since it appeared the Web has changed. A few nations go well past that standard routine with regards to Internet Censorship. They blocked the web. China goes more for innovatively enlivened Internet Censorship by making the world's most ensure national *(GFW). The Great Firewall of China* is “the combination of legislative actions and technologies enforced by the People's Republic of China to regulate the Internet domestically. Its role in the Internet Censorship in China is to block access to selected foreign websites and to slow down cross-border internet traffic. The effect includes: limiting access to foreign information sources, blocking foreign internet tools (e.g. Google search, Facebook, Twitter etc.) and mobile apps, and requiring foreign companies to adapt to domestic regulations” [7].

The Internet in China arrived in 1994, as the unavoidable outcome of and supporting instrument for the "socialist market economy" [3]. Progressively, while Web accessibility has been expanding. The term Extraordinary Firewall of China may be “a portmanteau of firewall and the Incredible Divider of China, and is thought to have been created by Geremie Barmé in 1997” [3]. The Service of Open Security found a way to control Web utilize in 1997, when it issued distant coming to headings regulating its utilization. “The key sections, Articles 4–6, are individuals are denied from utilizing the Net to: 1. unveil state secrets; 2. hurt national security; 3.destroy the interests of the state or society. [1]

Users are precluded from utilizing the Internet to form, imitate, recover, or transfer data that affects resistance to the PRC Structure, laws, or regulatory directions; advancing the oust of the government or communist framework; undermining national unification; mutilating the truth, spreading rumors, or pulverizing social arrange; or giving sexually suggestive fabric or empowering betting, savagery, or kill.

Clients are denied from locks in in exercises that cause negative effect to the security of computer data systems and from utilizing systems or changing arrange assets without earlier endorsement [2]. By the year of 2006, the primary portion of the extend endured eight a long time and was completed. The moment portion initial launched in 2006 and accomplished in 2008. In the spring of February 2008, there was a new campaign which was established by the Chinese government called "Operation Tomorrow". In China, kids with the age beneath 18 have no permission into Internet cafes, in spite of the fact that this law is broadly overlooked and when implemented, has impelled the creation of underground "Black Web Bars" or "Dark Web", "Deep Web" that will be gone to by those under-age.

China had blocked access to all of Wikipedia at times, and generally blocks access to politically sensitive Wikipedia articles, and in 2017 discussed plans for its own version of Wikipedia.

The reasons behind the Internet Censorship in China include:

1) Social Control: The Internet is a means for freedom of speech, and dissemination of campaigns could lead to protests against the government.

2) Sensitive Content: To control information about the government in China as well as its dark history [5].

3) Economic Protectionism: China prefers the use of local companies that are regulated by Chinese regulations, since they have more power over them. E.g. Baidu over Google.

The Great Firewall is a form of trade protectionism that has allowed China to grow its own internet giants: Tencent, Alibaba, and Baidu. China has its own version of many foreign web properties, for example: Youku Tudou/Bilibili (YouTube), Sina Weibo (Twitter), Renren (Facebook), WeChat (WhatsApp), Ctrip (Orbitz and others), Zhihu (Quora). With nearly one quarter of the global internet population (700 million users), the internet behind the GFW can be considered a "parallel universe" to the Internet that exists outside [3].

Firewall makes for a potent technical platform which could potentially protect Chinese business systems, personal devices and government's networks in addition to its destined purpose. If it were used as such, it could do what walls do best: protect its government's interests. Walls are meant to protect. However, they can and always have been perverted for political purposes.

There are three major disadvantages and potential problems for the Chinese government with the current setup of the Great Firewall. First, the most crucial issue is the Chinese business interest. Globalization is progressing fast-paced and leaves rarely a business completely disconnected from worldwide interaction and connection. Thus, an unfiltered access to data and information on the Internet is crucial for businesses around the world—even those located in China (Mozur and Tejada, 2013). If the government appreciates its companies to be efficient, it has to allow them unfiltered access to information, even outside of the special economic zones. The same goes for attracting foreign investments. If the government wants international companies to set up in China, restrictions on Internet access are counterproductive. Economic interests can potentially exert a lot of pressure on the government. Second, the firewall creates social pressure. Though not as vital as economic pressure, social pressure is still something that the Chinese government has to take into account. People who are tech savvy can penetrate the Great Firewall without too much of a hassle, even though it is a constant cat-and-mouse game in which getting caught on the grounds of subversion is an unfavorable outcome for every citizen. The not-so-tech savvy citizens, on the other hand, might not be too happy about the restrictions either. Maybe they are not able to communicate with friends or relatives outside China or they would simply like to access content on the Internet which is blocked. Third, there is also the political dimension, especially within the international arena. Censorship and spying on citizens make international negotiations more difficult for a stakeholder at least with countries officially valuing freedom of speech. Thus, keeping censorship in place might agitate international partners especially in connection with economic interests. Taking all these points into account, the current setup is not going to be a successful long-term strategy [6].

Thus, it can be concluded, that from social, monetary and political perspectives, changing the setup of the Great Firewall appears to be reasonable. This does not anyway imply that the Great Firewall ought to be deserted, the inverse is valid. It ought to be kept up and moved up to fill the first need of dividers: to ensure. With the disclosure of the Olympic Games digital harm crusade and resulting incalculable secret activities battles, (fire-)dividers in the virtual area may now be required like never before. Having this one of a kind framework set up puts the PRC at an upper hand with regards to digital security. While solidifying the firewall to oppose assaults all things considered, it should make it less demanding for Chinese netizens to go forward and backward through it without limitations. In the event that the Great Firewall of China is adjusted to fill in as genuine assurance, it may really be following in the verifiable strides of its antecedent.

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ВЛИЯНИЕ ЗАПАДА НА ПОЛОЖЕНИЕ ЖЕНЩИНЫ В ЮЖНОЙ КОРЕЕ

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Аннотация: В статье исследовано влияние Запада на положение женщины в Южной Корее во второй половине 20 века. Цель статьи – показать, как менялось положение женщины в обществе в этот период, а также выявить условия и факторы, способствующие этим изменениям.

Ключевые слова: влияние; положение женщины; Южная Корея; Запад; США

THE INFLUENCE OF THE WEST ON THE STATUS OF WOMEN IN SOUTH KOREA

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Abstract: In the article investigate the influence of the West on the position of women in South Korea in the second half of the 20th century. The purpose of the article is to show how the status of women changed during this period as well as identify factors and conditions contributed to these changes.

Keywords: influence; status of women; South Korea; West; USA

After the division of the Korean Peninsula into North Korea and South Korea, radical changes began in the new countries. Economic miracle, urbanization, changes in family life and formation of civil society are the main aspects of the transformation that occurred under the influence of the United States.

In the South of the Korean Peninsula, the United States military government retained most of the legal institutions established by the Japanese [5]. Under these conditions, a number of contradictory trends have emerged in the South. On the one hand, many South Korean intellectuals wanted to turn Korea into a prosperous and modern country. They have introduced new discourses on gender equality, love, marriage and family. Other Koreans believed that the restoration of the nation and the restoration of Korean tradition should have priority over modernity, so South Korean family law remained conservative for two generations after liberation. Thus, men under the age of twenty-seven and women under the age of twenty-three had to obtain consent of parents to get married; father and mother had to share parental rights over the children. However, in cases where the views of the father and mother did not coincide, these powers were granted to the father; in the case of divorce, the parties had to obtain the recognition of the family court in order to report the divorce to the family registry office.

But since 1960, there have been changes in all spheres of life. In 1962, the government launched a series of 5-year national economic development plans and the national economy began to grow rapidly [3]. Foreign investments from Japan and Germany played an important role in this growth, but mostly investments from the United States. They were directed not only to food and essential goods, but also to the development of infrastructure and modernization of production, which made it possible to create a strong economy. The rapid development of the economy led to changes in women's worldview. With formation of enterprises and shortage of labour, women were allowed to work in manufacturing enterprises. Later, Korean society witnessed persistent feminist efforts to reform the law. The review took place in December 1977 [2]. It included the following provisions: adult persons no longer require parental consent to marry, the Declaration of gender equality.

In general, gender equality is ensured in the area of property; introduction of the division of property in case of divorce; elimination of discrimination against women on the basis of sex in the legal part of inheritance of property; granting of parental authority to the mother and introduction of the right to visit children after divorce.

Significant changes took place in the educational sphere. Thanks to women's efforts, by 1987 there were ten higher education institutions for women, including universities, colleges and Junior colleges; women accounted for approximately 28 percent of the total number of students in higher educational institution [4]. The increasing number of women in higher education meant that their roles differed from their mothers and grandmothers. A lot of women educated at Colleges began to plan their independent career and challenged their parents ' right to choose a spouse.

In 1988, after amendments to the Constitution aimed at democratizing the political regime, the State Agency for gender equality was established, copying the European system, and South Korea gradually began to pay attention to the rights of women in society. And in 1998, President Kim Dae-Jung signed a decree establishing a special Presidential Commission for women [2].

Since the 1990s, society in South Korea has increasingly adopted Western values. In the social sphere of the society the socio-class, professional, educational, qualification, demographic and gender structures of the society have undergone changes [4]. By the 1990s, South Korea had moved from a traditional family to a nuclear family [1]. Career development and education became a higher priority for women. Fewer and fewer South Korean women recognized the creation of a family as their only goal and duty. These changes reduced birth rate in the country. In addition, University education is a guarantee of further employment in the modern Republic of Korea, but education is very expensive, so many families, who cannot afford to pay for expensive training, do not give birth to more than two children.

Having examined the changes in South Korea, we can conclude that Western countries offered models not only in the economic sphere, but also in the social sphere. During economic growth, European culture actively influenced Korean society, introduced amendments to the Constitution, created new authorities; family law has also undergone changes. Firstly, patriarchal family has changed into the nuclear one, young people have become more independent. Secondly, women have been given the right to inherit property in the family, the right to education and building a career. Women's rights have been expanded not only in family but also in society and various public authorities have been set up to protect women's rights. With the help of Western States, the Republic of Korea have become a successful country in the field of economy, and Western guidelines have been actively introduced into Korean society, which have enabled the female sex to become free. Thus, status of women in South Korea can be divided into 3 stages. The first stage is the post-war period, when woman depended on her parents and husband in a Patriarchal family. The second stage begins in the 1960s, when liberalization of the economy contributed to changes status of women in many areas and led to a significant emancipation. The third stage lasts from the 1980s, when amendments to the Constitution were fixed and the rights of women in South Korea equalized with similar rights of women in the United States.

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СОЦИАЛЬНЫЕ ПРОБЛЕМЫ В ЮЖНОЙ КОРЕЕ

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Аннотация: В данной статье рассматриваются актуальные социальные проблемы современного общества в Южной Корее. Целью статьи является рассмотреть социальные проблемы, выявить их причины и рассмотреть пути их решения.

Ключевые слова: Корея; демография; требование; социальные проблемы; социальная поляризация

SOCIAL ISSUES IN SOUTH KOREA

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Abstract: The article deals with crucial social issues of modern society in South Korea. The purpose of the article is to discover significant social issues, identify their causes and find the ways to address them.

Keywords: South Korea; demography; requirement; social problems; social polarization

Some experts in South Korea, officially the Republic of Korea, believe that their country is sandwiched between the fast-developing and advanced countries—not yet catching up with the advanced economies, while being chased closely by the rising ones (especially China). They argue that owing to militant labor unions and regulations, the country’s international competitiveness is declining and that South Korea is facing a crisis in technology, profits, market domination, and high-tech industries. As big economies such as China and India expand rapidly and demand grows for energy and raw materials, acquiring these necessities becomes more expensive and difficult in a global market. This situation represents a serious challenge for resource-poor countries such as South Korea [3].

South Korea is also experiencing problems common to post-industrial societies, such as a gap between the rich and the poor, social polarization, social welfare issues, and environmental degradation.

Moreover, it is common to see young, working-class people being bullied through both verbal abuse and physical abuse from the manager during work. This makes it difficult for them to gain a foothold in job market. The authoritarian roots and the centralist structure of South Korean society are two main origins for the causing of job insecurity among lower class youth, and upper-class people always hold the authority to control their subordinates. Those employed workers have no choice but to follow orders from the boss because the boss could decide whether to fire the worker or not in a short span of time. The principle that everyone in a society is equally important, no matter how much money they have or what social class they come from has now become a frequent theme in Korean drama. In Fight for My Way, both Ko Dong-man and Choi Aera are now facing the pressure of job violence from people of higher hierarchy, and it is not hard to see such violence in the reality. Dong-man's manager who blames the faulty machine on Dong-man and forces him do double his initial workload and Aera's humiliation from kneeling in front of the thief who made her apologize even though she did nothing wrong. The problem of abusive treatment between worker and customer or worker and manager is still serious in South Korea [1].

Besides this, common themes include hyper-competitive education and job markets, increased emphasis on social status and appearance, celebrity suicides and the breakdown of traditional support networks.

Protection institutions now provide income and employment support to millions of households in need. But many workers still struggle with jobs of poor quality and low social protection, because policies and rules are often poorly enforced. Labour regulations and agreements are also geared towards protecting permanent jobs but often fail to help people in less regular jobs.

For example, Employment Insurance effectively covers only around half of private-sector workers. Those not covered include 5.7 million self-employed people, 1.2 million workers employed by family members, and 4.0 million employees who should be enrolled under the insurance measure but are not, with many of them in small-sized enterprises or working informally [4].

Furthermore, South Korea as a society has to revise its view on mental health. The government has attempted to do its part by increasing the number of mental health care facilities available and according to a 2006 World Health organization report, adequate numbers of mental health specialists exist. The problem, then, seems to lie with the use of these resources, integration into general health care and largely negative public opinion towards mental health care.

Although sick workers can gain Employment Insurance benefits under certain circumstances, Korea's double lack of employers' liability for workers' sickness and any form of statutory social support for sickness affects millions of workers each year. This issue currently receives too little attention from policy makers.

Korea's current government shows a strong determination to improve welfare and ensure adequate support reaches low-income jobseekers and working families. Moving forward, the OECD recommends that it continues in this direction via the following steps:

Improve and expand the coverage of Employment Insurance by:

– finding effective ways to cover self-employed persons by making insurance mandatory and expand income support to workers leaving their jobs voluntarily, with a benefit sanction replacing the current disqualification penalty;

– enforce the existing rules more robustly to ensure all workers who should be covered are enrolled by employers [5].

Improve the situation of workers with health problems by:

– introducing a statutory, employer-provided sickness pay of 2-5 weeks per year for regular employees, as most other OECD countries have;

– introducing a new social insurance measure to provide cash sickness benefits to workers who encounter an unforeseen medical condition;

– matching these new forms of income support with a strong focus on workers' recovery and their fast return to work.

The government can also significantly improve the situation of poor families and the working poor in Korea by taking the following actions:

Ease access to the Basic Livelihood Security Program by gradually phasing out the "family support obligation" that currently dismisses poor people who could potentially gain support from children or parents –

whether or not these relatives actually provide any support. Estimates reveal this could potentially double the number of recipients who could benefit

Ensure that the Earned Income Tax Credit reaches all workers entitled to it in order to improve their living standards and rewarding work.

Summing up, we can conclude that Korean society takes measures to deal with its social problems but they can't be eliminated completely. No doubt, the first step in any solution has to take place in the minds of the public.

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УДК 31

ОТМЕНА ПОЛИТИКИ «ОДНА СЕМЬЯ – ОДИН РЕБЕНОК» В КИТАЕ: ПОБЛЕМЫ И ПЕРСПЕКТИВЫ

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Аннотация. В статье описываются основные этапы и принципы демографической политики Китая с конца XX – начала XXI вв., среди которых можно отметить осуществление политики «одна семья – один ребенок» и последующая замена ее политикой «Одна семья – два ребенка». Дается анализ результатов и последствий, приведших Китай к тяжелой демографической ситуации.

Ключевые слова: политика ограничения рождаемости в Китае; одна семья – один ребенок; населения Китая, малодетность; репродуктивное поведение; одна семья – два ребенка; планирование семьи в Китае

CANCELLATION OF ONE-CHILD POLICY IN CHINA: PROBLEMS AND PROSPECTS

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Abstract: The article describes the main stages and principles of the demographic policy of China from the end of the 20th to the beginning of the 21st centuries, among which are the implementation of the one-child policy and the subsequent replacement with the two-child policy. In the article is presented an analysis of the results and consequences that led China to a difficult demographic situation.

Keywords: China's birth control policy; one-child policy; population; small children; reproductive behavior; two-child policy; family planning

China is a unique country. From the point of view of demography, China is considered as one of the most populated countries in the world. Demographic situation caused many problems and contradictions of China’s development in the past and present. The most outstanding stage is an implementation of one-child policy.

One-child policy is an official program initiated in the late 1970s and early ’80s by the central government of China. The purpose was to limit the vast majority of family units to one child [8, p.66].

One-child policy produced different consequences. Most notably, overall sex ratio in the country was on the skew to males – about 3 or 4 percent more males than females. This is connected with the fact, that male children have been preferred more, particularly in rural areas, because sons are responsible for the care of elderly parents and inherit the family name and property. When most families were limited to one child, girls became highly unwanted. This resulted in a rise in abortions, increases in the number of female orphans and even in infanticide of baby girls. The evidence of the preference for male children was that tens of thousands of Chinese girls were adopted by families in the United States and other countries [3].

Another consequence of this policy was a growing proportion of old people, the result of the simultaneous decrease of the birthrate and rise in life expectancy since 1980. That became a problem, as the vast majority of old people in China relied on their children for support after they retired, and there were fewer children to support them [3].

In late 2015, China eased its decades-long policy limiting the majority of couples to having only one child [6]. The authorities in Beijing seemed to be afraid that the steep decline in the birthrates, an aging population and a shrinking labor force might undermine the results of long-term of double-digit growth rates, and threaten the political legitimacy of the ruling Chinese Communist Party (C.C.P.). Therefore, they began to allow married couples to have two children. It is also expected that by 2050 there will be more than 30 million working-age people in China. They would help the country to overcome a looming labor shortage. Those numbers will be significant on China's economy [4].

But there has been no baby boom. Figures show that the birthrate in the country fell by 3.5 percent in 2017 compared with the previous year [9].

What’s the reason? It's one thing to make people to have fewer children and quite another to make them have more. The C.C.P. relies primarily on the urban and educated middle class, but this category of the population has not shown interest in having a second child [9].

While the one-child policy, from 1979 to 2015, the government forced many women to have abortions or undergo other invasive birth-control procedures. Since its recent policy reversal, it has tended the same zeal to emphasize the idea of having more children — and the sooner, the better.

The abrupt switch from limiting to rising of births resulted in some contradictions. During the one-child policy there was a popular slogan: «Get abortion! Get induction! But never get delivered!». Another slogan proposed after the two-child policy change, says: «Conceive, give birth and raise it, but never get it aborted » [2].

The latest campaign was aimed at the educated. An article originally published in December 2015 in the Beijing Youth Daily, the official publication of the Communist Youth League, called female students for having children and attached a picture with the blacked-out silhouette of a woman in university-graduation gown, holding an infant (in full color) [10]. Another article on sohu.com, a popular website where state-media reports are published, played up the romance of having children at an early age: «Female university student's joyful love: freshman year — live together, sophomore year — get pregnant, junior year — have baby» [11].

The approach's ethnic undertones are unmistakable. Even as officials call college-educated, Han Chinese women for marriage and getting pregnant, they are discouraging, sometimes through coercion, ethnic minorities with high birthrates from having more children, especially Uighurs in the northwestern region of Xinjiang. In 2017, government officials referred to «ethnic equality» and announced the end of a longstanding exception that had allowed Uighurs and other groups to have one more child than families from the Han majority [5].

But people aren't responding to the new policy as the government had expected.

In a May 2017 the survey of more than 40,000 working women by Zhaopin, one of China's largest online recruitment websites, showed that about 40 percent of respondents who had no children said they did not want to have any, and almost 63 percent of working mothers with one child said they did not want to have another one. The interviewed women stated the main reasons for these positions. It was lack of time and energy, the expense of raising children and «concerns over career development» [7].

There have been already discussed some propositions, that would replace the population-control policy with allowing people to decide how many children to have. «The policy change would close the book on one of the largest social experiments in human history, which left the world's most-populous country with a rapidly aging population and 30 million more men than women», said The Bloomberg Agency [1].

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КУЛЬТУРНЫЙ ТРАНСФЕР: СОДЕРЖАНИЕ ПОНЯТИЯ

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Аннотация: Работа посвящена вопросам введения в научный оборот понятия «культурный трансфер» и определения его места в современной культурологии. Уделено внимание особенностям перехода культурных текстов из одних культурных пространств в другие. Показаны отличия теории культурного трансфера от компаративизма.

Ключевые слова: культура; культурный трансфер; межкультурное взаимодействие; межкультурный обмен; культурные тексты

CULTURAL TRANSFER: MEANING OF THE CONCEPT

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Abstract: The work is devoted to the introduction of the concept “cultural transfer” into scientific use and the definition of its place in modern cultural science. Attention is paid to the transitionofcultural texts from one cultural space to anotherand itspeculiarities. The differences between the theory of cultural transfer and comparativism are shown.

Keywords: culture; cultural transfer; intercultural interaction; intercultural exchange; cultural texts

Culture is not only a fixed set of achievements of humanspiritual and material experience, but also a continuously described, interpreted, and open integrity, and most importantly, it is constantly transmitted both vertically and horizontally. Intercultural cooperation and dialogue of cultures are within the special scope of cultural studies and other disciplines. More often the research data on intercultural cooperation do not take into account its constituents: the participants involved, their mutual influence, the influence of other factors on such interaction, the outcome of such interaction. These factors are involved in the concept of cultural transfer which originated in the mid 1980s among French Germanic philologistswhoworked on the publication of Heinrich Heine manuscripts archived in France.

Michel Espagne characterizes "cultural transfer" as a process of re-defining (resemantization), which accompanies the transition of a cultural object from one space to another [1, p. 685]. Cultural transfer can happen as a result of cultural experience in one particular culture based on the existing cultural universal entries. In the absence of a similar cultural experience in another culture, the cultural text is transferred from the initial one, and develops in a new environment of another culture. The perception and "survival" of cultural transfer outcomein the host country is ensured by the background of cultural universal entries common to all cultures. It is noteworthy that the inclusion of a cultural text in a new context may give rise to a meaning different from the one in its original context. On the other hand, it is beyond doubt since a cultural text is transferred to a different cultural environment from the “native” one, which has its particular features; in addition, irrelevant factors are likely toaffect it as well.

Wolfgang Schmale explains that the concepts “cultural exchange” and “cultural translation” were followed by the introduction and use of the term “cultural transfer” [2]. However, those definitions turned out to be incomplete since they did not come to the root of the phenomenon being described. Does cultural exchange imply anything rather than a simple swap of cultural meanings? Furthermore, the transition of cultural phenomena to a new environment can bothtrigger their development in a new environment and slow down the original state. The “translation” of cultural meanings into the language of another culture can be accompanied by the creation of new cultural phenomena that would clarify cultural context in the language of another culture. But “translating” these cultural phenomena seem to be out of the scope. So the concept of “cultural transfer” can be used as it concerns all the aspects referring toas a complex phenomenon of cultural interaction.

It seems to be both surprising and natural that the research objective in the field of cultural transfer today is to find the answer to the question: “What is culture?” [2].

It is clear that there are no separate isolated cultures that do not undergo or suffer from any influence. Together with itwe can observethe unique embodiment of cultural meanings both in spiritual and material aspects.

The founders of the cultural transfer theory could not help expressing their attitude to the popular theory of comparativism because it investigates similar cultural phenomena. Espagne suggests that comparativism originates from the argument that there are isolated cultural spaces and their isolation can be overcome when introducing some abstract categories [1, p. 79]. On the contrary, the theory of cultural transfer takes into account not only several cultural spaces, but also cultural transformations that occur during the interaction of both participants. The "non-binary opposition is included – two cultures, one of which is necessarily interpreted as a recipient culture, i.e. a host culture, but a much more complicated structure" which includes the influence of a third factor [1, p. 15]. The theory of cultural transfer also focuses on the semantic shifts that arise when transferring concepts from one culture to another. Together with it, the development of comparativism in cultural studies makes it possible to reach another level of research on intercultural interactions. The ideas of comparativism can be transformed to some extent. Furthermore, it is believed that interacting cultures should be studied within the cultural transfer theory.

Regarding the place of the cultural transfer theory in cultural studies, it seems necessary to put it into the field of methodology. In this concept, culture is primarily referred to as a complex of individual cultures, periodically exchanging the outcomes of cultural experience. Nowadays the approaches applied in cultural science allow us to consider certain aspects of culture, but the concept of cultural transfer makes it possible to study intercultural interaction as a whole, to investigate this process as well as its results for interacting parts and that can be more than two.

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ОБРАЗ «ДРУГОГО» В ОБЩЕОБРАЗОВАТЕЛЬНОМ ДИСКУРСЕ КАЗАХСТАНА

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Аннотация: В статье рассматривается репрезентация советской власти в общеобразовательном дискурсе Казахстана. Целью исследования было понять, чему противопоставляется казахская идентичность и как формируется образ «другого». Этот образ является ключевым в формировании идентичности, а в общеобразовательном дискурсе присутствует постколониальная риторика.

Ключевые слова: дискурс; «другой»; Казахстан; образование; история

THE IMAGE OF THE «OTHER» IN GENERAL EDUCATIONAL DISCOURSE OF KAZAKHSTAN

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Abstract: The article studies the representation of Soviet power in general educational discourse of Kazakhstan. The research is conducted to find out what the opposite to Kazakh identity is and how the image of the «Other» is constructed. This very image is the key to identity formation and in general educative discourse a post-colonial rhetoric can be spotted.

Keywords: discourse; the Other; Kazakhstan; education; history

Since gaining independence in general educational discourse of Kazakhstan there have been several positions in interpretation the role of the Soviet past. On the one hand, the state tries to iron out the kinks and interpret history critically. However, the construction of identity and ways of self-expression take a different turn, where the most important role play history and the Russian trace in it. This very thing is the starting point for self-identification. Without the presence of the Other it's impossible to find out who We are. The antagonistic character of the identification leads to closure and search for new differences: the image of the Other is unsaid as We are, and that creates an unlimited field for identity construction [11, p. 69]. Criticizing the Other, the Kazakh identity embodies itself, creating collective We.

The image of other nations and own image, according to Ferro, is established at school by history lessons. Here the historiography conflicts with collective memory and its social frames: memory toposes are exposed to oblivion that cannot be integrated in discourse. This complex of toposes called the matrix of memory is posed as a narrative, surpassing any analysis by its colorfulness and expressiveness [5, p. 43]. In this context, the significant fragment of memory matrix of the Kazakh is the colonization of Kazakhstan by the Russian Empire.

Between the authors of books, there is a single point of view about the conduct of colonial policy by the Russian Empire in Kazakhstan. Besides the use of resources (from natural resources to human), there is another aspect of Russian colonial practice. It is the actual inequality between the local population und Russian settles. The authors claim that the settles had more privileges than Kazakh population. As an example, the author mentions the withdrawal of land from local population that forced them «to change their occupied places several times». Such a policy destroyed the identity of Kazakh.

Moreover, speculation, as another negative side, is prescribed to the Russian-speaking population. Referring to generalized «adequate minds of Tsarsky administration», Artykbaev says that after gaining confiscated lands the Russian settles handed it over to Kazakh [3, p. 242]. The fact of exploitation is also mentioned which more negatively influence the image the Russian settles.

Thus, the negative image of Russian settles that not only colonizes Kazakhstan, but also contributes the impoverishment of local population by speculation, is formed. In opposition to the Russian settles, there is a nomad, who, under the pressure of colonial power, defends his right to own the land, organizes rebellions and tries not to lose his identity [2, p. 208]. Despite the fact that the image of settles does not have any ethnicity, it is obvious, that we are talking about Russians peasants.

The establishment of the Soviet rule in Kazakhstan was a long period due to the remoteness of central Asian regions from the center and large concentration of the white movement forces. In the textbooks for this period, several themes are highlighted, among them there are «The October revolution in Kazakhstan», «Kazakhstan during the years of intervention and the civil war», «The establishment of KazASSR». The authors interpret this period ambiguously using negative connotation for description the Soviet power, while, noting contribution of local population in the struggle for its establishment with inherent positive assessment. The textbooks describe 20 ethnic military units that fought against «white terror» [6, p. 189], the role of A. Jangildin, the organizer of the first founding congress of the Council of Kazakhstan and the assistance of local population to Bolsheviks [7, p. 260].

Nevertheless, such an activity of local population is connected not with support of Soviet statements, but with the hopes, that with the collapse of the Interim Government and the white movement, soviets will provide an autonomy. However, the hopes did not materialize. Despite the wasted forces and victims, the Soviet rule continued colonial policy. "With the win of Soviet power, the Kazakhs, leaders of ethnic intelligentsia hoped to gain freedom, independence, reestablish national statehood, develop ethnic culture", writes Karazhan and concludes that KazASSR obeyed the center and this practice was a new form of colonialism [8, p. 267]. Abdakimov supports the same point of view and describes the revolution in Turkestan as «New round of the colonization of Kazakhstan» [1, p. 106]. Thus, the central plot in the matrix of memory is based on the Kazakh attempts to build an independent state, opposing external opponents.

Such a description of events directs reader to the argument that the Russian Empire differed from the USSR only in appearance, but not in content. Having got rid of Tsarism, the local population met a new «alien» in the form of centralized Bolsheviks power, whose policy continued the colonization course. The victims, who sacrificed their lives for independence, which, according to the Authors, in the end was an illusion, are added to unjustified traumatic hopes.

The interpretation of events also differs from one textbook to another. In Kozybaevs textbook, the arrival of Soviet power was described relatively neutral. The Author pointed at joined territories, not giving clear definitions of «own» and «alien», paying more attention to territorial reforms of Bolsheviks. In the context of the establishment of Soviet power, the author positively perceives these reforms, one of the reasons was an intention to reduce the tension of the local population. "Akmolinsk, Semipalatinsk, Sirdarya, Jetisy regions were transferred to the KazASSR, that contributed to formation of the future borders of modern Kazakhstan," summarized the author [9. p. 56].

However, these events are interpreted in another way by Kuzembaev. If Kozybaevs approach highlights the contribution of these territorial changes to the future, then Kuzembaev, in his turn, considers the transferring of these lands as an attempt to "weaken panturksitic and panislamic ideas in Central Asia", that again creates the image of «alien» Soviet power, practicing the principle «Divide and conquer» [10, p. 283].

Thus, in general educational discourse, the Soviet power and its policy are not interpreted clearly and not only with the general focus, but also its derivatives are criticized. The expression of the Kazakhs is carried out through the opposition of themselves and metropolis with its practices. The formed image of colonizer as the Other in the common Kazakh narrative is a part of binary opposition, where all the aspects of its activity/existence are negative attributes. The observed oppositions support reinforcement of self-identification process: the image a naïve and independent Kazakh, who assists Soviets, stands against the Soviets themselves, colonizing Kazakhstan. Honesty and equality of the Kazakhs are contrasted to speculations and exploitations of the Russians. The intention of the Kazakhs to preserve their identity conflicts with the USSRs ethnic policy. In the textbooks the counter-discourse can be noted: the former dominant «Other» soviet discourse is revealed by «local», subjective discourse [4. p. 98]. This highlights the antagonistic nature of not only actions but also intentions. Kazakh-Russian interaction is rebellious. In the Kazakhs' understanding, the independence had been conquered by the resistance to Russia in all its hypostatizes whether it was empyreal or soviet. Antitsarist/Antisoviet uprisings presented as the active forms of identity protection, as an impulse of Kazakh patriotism, while the periods of neutrality and interaction are represented as the «passive form of resistance». It means that although the Kazakhs coexisted with the Russian Empire, the ideas of independent Kazakhstan never left them.

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СМЕРТНАЯ КАЗНЬ В РОССИИ, КИТАЕ И США

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Аннотация: В данной статье рассматривается смертная казнь как вид уголовного наказания в России, Китае и Соединенных Штатах Америки. Цель статьи – проанализировать влияние данного вида наказания на уровень преступности и целесообразность его применения.

Ключевые слова: смертная казнь; мораторий; уровень преступности; общественное мнение

DEATH PENALTY IN RUSSIA, CHINA AND THE USA

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Abstract: This paper presents death penalty as a type of criminal sentencein Russia, China and the United States of America. The purpose of this work is to analyse the influence of this kind of punishment on crimerateand expediency of its use.

Keywords: death penalty; moratorium; crime rate; public opinion

Death penalty or capital punishment in other words means legal deprivation of human life. People who committed a crime like aggravated murder and others serious crimes will be sentenced to death.

In Russia capital punishment history dates from 4 April 1753, Russian Empress Elizabeth abolished the death penalty, which had been in effect throughout much of Russian history. It’s suggested that the capital punishment was first used as a way of punishment in Russia in 1398. In 1649, it was a common form of punishment. In the 1649, was created penal code in which different ways of execution were described in detail [6]. The death penalty was widely used during the rule of Tsar Peter the Great for 123 different crimes. However, the methods of execution were reduced to just three: firing squad, beheading and hanging. After Revolution in Russia in 1917, on political grounds, the death penalty was used for punishment intensely. At present, Russia has a moratorium on capital punishment [2].

In China, the history of death penalty extends from the very early time. During China's early dynasties, capital punishment was dominating among the five punishments. Under the Punishments of Lu (Lu Xing), written during the Warring States period (475-221 BCE), there were 200 offences, for which people can be sentenced. The Tang Code (653 CE) listed 233 offenses, and the Song dynasty (960-1279) retained these and added sixty more. During the Yuan dynasty, were reached just 125 crimes, number of punishment dropped. The number of capital offences repeated over and over under the Ming dynasty (1268-1644), with 282 capital offenses, and the Qing dynasty (1644-1911), with more than 800 capital offences [4].

In the USA, the history of the death penalty extends from colonial times during 1600’s years. In 1794, first murder was sentenced in Pennsylvania. In 1834, Pennsylvania became the first state to move executions into correctional facilities and out of the public eye. A great reform and victory for the death penalty abolitionists was seen when Tennessee in 1838, and later Alabama, enacted discretionary death penalty statutes: the circumstances of the crime were to be taken into consideration. In the twentieth century, some states tried to find a more humane method of execution than hanging or electrocution; therefore, lethal gas was given to a prisoner in the confines of a gas chamber in Nevada in 1924. The Death Penalty is Suspended and Reinstated in 1972. Executions resumed on January 17, 1977 in Utah. Oklahoma adopted lethal injection as a means of execution the same year. From the 70’s and up to the 90’s, the Supreme Court limited the capital punishment in the cases of crimes such as rape of female victims if they were not killed, crimes committed by the mentally challenged and crimes committed by juveniles under the age of sixteen [3].

Nowadays, «China is the world’s top executioner but the true extent of the use of the death penalty in China is unknown as this data are classified as a state secret. From 2008 to 2018, there are at least 1000 peoplesentenced to capital punishment in China» [7].

Currently, in China, the death penalty is carried out by lethal injection, before that shooting was used. The death sentence must be announced publicly.

Deng Xiaoping all the time said: "We need to slaughter a chicken, so that the swan was afraid". Criminal Code in China is very strict, everyone is afraid to break the law. During the whole China history, they faced with a lot of problems: corrupt practices and drugs (Opium wars). And now, to prevent all of these crimes, they are using capital punishment. The death penalty is used as a punishment for a numbers of crimes: corruption, selling drugs, treason, separatism, armed unrest, moving towards the enemy, espionage and others (2016 – for 46 crimes) [5].

According to the statistics, which informs us about the level of crime in 2018, China takes the 90th place with the crime rate 30.51 and the factor of safety 68.49. It is good statistics for the country with the largest population in the world.

Currently, in the USA, the laws of various states provide for five methods of capital punishment: hanging, shooting, electric chair, gas chamber and lethal injection.

Aggravating factors for seeking capital punishment of murder vary greatly among death penalty states. Some aggravating circumstances are nearly universal, such as robbery-murder, murder involving rape of the victim, and murder of an on-duty police officer.In general, today the crime rate in the United States is quite low. It's clearly demonstrated by indicator as the number of murders per 100 thousand people in the USA it is equal to 4.6. Nowadays, the level of crime in the United States is decreasing annually.

However, according to the Prosecutor General's Office of the Russian Federation’s statistics, the number of crimes registered in Russia in 2017 reached a minimum level for last 10 years. According to data published in the official Telegram channel of the Prosecutor General’s Office, “over the past year, 2 million 58 thousand 476 crimes were registered in Russia, which is 101 thousand 587 fewer than in the same period last year (by 4.7%)” [1].

Having examined these facts, it can be concluded, that death penalty is the issue that has not been solved yet. Evidently, the death penalty violates the main human right: the right to live. Moreover, a wrong decision can be made by the legal system. The death penalty seems to be the best deterrent when it comes to discouraging people from carrying out the worst crimes.But according to research there is no evidence that the death penalty is more effective than a prison term. For instance, in the US, in states where the death penalty has been abolished, there has been no significant change in the rates for serious criminal offenses, such as murder.

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SOCIAL PROBLEMS OF MODERN SOCIETY

УДК 316.612

ВЛИЯНИЕ КОМПЬЮТЕРНЫХ ИГР НА ЛИЧНОСТЬ

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Аннотация: В настоящее время все большую популярность приобретают компьютерные игры. В данной статье исследуется их влияние на подрастающее поколение: физическое состояние, социальные навыки, тип мышления, успеваемость.

Ключевые слова: компьютерные игры; влияние; человек; стереотип; социальные навыки

THE INFLUENCE OF COMPUTER GAMES ON THE PERSONALITY

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Abstract: At present time computer games are becoming increasingly popular among teenagers and young people. This article deals with the influence of computer games on the personality: physical state, social skills, the type of thinking, and academic performance.

Keywords: computer games; influence; person; stereotype; social skills

Nowadays the rapid progress of the information and technological spheres affects the life of every person. Every day computer games are becoming increasingly popular. It becomes a hot topic for many discussions and debates. Children often learn new things and develop mentally and physically, through the game. However, a computer game immerses a person into a virtual world, which sometimes differs significantly from the real life. The relevance of the topic is due to the great popularity of computer games among teenagers and young people. Also, the media actively discuss the dangers of this "hobby" and its negative impact on the younger generation.

The subject of the study is computer games. The object of the research is the influence of computer games on the personality. The purpose of this study is to establish links between computer games and various traits and skills of a person.

In the process of the study, the questionnaires for schoolchildren and students (14-24 years old) were used. About 70 people of the experimental group have been interviewed. First we need to understand the reasons for such a huge popularity of games. On the basis of the survey conducted, two main reasons for the enthusiasm of the studied audience for computer games were identified:

1. The desire to relax and escape from studies;
2. The desire to test oneself as well as gain new knowledge and skills.

Another common opinion is the attempt to escape from reality by partially immersing in the virtual world. However, 40% of the respondents who play computer games never have the desire to fully or partially immerse themselves in virtual reality, 98% have an interest in the reality around them, and 67% consider themselves to be happy people.

From the physiological point of view, the cause of addiction to games is dopamine [1]. It is a neurotransmitter that is secreted in the human body and serves as an important part of the “reward system” of the brain, causing a feeling of pleasure, which affects the processes of motivation and learning. According to an article published in the journal Nature in 1998, a huge amount of this hormone is produced during the game, it is comparable only to the release of this by using narcotic substances [1].

When you perform game quests (for example, getting a new level or trophy), the system of rewards is activated. Our brain does not care whether we solve a real problem or an imaginary one. Gaming systems are built on this principle, providing the player with a list of problems of varying complexity that require gradual improvement of certain skills. In fact, it is an educational process. But unlike the real work, the game world gives a high reward for success and minimal losses in case of defeat, which makes it very attractive.

The society meets a new hobby ambiguously: there are proponents and opponents. Some admire new opportunities and methods, while the others express caution and condemnation. In the media, you can find many statements about the negative impact of computer games that worsen the physical and emotional state of a person, reduce study progress (among schoolchildren and students), skills of social interaction, provoke aggression and develop the so-called syndrome “Master of destinies” acquired by the player in the process of managing the “lives” of drawn characters.

Survey results (player – non-player):

- Variety of leisure activities (60% – 83%);
- The average percentage of communication per day (65% – 42%);
- Introvert / Extrovert (50 – 50);
- Predominant type of character (choleric person);
- Predominant thinking (visual – creative).

The results of this group of respondents break down the stereotype about the insularity and alienation of gamers. Even the percentage of live communication of the first group is higher than that of non-players. Do not forget that there are many multiplayer team games that are unlikely to impair social skills. The opinion on the decline in academic success was also reversed. The average scores of the groups were 4.0 and 4.2. From this we can conclude that many parents are mistaken, considering computer games to be the cause of poor grades in school.

Then both groups (only school students took part in the following tests) got a creative task, where they had to write a story with a given main character, place and object, using the form of a story, drawing or poem. Thus, it was planned to reveal the originality of thinking and check whether the games really make people more aggressive and cause them to be violent.

Elements of cruelty, violence, the theme of death were observed in the works of 72% of people who do not play computer games. While in the other group, 50% of the stories contained none of the above. The creativity of the works was too difficult to evaluate (only a subjective view is possible), but they were all interesting and unique.

Next, the tested persons were given three blocks of tasks: basic tasks in mathematics, the solution of which is reduced to the simplest transformations and counting; logical tasks; tasks on spatial thinking. As a result, the following results were obtained (the percentage of correct execution of tasks and the average time spent on the solution are indicated): math (72% 17min – 68% 16 min); logic (50% 17 min – 50% 17 min); spatial thinking (82% 16 min – 71% 17 min).

The presented results do not allow distinguishing a clear dependency, but while errors in the tasks of a group of non-playing students were usually distributed and were in a small amount almost in each work, the statistics of the other team were spoiled by rather weak forms of some participants. If we carry out a more individual analysis, then we can notice a tendency of more successful and quick fulfillment of tasks for spatial thinking among those who play computer games, they were also more attentive to details.

Finally, several representatives of each group (separately) were given a task, for which they had to change the situation and type of activity quite abruptly. Everyone had to leave the school building and, focusing on the map, reach a certain point. Gamers coped an average of 7 minutes (from a maximum of 22) faster. It can be concluded that they are more capable of responding quickly and solving suddenly appearing tasks.

Besides the psyche, the game has an impact on physical health, but everything is simpler and clearer there. Before doing any kind of activity related to a computer, as well as a laptop, tablet or smartphone, you should become familiar with the elementary rules for using these types of technical devices. There are detailed instructions for the proper organization of space, they tell us how and how much you can sit at a computer, remind you of the need for rest for the eyes, maintaining posture and other such things. However, during an important and exciting mission in the game, people seldom recall such "trifles". This is where the problems with the back, eyesight, hands (from a mouse or joystick), and the general tonus of the muscles follow.

American scientists conducted an experiment to study the sleep of adolescents [2], the half of tested people were asked to immerse themselves in virtual reality (for 50-150 minutes) and after that, all the adolescents went to sleep. At this time, scientists were recording brain activity, heart rate, anxiety level, and sleep depth. The results were the following:

- Children who played games before bedtime fell asleep 30 minutes later;
- The number of nightmares increased in four times;
- The deep sleep phase lasted 12 minutes less, which affects concentration and general well-being.

In addition to the negative effects that were primarily caused by the incorrect distribution of time allotted to the game, a positive effect was also noted – an improvement in the reaction rate, eye gauge and the development of fine motor skills. Every day, gaining increasing popularity (especially among the younger generation), computer games also raise more and more questions. Conducting research among senior students and students of higher schools, we tried to understand the links of this hobby with the formation of the personality of gamers, to confirm or deny public opinion and stereotypes. The study was conducted on a small group of people, so the results are not absolutely true. In the nearest future we would like to continue our work and reveal a clearer connection between computer games and a person.

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ВАЖНЫЕ ИЗМЕНЕНИЯ В «ПОПРАВКАХ К ЗАКОНУ О НАЛОГЕ НА ДОХОДЫ ФИЗИЧЕСКИХ ЛИЦ КНР №7»

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Аннотация: Данная статья посвящена исследованию важных изменений в новом «Законе о налоге на доходы физических лиц КНР»; сделана попытка провести обобщение и анализ их влияния.

Ключевые слова: налог на доходы физических лиц; необлагаемая НДФЛ сумма

IMPORTANT CHANGES IN THE “AMENDMENTS TO THE PERSONAL INCOME TAX LAW OF PRC №7”

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Abstract: This article is devoted to the study of important changes in “Personal income tax law of the People's Republic of China”; the author attempts to generalize and analyze their impact.

Keywords: personal income tax; non-taxable individual income

Налог на доходы физических лиц (в дальнейшем — «НДФЛ») является основным видом прямых налогов и исчисляется в процентах от совокупного дохода физических лиц в соответствии с действующим законодательством [1, с. 1]. В большинстве стран мира НДФЛ занимает очень важное место в налоговых поступлениях государств, а также оказывает большое влияние на экономику.

Всем известно, что в ситуации нынешней турбулентной геополитической ситуации широко распространяется торговый протекционизм. Под прессингом, обусловленным нисходящей тенденцией национального экономического роста, Китай должен сосредоточиться на расширении внутреннего спроса и стабилизации экономики, и, как можно скорее реализовать реформу снижения налогов, чтобы доходы людей действительно увеличились, – что служит самым эффективным способом расширения внутреннего спроса и стимулирования потребления.

31 августа 2018 года на 5-й сессии Постоянного комитета Всекитайского собрания народных представителей КНР 13-го созыва были приняты «Поправки к Закону о налоге на доходы физических лиц КНР №7», в которые внесены немало изменений. Поправки вступят в силу с 1 января 2019 года.

Новым механизмом налогообложения в Китае являются самостоятельная декларация, ежемесячный авансовый платеж и ежегодный расчет. Если работник пользуется льготами по специальному вычету, то в конце года он может получить возврат ранее уплаченного НДФЛ после подачи годовой декларации и предоставления подтверждения заплаченных расходов.

Действующий «Закон о налоге на доходы физических лиц КНР» применяет классифицированный метод налогообложения, разделяет налогооблагаемый доход на 11 категорий и использует различные методы налогообложения. Будут включены в комплексную налоговую базу заработная плата, доходы от услуг, доходы роялти и лицензионных платежей и другие оплаты труда. Например, если человек ежемесячно получает от компании А зарплату в размере 8 тыс. юаней, и одновременно получает от компании Б плату за услуги 1 тыс. юаней, сейчас ему нужно только платить налог в один раз по комплексной налоговой базе – 8 тыс. юаней, а согласно Поправкам он будет фактически платить налог по комплексной налоговой базе, то есть он будет самостоятельно подавать декларацию НДФЛ по комплексной налоговой базе, то есть 9 тыс. юаней в месяц или 108 000 юаней в год. Это изменение в системе налогообложение является большим шагом вперед в развитии налоговой системы Китая. Сочетание комплексной и классифицированной системы НДФЛ в определенной степени содействует стабильному экономическому росту и имеет большое значение для улучшения жизни людей и достижения социальной справедливости.

Для многих людей самое важное изменение в НДФЛ связано с необлагаемой НДФЛ суммой, которая в соответствии с Поправками в настоящее время составляет 5 тыс. юаней (около 47,6 тыс. рублей или 750 долларов США) ежемесячно, причем она стала единой для китайцев и иностранцев. Раньше при расчете суммы налогооблагаемого дохода необлагаемый налогом минимум составлял 3,5 тыс. юаней (около 33 тыс. рублей или 530 долларов США). Более того, в отношении иностранцев в КНР существовал дополнительный вычет в размере 1,3 тыс. юаней. Т.е. если ежемесячная зарплата иностранного гражданина составляет 7 000 юаней, то по старой редакции Закона фактически НДФЛ уплачивается с 2,2 тыс. юаней, а на данный момент — с 2 тыс. юаней.

В настоящей налоговой реформе основное внимание уделяется уважению и защите прав человека и интересов народа. С учетом большого жизненного стресса народов, кроме необлагаемой НДФЛ суммы, в Поправках еще установлены отдельные виды дополнительных вычетов, к которым относятся различные расходы. Например, расходы на обучение детей, расходы на последипломное образование, расходы на лечение тяжелых заболеваний и т. д.

В соответствии с Поправками у иностранцев, не являющихся налоговыми резидентами КНР, сумма необлагаемого НДФЛ минимума вычитывается при выплате ежемесячной заработной платы, а у китайцев и иностранцев, являющихся налоговыми резидентами КНР, определяется на ежегодной основе (т.е. она составляет 60 тыс. юаней в течение всего налогового года).

Таким образом, приобрели значительную важность правила определения резидентства для иностранцев. Резидентами Китая являются граждане КНР и иностранные эмигранты, проживающие в Китае. В Поправках упрощены правила определения налогового резидентства в КНР для иностранцев: теперь в течение одного календарного года любые иностранные граждане, проживающие более чем 183 дней на территории Китая, считаются налоговыми резидентами КНР. Раньше, чтобы получить статус налоговых резидентов, иностранцам необходимо было оставаться в Китае более одного года, но в Законе о НДФЛ не указаны точные дни пребывания.

Кроме вышесказанных изменений, ужесточается контроль над уплатой НДФЛ. Все сведения об уплате налогов или уклонении от уплаты налогов будут вноситься в систему кредитоспособности. Налоговые органы вправе корректировать налогооблагаемые доходы и обязать налогоплательщика доплатить сумму НДФЛ [2, с. 3]. В этом случае налогоплательщик будет обязан не только уплатить сумму задолженности, но и начисленные на нее проценты.

По мнению российского эксперта, снижение налогов и сокращение расходов – ключевые инициативы, необходимые для проведения активной бюджетно-налоговой политики и обеспечения стабильности економки [3, с. 4-7]. Действительно, снижение налогов физических лиц является одним из важнейших факторов смягчения тяжелого экономического состояния Китая, а также имеет большое значение для повышения качества жизни людей.

В Поправках также предпринят решительный шаг в разрешении основных противоречий и общественной справедливости; смягчены некоторые проблемы социальной несправедливости. Тем не менее, комплексная система налогообложения в Китае пока находится в зачаточном состоянии, и не может быть совершенно справедливой. В будущем при дальнейшей реформе НДФЛ ожидается включение больших категорий налогов в комплексную налоговую базу, что непременно содействует смягчению социальных противоречий и укреплению в обществе справедливости.

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УДК 101.1:316

ФЕНОМЕН КЛИПОВОГО СОЗНАНИЯ В СОВРЕМЕННОМ ОБЩЕСТВЕ

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Аннотация: Статья посвящена выявлению характеристик клипового сознания. В работе рассматриваются выделяемые отечественными и зарубежными авторами черты данного типа сознания. В результате проведенного анализа обнаружена необходимость более основательного изучения исторических предпосылок возникновения феномена.

Ключевые слова***:*** клиповое сознание; клиповое мышление; современное общество; современные коммуникации; информационные технологии; визуальное мышление

THE PHENOMENON OF CLIP CONSCIOUSNESS IN THE MODERN SOCIETY

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Abstract: The purpose of the article is to identify characteristics of the phenomenon of «clip consciousness». As a result of the analysis it was identified that more precise specification of the phenomenon has to be made through the reflection of historical dynamics and more thorough study of the historical preconditions for its formation.

Keywords: clip consciousness; clip-on thinking; modern society; modern communications; information technologies; visual thinking

We live in a period of information and technical progress. Many philosophers, sociologists, mass communication researchers and cultural experts around the world say that it is the time of the formation of a fundamentally new type of society. The well-known American researcher, futurist, sociologist, and theorist Alvin Toffler, for example, calls this period the «third wave» of the evolutionary development of society [8]. Changes in the surrounding reality lead to changes in the ways of cognition and thinking of the individual. Despite the colossal increase in the amount of information that became available to all people on the planet by the Internet the ways of perception of «processing» the data, ways of perception of «processing» of the received data by the person narrowed rather strongly. The screen has become the main tool for gaining knowledge. The screen replaced a person with an encyclopedia, a teacher, a mentor, a parent, an adviser and a friend. The information has become a «fast food» format: it is simplified as much as possible; it is presented in the form of separate and out of context facts that are not related to each other. All these facts lead to the formation of such a phenomenon as «clip consciousness».

The relevance of this work is that it is necessary to study the issue of fragmented perception of reality from different point of view and identify its main characteristics. The practical benefit of this investigation can be the development of specific recommendations for teachers, psychologists and practitioners involved in teaching and upbringing people.

The mechanism of clip consciousness formation has been investigated using the method of literature review. The structure of clip consciousness was proposed by several researches. The phenomenon was analyzed by search for the primary sources of social philosophy.

The process of the emergence of the concept of clip consciousness was analyzed by studying similar phenomena such as «zipping» and «framing». The function of clip consciousness has been considered by means of observing the peculiarities thinking of modern authors.

The word «clip» is associated with the videos for popular songs. In modern pop culture clips are often represented by simple plots with a limited set of visual clips. Translated from English the word has several meanings as a noun – «clip», «clipping» and as a verb – «cut», «fix».

The modern researchers understand the concept of clip thinking or consciousness as the kind of thinking which is characterized by fragmentary perception. When the world is not an integral environment, but on the contrary, a chaotic set of disparate data, knowledge, facts, events. A typical representative of such a worldview is not able to analyze, synthesize information [3]. Reflection appears one-sided and sometimes causes serious predicament. These people have a very weak ability to analyze information.

The definition of clip thinking was given more than 20 years ago by Fyodor Girenok [2]. However, it should be noted that this was preceded by the definition of the term «video clip culture». The author is an American futurologist Alvin Toffler [8]. Toffler considered «clip art» as part of the General information culture of the Americans of the 20s, which forms such unique forms of perception of information as «zipping». «Zipping» is a kind of psychological dependence that is produced in a person who regularly watches TV. «Zipping» is formed by non-stop switching of television channels. As a result of this activity the viewer creates an image consisting of scraps of information and fragments of impressions. «Zipping» does not require mental activity, intellectual synthesis, the use of imagination, reflection and understanding. This is a constantly changing set of disparate images that are not related by meaning, association, or fact.

Researchers were also concerned about the prerequisites for the formation of this phenomenon. Thus, the representative of the Frankfurt school of social thought Herbert Markuze [7] described the reasons for the origin and apparatus of the influence of clip consciousness in the theory of «one-dimensional man». Marcuse links the concept of clip consciousness with the modern stage of civilization development. He highlights the phenomenon of clip consciousness as main feature or characteristic of modern industrial society.

Sociologists and philosophers have expressed different views about the possible options for sources of forming the phenomenon of clip consciousness. Semenovskih [6] considers the mechanism of action of the clip and assumes that initially the formation of this universal format for presenting information belongs to the media (not the Internet).

The clip created by the media is a short set of theses that are submitted to the masses taken out of context. The context for the clip, thus, becomes relevant at the moment and is presented as a reality. In this way, intentional linking of facts is carried out. Objective information is lost. A person is free to perceive and interpret the clip only because it is immersed in this most relevant reality [4].

School teachers identify the following features of clip thinking in schoolchildren. The first sign is speech minimalism in the presence of other ways of rapid response to information. Social teachers and psychologists consider visual pictogram thinking as the second sign of clip consciousness. The third sign is a shallow reading without deepening into the text. The last, and the most obvious sign of clip consciousness which is observed today not only in children but also in many adults, is the predominance of concrete thinking over abstract and weak ability to induction.

Nowadays, the phenomenon of «clip consciousness» does not have clear characteristics. But at the same time its study should not be reduced to a single concretization, special attention should be paid not to the elements to which the concept could be reduced in the course of its explanation, but to the discourse that should include this concept as an organic means of analyzing the existing problems and the synthesis of complex semantic blocks [1].

A lot of questions in this topic remain unanswered. For example, such an inevitable consequence of an increase in the speed of information exchange, such as the depreciation of previous experience, presents a wide range of questions for a researcher regarding the identity of a modern person and in general the further development of science and philosophy. The creative potential of the «clips» remains undiscovered too. For a deeper study of the issue an appeal is needed to the general cultural context in which this phenomenon appeared and was described [9].

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УДК 31

ПРОБЛЕМА ДИСКРИМИНАЦИИ В СОВРЕМЕННОМ ОБЩЕСТВЕ

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Аннотация: Данная статья рассматривает проблему дискриминации в современном обществе, ее актуальность и способы ее решения на различных уровнях.

Ключевые слова: дискриминация, неравенство, социальные проблемы, общество

THE PROBLEM OF DISCRIMINATION IN MODERN SECIETY

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Abstract: This article examines the problem of discrimination in modern society, its relevance and ways to solve it at different levels.

Keywords: discrimination, inequality, social problems, society

In human social affairs, the word discrimination means “treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which the person is perceived to belong [1]”. These include age, color, convictions for which a pardon has been granted or a record suspended, disability, ethnicity, family status, gender identity, genetic characteristics, marital status, nationality, race, religion, sex, and sexual orientation.

Discrimination was an urgent problem through all human history. It is not only unfair, but it also makes a lot of damage to our economic system: when the employer choses between two people, they take one the with the right gender or age or skin colour, but not with the right skills. And obviously this person works less effectively than the suitable one. And when this happens regularly all system loses efficiency and therefore money.

In the modern world the idea of common equality is really strong in one part of the world, the other one lives according to stereotypes that make our everyday life even more difficult then it possibly can be.

Even in the modern world when we do not have to choose the business of our life based on our physical characteristics and social status to make out fight against the nature more effectively, still misbelieves are a big part of our everyday life.

The area of life where people usually are the least protected from discrimination is the working area, especially during the process of job hunting.

Many experts agree that discrimination can be divided into types.

There are several types of discrimination based on person`s characteristics.

One of the most common type of discrimination is **sexism** or gender inequality. It takes its` roots from times when every member of society had strictly imposed social roles. According to this idea women cannot have the same right as men does and only can dedicade her life to her family and children.

The other well-known type of discrimination is **racism** based on race inequality. One of the most well-known and prevalent features that this type of discrimination can be based on is skin color.

"Ageism or age discrimination is discrimination and stereotyping based on the grounds of someone's age [1]". There are two groups that are most susceptible to this type of discrimination – young people before 24 years old, and people at the age around the retire. The reason why the first group is discriminated can be explained as "lack of experience". When in the modern world of Internet and technologies pensioners are always abused in lack of technical experience and old-fashioned-minded. And this sounds like a contradiction or conflict.

"Religious discrimination is valuing or treating a person or group differently because of what they do or do not believe or because of their feelings towards a given religion [1]". This type of discrimination does not seems to be common for Russia, but I really do think that religious discrimination is one of the most destroyfull types, even in middle centuries all wars were caused by religious beliefs and many masterpieces were burnt or lost especially this time.

“Discrimination against people with disabilities in favor of people who are not is called **ableism** or **disablism** [1], [4]”. This type of discrimination can be noticed as “new one”, because the standard of living has grown in last 100 years and before this time people with disabilities could not survive and unfortunately they did not have the same opportunities as they do now.

There are more types of discrimination such as discrimination based on family status, caste (what is commonly experienced in India), conviction and positive discrimination, which is not new type of discrimination, but in high-developed countries it becomes more actual problem from year to year. Positive discrimination is the practice or policy of favouring individuals belonging to groups which suffer discrimination.

During the preparation of this report a survey had been conducted. The survey involved 81 people aged 18 to 56 years old.

The participants were proposed to answer the following questions:

-Have you ever been discriminated? (Fig. 1)

-What were the features or reasons by which you were discriminated by? (Fig. 2)

-Have you ever discriminated other person? (Fig. 3)

-What were the features or reasons of the discrimination? (Fig. 4)

And here are the results.

The fact that more than a half of all people have ever been victims of discrimination shows us that this problem has its` own urgency (see Fig. 1).

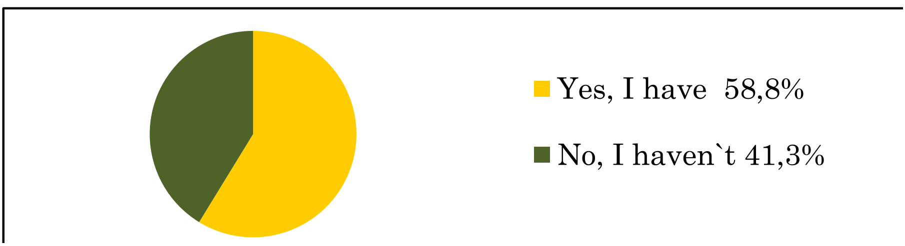

Fig. 1 Have you ever been discriminated?

The most common types of discrimination according to the questionnaire are sexism and ageism what is quite predictable because there are no laws to regulate this side of the relationship (see Fig. 2).

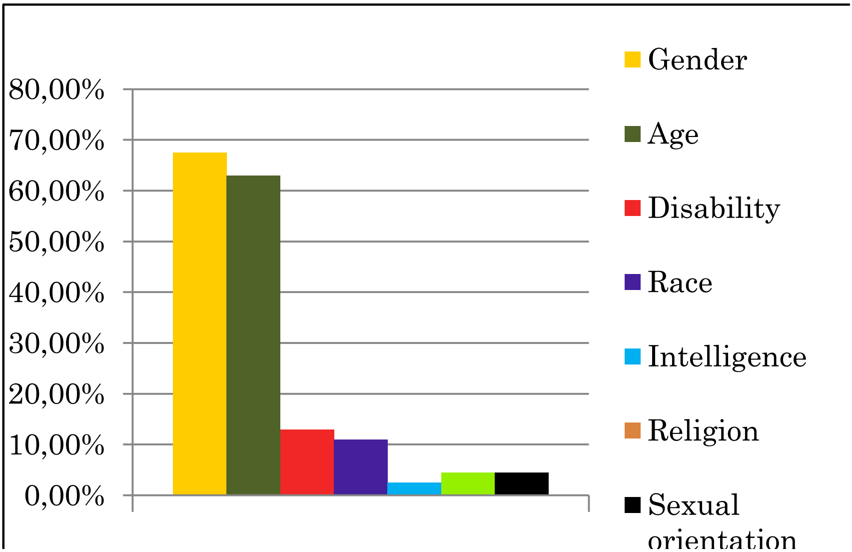

Fig. 2 What were the features or reasons by which you were discriminated by?

The results of the questionnaire show us that many people do not even realize what discrimination is and that other people suffer from it (see Fig.3 and Fig. 4). And discrimination is not only about equality, but it is also how people feel: betrayed and offended.

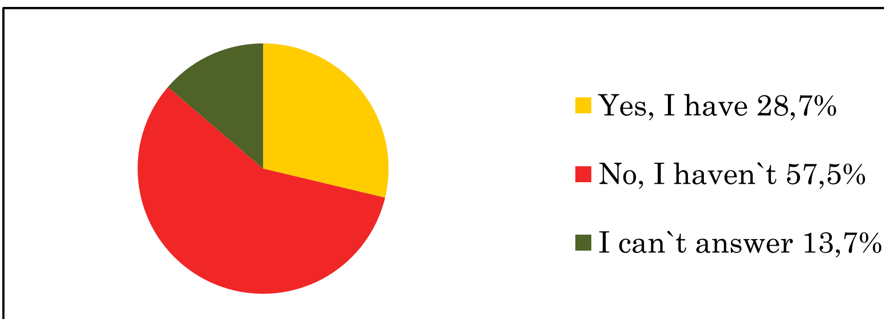

Fig. 3 Have you ever discriminated other person?

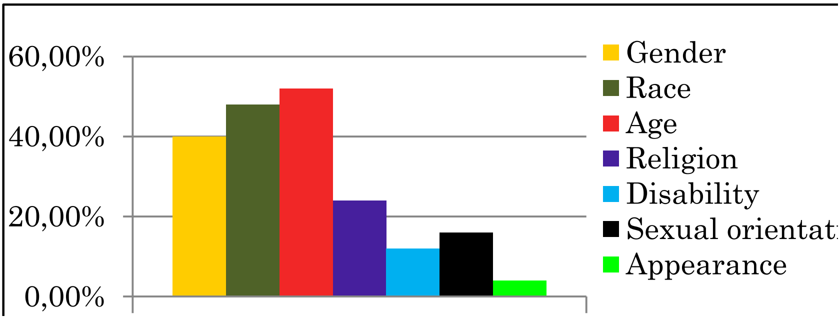

Fig. 4 What were the features or reasons of the discrimination?

And this brings us to the question how to solve this problem and if there are any ways to make our world a more fair place to live.

There are some ways to solve this problem such as establishing state control over the realization of peoples` rights, making educational projects and creating quotas for people who are in groups of social minority.

The first action will allow the society to protect peoples` interests. The labour code says that:

“No one may be restricted in his or her labour rights and freedoms or receive any benefits on the basis of sex, race, colour, nationality, language, origin, property, family, social and official status, age, place of residence, attitude to religion, beliefs, membership or non-membership of voluntary associations or any social groups, or other circumstances not related to the worker's business qualities [3].”

But there is no state structure to guarantee the realization of these rights. So in this case if you cannot guarantee the implementation of the law, it is not a law, but just a piece of paper.

Creating a governmental structure that would specialize on formulation, revision and writing laws that could guarantee the realization of peoples` rights and state control over it, could be one of first steps towards equality.

The other way to solve the problem is creating educational projects. Maybe it is not so obvious, but the first step to fix a problem is identifying and accepting of the problem. Discrimination is not only unfair, but it also can be very offensive. Teaching people to be more sensitive to others and always think about a word they say is a great way to take care of other peoples` emotions.

Creating quotas is a common action towards people`s protection in developed countries. Every big company has to offer working places especially for discriminated minority groups. This deed allows people to make sure that the best representatives of every social group will get the possibility to receive the job.

To be honest, the “law” path tend to be the most effective one in the nearest future, it takes a lot of time to change someone`s mind. But all people respect the law, when it works and is guaranteed. This path was chosen by Ruth Bader Ginsburg, a current Justice of the United States Supreme Court [2]. She made a great job in changing law and making it fairer and more equitable for women. But now as this story became a part of history, it has an opportunity to influence peoples` minds and inspire them. The story of changing laws formed the basis of the plot of film called “On The Basis Of Sex” and shows all the difficulties that Ruth Bader Ginsburg had to face during the process of making her country a better place to live for all women.

In conclusion, the results of this research show that discrimination is an urgent problem that follows most people in their everyday life. Social changes have a liberal tendency and it can be expected that more people would be involved in finding and implementing the solution of inequality problems.

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ЭКСТРЕМИЗАЦИЯ МОЛОДОГО ПОКОЛЕНИЯ В СЕТИ: ФАКТОРЫ РАСПРОСТРАНЕНИЯ ЭКСТРЕМИЗМА НА ТЕРРИТОРИИ РОССИИ И ЗАЩИТА МОЛОДЁЖНОЙ АУДИТОРИИ ОТ УГРОЗЫ ЕГО ПРОНИКНОВЕНИЯ

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Аннотация. В статье рассматриваются мотивы вступления молодёжной аудитории страны в экстремистские группировки, а также факторы, влияющие на желание стать частью подобного сообщества. В работе представлен спектр проблем, требующих скорейшего разрешения.

Ключевые слова: идеология; Интернет; молодёжь; мотив; социальные сети; экстремизм

EXTREMIZATION OF THE YOUNG GENERATION IN THE NETWORK: FACTORS OF THE SPREAD OF EXTREMISM IN RUSSIA AND THE PROTECTION OF THE YOUTH AUDIENCE FROM THE THREAT OF ITS PENETRATION

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Abstract. The article discusses the motives for the country's youth audience to join extremist groups, as well as factors affecting the desire to become a part of such a community. The work presents the existing range of problems necessary for a speedy resolution.

Keywords: ideology; Internet; youth; the motive; social networks; extremism

Today the topic of extremism is relevant for different segments of the population. It is difficult to control the spread of extremist views, ideas, and the functioning of organizations of this kind on the Internet, despite the restrictions on access to sites containing relevant content.

By extremism, we understand a kind of “liberal/communist idea”, thus, considering extremist ideologized discourse as an opportunity to publicly express ideas related to the desire to go beyond the moral and legal foundations of social interaction.

According to many studies, the Internet is a virtual environment, the bulk of which is the younger generation. In most cases, it is young people who become a potential audience for extremist groups. Ideologists responsible for the extremist movement among young people give a list of values, ideological attitudes, norms and behavior patterns that are antisocial in nature.

Information submitted to this category of persons is not limited to any framework. Here a number of psychological characteristics of the audience are taken into account when preparing the material for its reporting to the masses. Initially, familiarization with information does not carry concrete actions and is perceived as a regular game that gradually involves a person in the process of creating the proper material.

The presence of various Internet tools allows the extremists to promote their ideology, attracting an increasing number of supporters, while claiming to finance their “projects”. As a rule, the dissemination of information begins with specialized sites and Internet portals, as well as with communities in social networks and individual user pages [2].

The communication process in such communities is characterized by the absence of psychological barriers that can stop the “victim” in everyday life. It is worth mentioning the peculiarities of the Internet communication itself, which allows you to spread viral information beyond the extremist communities, thereby increasing the likelihood of recruiting users who are not related to this community and are not a potential audience of radicals.

In addition to triggering the effect of the “forbidden fruit”, when a person can communicate on any forbidden topics, expressing his thoughts with the help of taboo vocabulary, evaluative and expletive expressions, young people push one of the features of Internet communication into joining such communities – the deferred nature of the communicative act.

Here we are talking about a message received personally or posted on a specialized resource, read by the user, after a certain amount of time. This allows a potential “victim” to reconsider his point of view on this issue. Of course, there is no guarantee that a person will change his decision in a split second and join this community, however, if a certain situation occurs, this message, photo or ideological post can grab his attention [1].

People who join radical groups may pursue different motives for criminal behavior. For example, an *ideological motive* that encourages a person to join a group of people close to him in values, ideological positions. Such motives usually have religious, political, social, sociocultural, or other subtext that allows one to determine a person's devotion to his ideas and group values.

One of the main ones, as a rule, is the *motive of the transformation of the surrounding world*. In this case, extremism serves as not just a goal, but a specific tool for changing the conditions of existence. The motive for changing the world is inherent in the initiative representatives of groups that can stimulate people to fight the imperfection of the world and the injustice around them.

The possibility of dominion is also included in the list of extremist motives. The desire to assert itself at the expense of domination over a multitude of persons and the definition of their activity is the main driving force. Pressure on others in this case ensures the safety of the criminal himself, who demonstrates to the environment his fearlessness inherent in the leader.

There is also *a mercenary motive* that is central to most of the mediocre members belonging to extremist groups. Extremism acts as a human activity aimed at a specific goal, for which people are ready to do much, for the sake of not so much a result as profit.

Enough groups and educated people get into extremist groups. The thirst for learning a new, still *unexplored field of activity* attracts their attention. Here we can also include people who want to feel important for society, to make their lives brighter and more unusual. Most of them are not fully aware of what their goal is.

Emotional affection of the potential audience, associated with possible *revenge*, *harm to the former offenders*, may lead to an increase in the number of supporters. A person who cannot cope with his emotional outbursts can join a community, of which someone from his close circle is already a member, without thinking about further consequences.

Let us highlight the factors directly associated with the growth of extremism in the country:

1. *Education*. The transfer of knowledge is the main goal of educational institutions, where the main role is played by training, not education of the wards. Currently, teachers are not responsible for the education of adolescents, leaving this work to the home environment. People of a different nationality, their unconventional views on life, religion and spiritual values are becoming for the younger generation, who haven't mastered the social norms of behavior, the reason for extremist actions.

2. *Moral and spiritual component*. There are two options for the grounds of an extremist orientation in a teenager. First, the boundless love and care of parents, indulging their child and forgiving for any act, forms his selfish view of the world. Secondly, parents raising a teenager exclusively through beatings, using obscene language, or any kind of bullying a teenager, lead him to alienation. Developed over the years of aggression, the accumulated grievances develop into a thirst to avenge all those guilty for their difficult fate.

3. *Economy*. The majority of the country's population are dissatisfied with property inequality. After analyzing the publications of the media, it can be noted that this is an important prerequisite for dissatisfaction of residents, when the bulk of the population receives income that is difficult to compare with the finances of a certain circle of people.

4. *Politics*. Currently, most people who do not have the ability to regulate social processes have a negative attitude towards government bodies. The army, unemployment, corruption, problems in the international arena, the level of wages and pensions – these and a number of other topics are of interest to the public, which is skeptical about the possibility of their resolution by the authorities [3].

It is worth accepting the fact that citizens, especially the younger generation, are engaged in the search for guilty persons, which, as a rule, are people of a different nationality who profess "their" religion and belong to a different social group.

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ДОМАШНЕЕ НАСИЛИЕ В ОТНОШЕНИИ ЖЕНЩИН В РОССИИ

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Аннотация: в статье ставится задача рассмотреть домашнее насилие как социальную проблему. Так же автором предоставляются результаты и анализ полученных исследований, доказывающие актуальность затронутой проблемы. Исследуются факторы, влияющие на возникновение домашнего насилия в стране и мире.

Ключевые слова: домашнее насилие, жестокость, жертва, социальная проблема

DOMESTIC VIOLENCE AGAINST FEMALES IN RUSSIA

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Abstract: The article aims to consider domestic violence as a social problem. You can also find the results and analysis of personal studies proving the relevance of the affected problem.

Keywords: domestic violence, cruelty, victim, social problem

The word «Family» according to the Oxford dictionary has eleven meanings [3]. Nevertheless, the first words, which come to my mind, are home, love, parents, children, and happiness. Alongside with these words, every third woman in the world [4] who has ever been a victim thinks about violence, pain and fear.

Domestic violence, also called intimate partner violence - is the verbal, emotional, physical or sexual abuse of one’s partner. Domestic violence is a global social issue that may happen with people of all ages, races, genders and sexual orientations. Peculiarity of violence in the family context is necessity to communicate with abuser after cycle of violence.

The main danger is that domestic violence occurs behind closed doors, and it thrives in silence. However, this phenomenon is considered as a problem relatively recently.

The reasons of its existence in different countries are: poor socio-economic conditions, high level of poverty, low level of education, the absence of democratic culture

In the 1900s a lot of psychologists and lawyers contributed to the development of its research. And in 1960s there were introduced laws which made abusers legally responsible for their acts. In the western world domestic violence is violation of the law. However, there is no law in Russia which controls relationships between partners. In addition, Russian culture provides for keeping silent about everything happening inside the closed doors [2, p.129]. As a result, every 40 minutes one Russian woman is killed by her partner [4].

Domestic violence is expressed in various forms

1. Physical abuse - the most dangerous and obvious type of abuse. It includes the use of physical force.

2. Sexual abuse - includes sexual assault, harassment, forced sex, sexual humiliation, sexual perversion, blackmailing with intimate content files. Also behavior limits for abortion is included.

3. Psychological abuse is based on fear-causing behavior of one’s partner. It includes intimidation, isolation, and emotional dependence on abuser. This type of abuse has no cycle; it should be permanent.

4. Emotional Abuse – the most difficult type of violence, as it is hard to recognize. Used for deterioration of mental health and destruction of the victim's self-worth. It includes insulting, negligence, deception, rejecting.

5. Financial Abuse. Except of being the form of violence, it is also one of main reasons why victims are not able to go. In this type, abuser usually insists on a full control of victim’s expenses [4].

We conducted an anonymous survey among men and women in Russia. The results of our study are shown in the Table.

Table

The survey about domestic violence

Question	Answer	
Age	16-25 (99.3%)	26-35 (0.7%)
Sex	Male (12.9%)	Female (87.1%)
Do you consider domestic violence as a serious social problem?	Yes (97.1%)	No (2.9%)
Who is the most frequent victim of domestic violence?	Female (94.3%)	Male (5.7%)
Have you ever been a victim?	Yes (27.9%)	No (61.4%)
Do you know anybody, who has ever been a victim?	Yes (58.6%)	No (41.4%)
If so, did you go to the police?	Yes (6.1%)	No (93.9%)

According to our research 97% agree, that domestic violence is the serious social problem, because people do not expect that they love abusers and live with them. Every third person stated that he/she has ever been a victim of domestic violence, but 58% are aware at least of one case of the domestic violence.

We can state that usually people cannot confess themselves that they are victims. As they are usually convinced that it happens for a reason, they may be convinced that they deserve this attitude. Moreover, even if they are being beaten by their partners, they still do not believe that they are victims. This psychological pattern of behavior is inherent in women, which is confirmed by our research. 93% of people state that female is the most common victim. There are a lot of reasons.

Cultural peculiarity

Russian culture sometimes implies suffering for getting happiness. Proverbs also establish domestic violence as a part of culture, e.g. “a beating man is a loving man”. In addition, women are usually being pressed by society. Historically, women are not supposed to choose partners. They are expected to put up with any attitude in order not to be alone. This is significantly worse than living with an abuser.

Fear

There is no concrete article on domestic violence in the Russian legal system. And women are to file a police report, fill out a lot of applications, prove incidents of violence, to gather evidence. In a fact, the law enforcement system is disinterested in the family feuds. Moreover, women are often materially dependent on men and they have no place to go. Thus, in case of an offense, a woman cannot be protected.

Men also can be victims, but 30% of interviewed men do not even consider domestic violence as a social problem. The point is that Russian culture implies patriarchy, and man must be the head of the family, decide what to do, to control a partner. It is impossible to think that man can be weak, can be broken, he may need help. Men in Russian society are not supposed to show their feelings. Usually, violence is connected with a mental state and psychological injury in childhood [1]. This pattern is passed down from generation to generation [6].And when men face any psychological problem they are not able to recognize and to solve it. Inability to ask for a help makes violence "thrive".

This survey is a great evidence of lack of protection for women in Russia. And it is not even enough to tighten laws. It requires an integrated approach that combines:

Publicly accessible parent education programs for upbringing a mentally healthy generation [6].

Availability of being assisted by psychologist.

Awareness of providing support.

Government control

The most important point is to know that abuse can live only in a hush. The problem is not relevant enough because of its characteristic. To deracinate this issue, it is necessary to break the silence. And it is also the only one way out for victims [5]. To save you and save another person we need to we should not concern this problem as something intimate or inglorious. It can happen to everyone.

It is important to understand that with universal efforts we can make our homes peaceful, full of love and support.

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МОРАЛЬНЫЕ ПРИНЦИПЫ И КАЧЕСТВА СТУДЕНТОВ

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Аннотация: В статье рассматривается актуальная проблема морального облика современной молодежи. С целью определения жизненных ценностей молодых людей проведено социологическое исследование на базе института инженерных технологий Кемеровского государственного университета. Названы основные моральные ценности молодёжи.

Ключевые слова: современная молодёжь; респонденты; исследования; моральные принципы; жизненные ценности

MORAL PRINCIPLES AND QUALITIES OF STUDENTS

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Abstract: The article deals with the topical issues of the moral image of modern youth. In order to determine the life values of young people, a sociological study was conducted on the basis of Kemerovo State University, the Institute of Engineering. The basic moral values of young people have been identified.

Keywords: modern youth; respondents; research; moral principles; life values

Since the beginning of human society, social norms, and principles of people's existence with each other began to appear in it, that is, morality has been formed. This aspect of human relations has always been of interest to society as a whole, as well as to individual scientists, and has been the subject of many sciences to this day. This topic will always be relevant, as the society is continuously developing, moving forward, and with it the moral values are changing and developing. In this regard, it is necessary to monitor the trends in people's moral attitudes. And special attention in this issue should be given to youth, as the younger generation is most vulnerable to changes and is in search of its values. So, “the purposeful basis of educational work at the university is the creation of favorable conditions for the personal growth of students, for the development of general cultural and professional competencies” [1, p.65].

The purpose of our work is to study the moral principles of students of the Institute of Engineering. In the course of our work we have conducted a sociological study using methods such as questionnaire survey and analysis of information received. Sociological research was conducted in several stages:

-preparing for research: study and analysis of literature on the topic of work, the preparation of questionnaires,

-collecting of primary sociological information: organization and conducting of the survey,

-processing and analysis of information received,

-summing up the research, formulating conclusions.

In the course of the survey, 82 students of our institute have been interviewed. We would like to note some results of the research.

In their free time, students usually visit friends (63%), work with computers (56%), go in for sports (40%) or walk outdoors (40%). Only a small part of the respondents is engaged in public work (9%), watch television (18%) or visit cultural institutions (28%).

On the question of whether the proverb "With a nice paradise and in a hut" is true today, 70% of respondents answered that it is more relevant, 12% indicated that it is completely relevant, another 12% believe that this saying is completely outdated, and only 6 % found it difficult to answer. As for married students, all of them, without exception, considered it relevant. As to girls, only 34% indicated the timeliness of such an expression, and among the guys, there were 50%.

24% of the students surveyed consider themselves patriots, 60% chose the answer "rather yes", 10% can’t call themselves patriots, and 6% found it difficult to answer this question. The respondents with low incomes are more likely to consider themselves patriots. There are young men who called themselves patriots more than girls.

28% of the respondents spend their free time together with their parents,37% of respondents indicated that they are with their parents sometimes when there is no other business. 27% of respondents do not spend much time with their relatives and 8% did not want to answer the question.

Only 8% of students indicated that they often take part in charity events and volunteer movements, and 24% at least sometimes take part in such events. More than a third of respondents (38%) do not participate in charity at all, 29% – very rarely and 1% did not want to answer the question. First-year students take part in similar events more often.

As for 78% of respondents, they think that success may be achieved if you have a good job.54% of respondents think they can find a good job on their own.

36% of respondents believe the personal connections are crucial in today's world.

It is worth mentioning that in Kemerovo Institute of Food Science and Technology an active work is carried out to inform students about job opportunities and available vacancies that graduates and students can use. The study showed that the vacancy information is of interest not only for senior students. The vast majority of first-year students of KemIFST would like to combine work and study. More than 80% of the surveyed first-year students plan to start their career at senior courses, and 10% would like to start working in the first year [2, p.83].

28% of respondents find the possible to disregard of moral principles in favor for career, 66% of respondents keep to the opposite view and 7% of respondents have difficulties to answer this question.

76% of students surveyed think that their main goal in life *starting* a good family, 42 % – a life of prosperity, other 40% of respondents named the main purpose of taking care of their parents, and 39% want to ensure the future for their children.

In our opinion, only 4% of respondents think that kindness prevails in modern society, 2% – decency, 2% – tolerance, and 1% – honesty, but 69% of respondents see laziness in the surrounding, 46% – aggression, another 46% – mercantile, 45% – cynicism, 44% – envy, 18% – persistence, 17% – the desire for power. None of the survey participants indicated charity, as the quality inherent in modern youth.

80% of respondents are satisfied with the moral climate of their immediate environment, only 17% of respondents express their dissatisfaction on this issue and 3% find it difficult to answer this question. The young men answered more often that they are satisfied with the psychological climate of their surroundings than the girls.

The life values of the students of our faculty were lined up as follows: the family takes the first place (75%), health takes the second place(33%), then it is a place of friends (23%), studies take the fourth place (35%), the fifth place – financial well-being, love to the Motherland (39%) takes the sixth place, and last – fame (47%).

Thus, it can be concluded that the majority of students are not ready to sacrifice their moral principles for the sake of a career. The bulk of respondents are satisfied with the moral climate of their environment and the way of life they lead, but, nevertheless, they see only negative qualities in the rest of the youth. To carry out their plans, students of our institute do not count on state aid. That is why most respondents do not show a sense of patriotism. Social and political activity of the students surveyed is extremely low. It means they do not see the benefits of this activity. In general, the moral character of our students looks quite positive. Foremost there are such vital values as family, friends and health. Youth also appreciate unselfish love, and think about securing the future for their children. They think it is very important to take care of their parents. So, there are some negative factors affecting modern youth, but our students remain true to those values that are more important for society as a whole.

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ПРОБЛЕМЫ ВЗАИМОДЕЙСТВИЯ МИГРАНТОВ И МЕСТНОГО НАСЕЛЕНИЯ

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Аннотация: Данная статья посвящена проблемам взаимодействия мигрантов и местного населения. Цель исследования – проанализировать проблемы и выявить методы их решения. В качестве методов предложены принятие соответствующего законодательства и разработка интеграционных программ и мероприятий.

Ключевые слова: миграция; местное население; проблемы взаимодействия; ксенофобия

THE PROBLEMS OF INTERACTION BETWEEN MIGRANTS AND LOCAL POPULATION

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Abstract: This article is devoted to the problems of interaction between migrants and the local population. The purpose of the study is to analyze the problems and identify methods of their solution. The implementation of appropriate legislation and the development of integration programs and activities are proposed as methods.

Keywords: migration; the local population; the problems of interaction; xenophobia

In the XXI century migration has become global in scope and is growing greater and greater, covering all states and continents. According to the UN for 2017, the number of migrants around the world was 258 million people. [5] As for Russia, according to Rosstat, only in 2016 more than 575,000 people arrived in Russia. [1]

Migration processes pose threats and challenges anyway. One of the problems is the interaction between migrants and the local population. This problem is particularly relevant in Russia due to the huge migration flows provoking the emergence of conflict situations between migrants and the local population.

The purpose of this study is to analyze the problems of interaction between migrants and the local population, as well as to identify possible methods of solving these problems.

During the interaction between migrants and the local population, migrants face such problems as the language barrier, aggression of the local population due to cultural and religious differences, migrant-phobia and xenophobia, a different perception of the world etc.

The main problems of migrants in Russia are xenophobia and migrant-phobia of the local population. Foreigners face manifestations of these phobias in shops, entertainment centers, public transport, at work and even just walking down the street. According to the sociological survey of 2017, 32% of respondents believe that migrants are poorly educated people capable of only unskilled labor, every second Russian has an intolerant attitude towards migrants. The most negative attitude of Russians is to migrants from Central Asia (34%) and Transcaucasia (38%). [2]

The other important problems are cultural and religious differences. Rather often migrants flatly refuse to accept another culture and even try to impose their own. The same situation is with religious differences. Such behavior causes aggression from the local population. Only according to official data in Russia in 2017, 28 attacks on ethnic grounds were recorded, at least 71 people suffered from racist and neo-Nazi-motivated violence. [6]

The local population of Russia also faces a lot of problems during the interaction with migrants, i.e. negative media propaganda, a high crime rate among migrants, the language barrier, the lack of migrants' willingness to make contacts, opposition of identities, etc.

The most actual problem here is the negative influence of mass media. For example, the news often shows reports about the atrocities of migrants in Europe. Therefore, despite the fact, that, in general, migrants in Russia are not from Syria or Africa, but from Central Asia, Russian people make a false analogy and form a negative attitude towards migrants.

In addition, the local population is afraid of migrants because of their criminal activity. In 2017, more than 41,000 crimes were committed by foreigners, and for the period from January to August 2018, about 27,000 crimes have already been committed by them. [4]

As a result, it is obvious that most of the problems in the interaction between migrants and the local population arise from the centuries-old civilizational contradictions between the "East" and the "West".

In this situation, it is very important to find the way out and solve all the problems, which stand in the way of interaction between "strangers" and "ourselves". It is necessary to solve these problems at the state level through the development and implementation of certain normative documents that will contribute to the construction of inter-ethnic dialogue. For example, it is necessary to adopt the existing draft law "On Social and Cultural Adaptation and Integration of Foreign Citizens in the Russian Federation". [3]

Extensive work with the local population is also needed to dispel all myths about migrants and increase the level of tolerance of the population. This is possible through the development of special programmes and activities. For example, Siberian Institute of Management regularly holds such events as "International Poetry Evening". Moreover, in this institute there is a "Youth international club". Such events and clubs contribute much to the development of the dialogue between migrant- students and students from Russia, as well as to the increasing of tolerance of all students.

Thereby, in Russia there are a number of problems, which migrants and the local population face in their every day communication and interaction. It is important to take effective measures to solve these problems, as the tense situation and conflicts between local and migrants eventually can lead to negative consequences: strikes, protests and even events that can lead to deaths on both sides, as it periodically happens in Europe.

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СРАВНИТЕЛЬНЫЙ АНАЛИЗ СТРАТЕГИЙ БОРЬБЫ С АУДИЗМОМ В РОССИИ И США

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Аннотация: В работе описывается степень изученности культуры глухих, аудизм как явление и борьба с ним в США и в России, сравнивается осведомленность общества об этом явлении в этих странах путем анализа научной литературы, организаций и движений, поддерживающих глухих и борющихся с аудизмом. Целью работы является освещение проблемы неосведомленности людей о глухом сообществе в целом и усугублении дискриминации членов данного сообщества как следствие, а также выявление возможных способов борьбы с этим.

Ключевые слова: аудизм; глухие; слабослышащие; культура глухих; жестовый язык

COMPARATIVE ANALYSIS OF STRATEGIES TO FIGHT AUDISM IN RUSSIA AND THE USA

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Abstract: The paper describes the state of knowledge of the culture of the Deaf, audism as a phenomenon and the fight against it in the United States and Russia, compares the public awareness of this phenomenon in these countries by analyzing the scientific literature, organizations and movements that support the deaf and struggle with audism. The aim of the work is to highlight the problem of people's ignorance about the deaf community at all and aggravation of the discrimination of members of this community as a result, as well as to identify possible ways to fight it.

Keywords: audism; deaf; hard of hearing; deaf culture; sign language

Audism is a set of beliefs that includes the following misconceptions: hearing people are superior to Deaf people; Deaf people should be pitied for having futile and miserable lives; Deaf people should become like hearing people as far as possible; and shunning of sign languages.

This term was coined by American Deaf scholar Tom Humphries in 1975. According to Humphries, audism manifests "in the form of people who continually judge deaf people's intelligence and success on the basis of their ability in the language of the hearing culture" [1]. The appearance of this term initiated discussions about employment and education for deaf, their rights and so on. And although soon society closed its eyes to this problem again, but it was just for a while, and then in this area began to appear various works and studies of scientists.

The first person whose contribution to the study of the world of the deaf, their culture, education and much more is invaluable was a University Distinguished Professor in the Department of Psychology at Northeastern University Haran Lane with his book "The Mask of Benevolence: Disabling the Deaf Community" (1992) and other 8 books about deafness, in which such things as gap between hearing people and deaf community, deaf culture, nature of American sign language and many other ones are described [2].

Comparing the list of American and Russian literature about deafness and deaf culture, it can be concluded that in Russia, the amount of work done to study the deaf community and their culture, and therefore the awareness of people about it and the fight against audism as a result, is very far from the amount of work done for this in the USA (the ratio of the average number of written scientific papers on this topic is 20 to 100).

So, as for the USA, there are more than 100 books which were written since 1980 to 2014 and continue to be written nowadays. It shows that the study of deafness, the culture of deaf people and everything that even indirectly may concern it has been studied in America for many years, which in itself is a way to fight audism. The problem is being studied, they are talking about it, and, therefore, it is being eradicated.

In Russia, in almost any source it is possible to find the same bibliography including 24 books that were written since 1971, but most of them already in 21^{th} century. The thing is that from a small number of literature, part of it is books translated from a foreign language, another part is fiction, and the majority of it is methodological manuals for working with deaf children (sometimes with radical and outdated methods).

In addition to literature and scientific works about the deaf, their culture and other aspects of the deaf community, America has created a large number of national organizations that continues to grow. These organizations support the deaf community, parents of deaf children, and also generally share an exhaustive amount of information for all interested in this topic.

They are such organizations as «Alexander Graham Bell Association for the Deaf and Hard of Hearing», «Beginnings», «Hands and voices» and other ones, that have been created to let parents of deaf children, deaf or hard of hearing people of any age know more about culture, education, employment, laws, events and many others for the Deaf. A total is about 40 of such organizations in the USA [1].

Besides various organizations for the Deaf in the USA, there is a movement named “Audism Free America”, which is a grassroots Deaf activist organization in the US which advocates for Deaf American rights, cultural resurgence, and seeks primarily to challenge the ideological foundations of audism in America. This organization is committed to human and linguistic rights of Deaf people, unmasking audism and media misrepresentation, and advocating for future generations [4].

There is only one organization of such type in Russia, i.e. “All-Russian Society of the Deaf”. But when in a country where about 200,000 deaf people live, not counting hard of hearing people, there is only one organization that provides support for people with hearing impairments and informs all people about the culture of deaf people, this doesn't lead to the desired results effectively and quickly enough.

Consequently, in Russia it is necessary to create a larger number of organizations that will not only support families with deaf children, but also prepare RSL interpreters, organize various events in which both hearing people and people with hearing loss can take part. Such organizations should attract all interested people who are ready to help, make some kind of contribution. They can be doctors, engineers, programmers, writers, etc.; a representative of any profession will be very useful. And there should be at least 1 organization per region.

Another organization in our country is “Accessible environment”, which should facilitate the integration of people with disabilities into society, allowing people with disabilities to move freely in space and receive the necessary information to carry out comfortable life activities, combining requirements and conditions for urban design and infrastructure, facilities and transport. But in many discussions about an accessible medium they speak only about the problems of people with limited mobility, but forget about the deaf and hearing impaired, for example, not paying due attention to the subtitling or use of sign language interpretation of television programs, videos and official events.

Moreover, many people, including even the hearing impaired themselves, have no idea of what is the “accessible environment for the deaf and hard of hearing” and it is mainly due to the stigmatization of deafness by society and the lack of knowledge of the deaf, about their rights to barrier-free access to oral information. In Russia, in principle, it is still common that the deaf are taught to adapt to the hearing and not to complain about the lack of an accessible environment.

We support S. Kuznetsova’s opinion that to improve the accessible environment for the deaf and hard of hearing, it is necessary to take into account that, depending on the external environment, communication skills and the needs of people with hearing impairments, various means can be used to access oral information:

verbatim subtitles in the same language

sign language and sign-interpretation

hearing aids, cochlear implants

optimal conditions for lighting, acoustics, sitting, standing, walking during a conversation or event [2].

The possible solutions in terms of government policy, to our mind, are the following.

To pay more attention to lack of interpreters: open more faculties and start courses for the intending interpreters of the Russian sign language and encourage young people become ones, explaining the need and prestige of this profession.

To motivate students working with the Deaf or at least knowing appropriate terminology and English language well enough to translate foreign books about deafness, deaf culture and audism into Russian.

To provide subtitles in cinema theatres and for the programs at least at the state television channels.

As for young generation, intending RSL interpreters and specialists working with the deaf should actively take part in various scientific conferences to inform people more about the problem of audism, common myths and misconceptions about the deaf community. Moreover, students can organize various cultural and entertainment events, inviting both deaf and hearing people, to provide for their interaction.

In addition, the state should encourage the generation of young scientists working in the field of sign languages or systematically studying the deaf community to start creating special literature. Then these books will be fundamentally different from what was created decades ago, the literature on this topic will become relevant again and will give people the opportunity to raise awareness of the lives of the deaf, abandon stereotypes, and reduce the audism level to the lowest exponent. This literature should include the consideration of sign language from the point of view of linguistics, which will show that it is an independent language, with its own grammar, syntax and other rules. It should also contain information that dispels the myths that people with hearing impairments are inferior, cannot be integrated into the rest of society, acquire professions and various skills like driving a car, dancing, singing and so on. Also needed are books that will show the richness and diversity of the culture of the deaf community, its history. Students studying RSL are now a young generation, whose task is to radically change the attitude of society towards the deaf in Russia, popularize the problem of audism and fight it.

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УДК 316.443

ПРОБЛЕМА СОЦИАЛЬНОГО НЕРАВЕНСТВА

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Аннотация: В статье ставится задача рассмотреть главные аспекты проблемы социального неравенства. Изучить историю происхождения данной проблемы и личностей, которые первыми описали ее. На основе изученной литературы автором делается вывод о возможных сценариях решения проблемы и последствиях.

Ключевые слова: социальное неравенство; распределение ресурсов; бедность; богатство

THE PROBLEM OF SOCIAL INEQUALITY

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Abstract: This article aims to consider the main aspects of the problem of social inequality. To study the history of the origin of the problem and the individuals who first described it. On the basis of the studied research literature the author draws a conclusion about possible scenarios of solving the problem and consequences.

Keywords: social inequality; resource allocation; poverty; wealth

The problem of social inequality arose simultaneously with the formation of human society. Even the ancient Greek philosopher Plato reflected on the stratification of people into the rich and the poor. He believed that the state was a kind of two States. One was poor, the other was rich, and they all live together, making all sorts of machinations for each other. Plato was "the first political ideologist to think in terms of classes," says Karl Popper [1]. In such a society, people are haunted by fear and uncertainty. A healthy society should be different. In his work "State", Plato argued that the right state can be scientifically justified, and not be sought by touching fearing, believing and improvising. Plato assumed that this new, scientifically designed society would not only implement the principles of justice, but also ensure social stability and internal discipline. This is how he represented the society led by the rulers [2].

According to sociologists of all ideological directions, no one in the history of social thought, emphasized as definitely as K. Marks that the source of social development is the struggle between antagonistic social classes. According to Marx, classes arise and compete on the basis of different positions and different roles performed by individuals in the production structure of society [3].

We can highlight the social and economic aspects of the problem of social inequality. First, we study the problem in the social sphere of social relations; consider the advantages and disadvantages of stratification of society.

Social aspect

One of the most significant shortcomings is people's uncertainty about the future, which arises from the lack of a sense of social security. For example, let's look at the following situation. People even with average incomes do not have the opportunity to buy decent housing, meanwhile, the forecasts of the economic situation are disappointing. Good health care and insurance are also often inaccessible to people with low incomes. All this creates a sense of uncertainty, and, accordingly, a lack of confidence in the future. Uncertainty in the future, in turn, leads to an increase in social tension in the country – the population begins to condemn the social policy of the state and expresses dissatisfaction with protests, rallies and strikes.

Another drawback of the strong stratification of society is the disappearance of real social elevators. This leads to a loss of motivation for development and active work. The disappearance of social elevators can be explained by the fact that the lower layer of society does not receive higher education and, especially, training in large companies. Often these people are then stuck at a certain step of the career ladder, and, therefore, at a certain level of wages.

Problems arising from the social competition can be added to the negative sides of inequality in the social sphere. Low-income people compare their standard of living with the standard of living of more successful individuals, and this puts pressure on the emotional state.

However, there are positive aspects to social inequality. The first one is increasing social justice in society. With the growth of the marginal product of the employee's labor, the agent's income increases. This rule applies in the opposite direction. Secondly, social inequality contributes to the social self-organization of society. The more economically successful an agent is, the higher the position he will hold. This means that the economy will have an effective division of labor, which in turn increases the incentives for self-development.

Economic aspect

The problem of social stratification is reflected not only in the social but also in the economic sphere. The advantages of the problem of social inequality include the following aspects. When a person wants to get rich, move from one class to another, he can come up with something new. And after all, it is often the feeling of inequality that pushes a person to inventions, and innovations have a positive impact on social welfare. Secondly, social inequality contributes to the creation of a competitive environment, and in a competitive environment there is a need to increase the productivity of the company, which in turn develops the country's economy.

The disadvantages, in the first place, include the restriction of access to natural resources and the unequal distribution of labor products. Some natural resources are easier to obtain because of their influence on resource allocation. Some products of human labour are beyond the reach of people with lower income. Therefore, the state has to bear significant costs to support the less well-off segments of the population, which is another disadvantage of social inequality, which to some extent is unfair for the more affluent population, since the costs incurred for the payment of transfers, unemployment benefits and other are financed from them.

Socio-economic approach. Management strategy

It is logical to assume that there is no absolute solution to the problem of social inequality. Besides, it would be irrational from an economic point of view. However, reducing wage differentials between the two peripheral social strata will be both economically and socially justified. For example, European countries have long been trying to solve this problem by increasing unemployment benefits, paying more transfers to households and introducing social programs to support the population.

However, by reducing social inequality in this way, states face another challenge: dependency. People from Africa, India, the less prosperous countries of the European Union migrate with their families to the countries of Europe with a high standard of living and live on high unemployment benefits, which only harms the economies of these developed countries. Accordingly, such a policy of reducing social inequality often reduces GDP, the standard of living of the indigenous population.

Using the socio-economic approach, it is possible to help less painfully for the country's economy to cope with the problem of differentiation in the income of the population.

It is necessary to find an optimal level of social inequality, when incentives to work and development will increase, and at the same time, that people will be socially protected, which would lead to a reduction of social tension.

In order to move to the optimal level, it may be necessary to introduce a progressive scale of taxation, which would not tax wages, but the total income of the individual. This could contribute to the partial redistribution of money from the rich to the workers, highly dependent on wages. Another measure to combat inequality is to increase the minimum wage. The increase in unemployment benefits may lead to a reduction in the economic growth rate in the medium term. However, if the minimum wage is high enough to provide both the necessary living conditions and comfortable conditions, the feeling of social inequality will not be so palpable. Third, it is possible to change the structure of public spending so that a larger share of the funds is directed to education and health, so that they are more accessible. If a person is healthy and has access to knowledge, it is likely that he will be able to use them for his own benefit, and therefore for the benefit of society.

Scientists have long drawn attention to the qualitative differences in this regard between open and closed societies. In an open society, there are no formal restrictions on mobility and almost no informal ones.

A closed society, a rigid structure that prevents the increase of mobility, thus resists instability.

Social mobility would be better described as the reverse side of the same inequality problem, as social inequality is growing and legitimized in the process of social mobility, whose function is to divert to safe channels and contain discontent.

In a closed society, upward mobility is limited not only quantitatively, but also qualitatively, so individuals who have reached the top, but do not receive the share of social benefits that they expected, begin to consider the existing order as an obstacle to achieving their legitimate goals and strive for radical changes. Among individuals, the mobility of which is directed downwards, in a closed society are often those who have the education and abilities more prepared for leadership than the bulk of the population, – from them formed the leaders of the revolutionary movement in the period when the contradictions of society lead to conflict in this class.

In an open society, where there are few barriers to upward movement, those who rise tend to move away from the political orientation of the class to which they have moved. The behavior of those who reduce their position looks similar. Thus, those who rise to the highest stratum are less conservative than the permanent members of the highest stratum. On the other hand, the "dropped down" are more left-handed than the stable members of the lower strata. Consequently, the movement as a whole contributes to the stability and at the same time the dynamism of an open society.

A variety of roles and positions lead to differences between people in each society. The problem is to somehow organize these relations between categories of people who differ in many aspects.

Based on the above, inequality in its most General form means that people live in conditions in which they have unequal access to limited resources of material and spiritual consumption. The concept of "social stratification" is widely used to describe the system of inequality between groups of people in sociology.

When considering the problem of social inequality, it is justified to proceed from the theory of socio-economic heterogeneity of labor. Performing qualitatively unequal types of work, to varying degrees to meet social needs, people are sometimes engaged in economically heterogeneous work, because such types of work have a different assessment of their social usefulness.

It is the socio-economic heterogeneity of labor that is not only a consequence, but also the reason for the appropriation of power, property, prestige by some people and the absence of all these signs of advancement in the social hierarchy of others. Each group develops its own values and norms and relies on them, if they are placed in a hierarchical manner, they are social strata.

It is difficult to deny that such a society, such inter-layer interaction, is more of an ideal model than an ordinary reality. Most modern societies are far from this model. Or there is a concentration of power and resources in numerically small elite. The concentration of the elite status attributes such as power, property and education prevents social interaction between the elite and other strata, leading to excessive social distance between it and the majority. This means that the middle class is small and the upper class has no connection with the other groups. It is obvious that such a social order contributes to destructive conflicts.

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УДК 316.62+324+378

ГЕНДЕРНАЯ СПЕЦИФИКА ЭЛЕКТОРАЛЬНОГО ПОВЕДЕНИЯ СТУДЕНЧЕСКОЙ МОЛОДЕЖИ

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Аннотация: Содержащаяся в статье характеристика гендерных особенностей студенчества позволяет определить его отношение к избирательной активности. Анализ ответов респондентов мужского и женского пола показал, что для юношей характерна более категоричная модель электорального поведения. Результаты исследования могут быть использованы для разработки методических пособий для преподавателей международных отношений, истории, политических дисциплин, рекомендаций для работы с иностранными студентами.

Ключевые слова: электоральная активность; выборы; гендерные особенности; максимализм

GENDER SPECIFICITY OF ELECTORAL BEHAVIOUR OF THE STUDENT YOUTH

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Abstract: Due to the characteristics of the electoral activity of the student youth contained in the article it is possible to determine their attitude towards electoral activity. Through the comparison of reasons of the abstention of respondents it was revealed that more categorical model of electoral behavior is typical for male students. The applied implementation of findings includes working out some proposals for international relations, history, political studies lecturers, and instructions on cooperation with foreign students.

Keywords: electoral activity; elections; gender specificity; maximalism

The Free Dictionary defines student as a person formally enrolled in an institution of secondary or higher education [2]. Commonly, such age category as youth includes more limited category as a studentship. Consequently, some unique characteristics are special only to students.

Studentship is the main period of personal outlook formation. It is a time of contrariety of the inner world and self-determination. As a rule, this period is characterized by growth in insistence of high standards to themselves and to people around. It stems from the extension of political and social interests and measure of responsibility [1].

The general statistics of elections of previous years shows that citizens' reluctance to play active political role is an essential specification of modern democracy in Russia. The significant role in this process is given to the young generation as its volunteering and social activities largely determine the strategic national development.

There are different modes of students' attitude towards current political events. One of the illuminating peculiarities of political activity is a low electoral turnout. Voter or electoral turnout is the percentage of entitled voters who duly follow the procedure and efficiently cast their ballots in an election. The refusal of the young generation of participation in the elections has become a widely-spread tendency [5]. Thus, according to the sociological research, one third of young respondents from Novosibirsk taking part in the opinion poll announced their intention not to take vote at the Russian presidential election of 2018 [6].

The low level of an electoral activity of youth is a naturally determined result of the state social programs, characterized by the lack of sufficient social promises. For example, accommodation problems and employment difficulties are common for the majority of students and postgraduates nowadays.

One of the stages of the carried out research was a survey in which the students were involved. The choice of this age group is explained by the tendency of giving the great importance to the political views of young generation.

The survey was conducted in March 2018. We surveyed 88 respondents, namely 37 young men and 51 girls. Being from 18 to 22 years old, the respondents are students of Economics Faculty, NSU.

The respondents were asked about the reasons for the enrolled voters to refuse to take part in the elections. They selected an option from the suggested answers put forward, which were as follows:

the passive civil position of the population, insufficient level of legal culture;

the expression of protest against the existing political system;

incapability to change the political situation in Russia through the election;

default of real choice between the proposed candidates, from citizens' point of view;

the expression of distrust towards authority (see Fig.1).

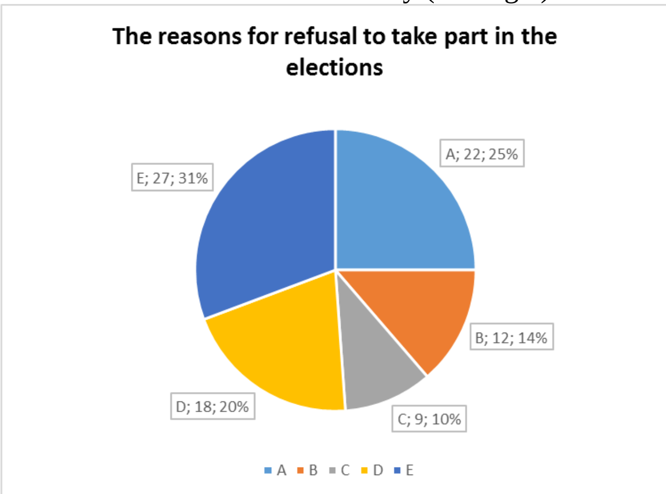

Fig. 1 The reasons for students' non-participation in the elections

The expression of distrust towards authority turned out to be the most popular position. This point of view was supported by 31 % of respondents. The second strong opinion is referred to the passive civil position of the population. Approximately, the equal number of respondents tends to consider the protest against the existing political system and the inability of the elections to change the political situation in Russia the reasons of electoral abstention. Then, the fourth option has the lowest popularity among the respondents. 10% of participants supported this option.

The motives for students' not participation in the elections are shown in Fig. 1. The results of the survey reveal students' awareness of impossibility to affect the political situation in Russia. The low level of trust placed in public and state institutions indicates the existence of the nihilistic attitude to the authority in general and the lack of confidence that the legal structures, including the electoral institutions, are valid.

In this context, the key aim of second stage of our research is to define gender reasons, which shape students' attitude towards politics as a whole. Theoretically, the distinctive features of the students' worldview are maximalism and the search for basic answers, which, in turn, determines their mental alertness. Consequently, the objective of this research is a determination of the gender specificity of students' electoral passivism. The formulation of the theme of our research required the appropriate development of purpose, objectives, methods and a proper selection of the sample of students from Novosibirsk State University, so that the results be are accurate, meaningful and realistic. The method and research tools used – the literature search and the questionnaire – were considered necessary and sufficient real opportunities to objectively identify the opinions of the students.

Our hypothesis presumes the popular conviction that electoral conduct of male students is more definite and critical than that of female students.

According to the scientific approach, gender is a way of person's social behavior and a form of its perception [4]. Robert Stoller was the first to use the concept of "gender" to designate social sex. Gender is formed under the influence of the surrounding medium. Masculinity or femininity means to perform preassigned gender roles.

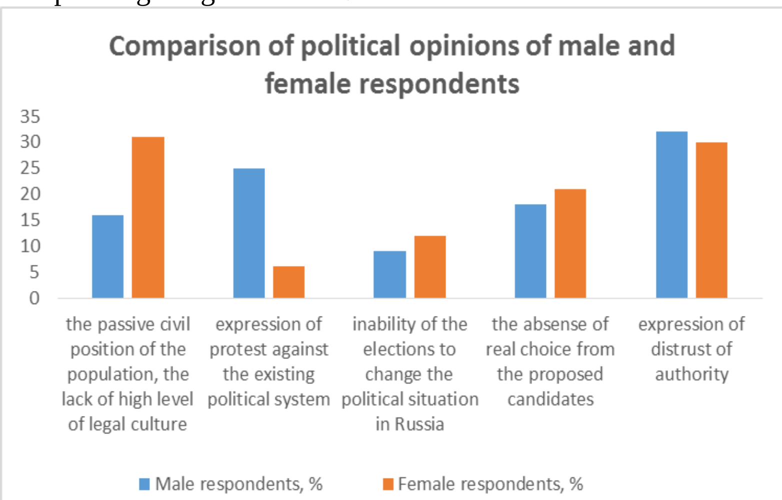

Fig. 2 Comparison of political opinions of male and female respondents, %

Comparison of political opinions of male and female respondents are presented in Fig. 2. Comparison of the answers of male and female respondents has revealed certain findings. The results illustrate the fact that male respondents are prone to protest in a more significant way rather than female respondents. At the same time, female respondents are highly likely to incline towards the passive civil position of the population as a reason of the abstention in Russia. The data states more drastic disposition among male respondents.

Psychological and gender differences show that level of girls' satisfaction with their interpersonal relations is commonly higher than that one of men of the same age [3, p. 53]. Male students are more likely to show their leadership skills.

As a result of the comparison, it was discovered that male students' disapproval of the political system is expressed vividly. Alertness shown by male students is caused by gender assumption existing in our society. The most popular one is a basic attribution of men aggressiveness.

To sum it up, the peculiarities of students' political activities are widely discussed nowadays. Conducted surveys reveal students' pessimism related to the political situation in Russia caused by the respondents' alertness. We believe that the following activities may ease student's aggression: meetings with political experts, participating in political debates, studying of political parties' history, contacting with student associations directed at public interest. From the aspect of psychology and gender, actuality of this problem is explained by the strongest sensitivity of the younger generation to the political culture [5, p. 121]. University staff should take into account peculiarities of male and female students' expression of political views in order to carry out special courses and lectures.

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МИФ В СОВРЕМЕННОМ ОБЩЕСТВЕ: ПРОБЛЕМА ОПРЕДЕЛЕНИЯ

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Аннотация: Данная статья посвящена проблеме определения мифа в современном обществе. Целью исследования является анализ существующих концептуальных определений мифа и их применимости в условиях современного общества. В качестве результата исследования необходимо выделить формулировку определения мифа.

Ключевые слова: миф; общество; архаика; современность

MYTH IN MODERN SOCIETY: THE PROBLEM OF DETERMINATION

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Abstract: The article is dedicated to the problem of definition of the term «myth» in the modern society. The purpose of the research is to analyze conceptual definitions of myth and their validity in conditions of the modern society. As a result of the study it is necessary to highlight the formulation of the term «myth».

Keywords: myth; society; archaic; modernity

The issues of myth and mythological consciousness in the conditions of modern society are becoming increasingly important. The trends of archaization and "remifologization" of public consciousness acquire new forms through the development of information technologies and mass communication. Therefore, it is necessary for the implementation of the socio-philosophical study of these trends to determine what belongs to the category of "myth" in modern society, and what goes beyond it.

The problem of the research is the tendency of over-broadening the use of the term "myth" in relation to social phenomena and processes of modernity. The boundaries of this concept are blurring, and the definition of the framework, into which socio-philosophical study of mythological elements in the consciousness and self-regulation of modern society should extend, becomes complicating.

The object of the study is the myth in the realities of modern society, the subject – approaches to the definition of the boundaries the term "myth".

For a long time, the myth has not been the subject of serious research by the scientific community, since its interpretation was dominated by an approach which inherits from the ancient Greek tradition of understanding the myth as a fictional plot, the opposite of the historical narrative, which is based on events that took place in reality. The time of origin of the first scientific approaches to the study of myth refers to the end of the XIX century.

The first scientific studies of the myth interpreted it as a "pre-logical", pre-scientific way of cognition of the world by rational and sensual instruments. This concept has been dividing by E. B. Taylor, J. John. Fraser, and, subsequently, I. M. Dyakonov: "the Myth, in our understanding, is a way of mass and steady expression of attitude and world outlook of the person who has not created to itself the device of abstract generalizing concepts and the corresponding equipment of logical conclusions yet" [5, p. 9].

An important stage of the development of concepts about myth was the psychoanalytic school headed by K.-G. Jung's idea, which considered the myth as the basis of "collective unconscious" and mythological characters as archetypes: "Myths are the initial manifestations of the pre-conscious soul, involuntary statements about unconscious psyche processes" [10, p. 89]. This concept stands at the origins of ideas about the myth as socially significant phenomena, one of the main functions of which is to maintain the integrity of society and the principles of its self-regulation.

The concept of myth as an instrument of society consolidation and giving common value orientations to it can be traced in many studies of various socio-philosophical, cultural, anthropological schools. It is based in addition to the psychoanalytic theory on the heritage of the French sociological school (E. Durkheim, M. Moss, L. Levi-Brule) and the concept of J. Sorel, who discovered the myth as instrument of mass consciousness management.

This concept is widely spreading in the framework of studies dedicated to myth and its functioning in modern society. The position about the myth as a socio-forming resource, an instrument of legitimization of the existing social order follows from this. According To K. Flad: "Myth is a story that has acquired the status of the sacred truth inside a certain social group (or several)" [7, p. 31]."Myths can perform a consolidating function in relation to the existing social hierarchy, and sometimes the political structure" [7, p. 34]. More clearly the same idea can be traced in the definition of myth proposed by V. Polosin: "Myths are stories whose external characters tell about social experience and thus set the criteria for the legitimacy of the living subjects of social action" [8, p. 49], and A. Tsuladze: "Myth is a phenomenon of the collective psyche. Being included into myth, the individual psyche dissolves in the collective " [9, p. 21], "Myths protect public consciousness from harmful external influences and perform the role of a kind of "insurance" that keeps society from social and political cataclysms" [9, p. 53]. Also, a similar point of view is held by A. Assman, according to whom the myth in modern society is a material for collective memory, the basis for the mythologization of history: "the myth serves as a historical basis …for the interpretations that, while preserving for the society the past in the present, give this society an orientation to the future" [1, p. 39].

The Chicago school of religious studies which is lead by M. Eliade attached to the myth the role of a tool of interaction with the supernatural, the knowledge of man himself through communication with the numinous: "The Myth describes the various, sometimes dramatic, invasions of the sacred into the world. The breakthrough of the sacred into the world, told in the myth, is the real foundation of the world" [6, p. 297]. The same concept is accompanied by the definitions of the myth proposed by J. Assman: "Myth is a very typical form of speech representation of the sacred... in General, by "myth" we understand the narrative connection with the gods, "sacred history" [2, p. 134], and P. V. Bersnev: "The Transcendental (sacral) aspect of the symbol may well be regarded as the Foundation of the spiritual and religious life of man, and the symbols themselves as its basic structural elements (phenomena of spiritual life, the main components of myth and ritual)" [4, p. 50].

The structural-semiotic approach offers interpretation of the myth, which accused a huge impact on further research. K. Levi-Strauss considered the myth as a logical tool for resolving contradictions. R. Bart developed the concept of M. Muller on myth as a disease of language, and called the myth a thief of language "because myth is a word, anything that is covered by the discourse can be myth" [3, p. 265].

Thus, there is can be formulated that the myth is a complete conception of the worldview, an element and the basis of collective consciousness, which regulates the structure of society and human interaction with the outside world. It has characteristic features, among which one can distinguish the integrity and consistency, explanatory function, oppositions between sacred and profane, space and chaos, segmentation of space (high-medium-low, center-periphery), integrity of the subject of mythological consciousness with the outside world, lack of differentiation between the part and the whole. However, from the point of view of the study of the elements of myth in the modern collective consciousness, it seems unconstructive to expand the understanding of myth, joining Bart, to "everything that is covered by discourse", because in this case it is becoming difficult to determine the subject and boundaries of the study. Therefore, there is a risk of using the concept of "myth" as a marker (usually negative), which uses ideology (which, according to many researchers, is the main place of application of mythological elements in modern society) for self-defense from something what does not fit into the proposed conception of the worldview. Also, it seems correct to use the term "mythological plot" in the analysis of modern myths in relation to the mythological narrative, to separate it from the concept of "myth" itself, as well as the term "mythology" to describe the set of these narrations, which underlies the myth in accordance with the above definition.

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ПРОБЛЕМА НЕРАВЕНСТВА ДОХОДОВ В КНР И ПУТИ ЕЁ РЕШЕНИЯ

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Аннотация: Китай добился колоссальных успехов через 40 лет после проведения политики реформ и открытости, между тем возникли многие социальные проблемы. Наиболее заметные проблемы в китайском обществе сосредоточены в неравенстве доходов, трудоустройстве, здравоохранении, жилье и охране окружающей среды. Расслоение доходов в КНР является одной из самых актуальных проблем в настоящее время. В статье рассматриваются эта проблема и пути её решения.

Ключевые слова: КНР; политика реформ и открытости; социальные проблемы; неравенство доходов

THE PROBLEM OF INCOME INEQUALITY IN THE PRC AND THE WAYS OF ITS SOLUTIONS

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Abstract: China has achieved successes 30 years after the implementation of the policy of reform and openness, meanwhile many social problems arose. The most noticeable problems in Chinese society are income inequality, employment, health, housing and environmental protection. Stratification of incomes in PRC is one of the most topical problems at present time. The article discusses this problem and the ways to solve it.

Key words: China; reforms and openness; social problems; income inequality

Экономические успехи Китая, демонстрируемые в последние десятилетия, вызвали серьезные социальные проблемы. Среди них расслоение доходов является одной из самых актуальных проблем в КНР. Неравенство доходов наблюдается как между городом и деревней, так и между отдельными регионами, различными отраслями производства и должностными категориями.

Проблема неравенства доходов

В эпоху плановой экономики Китай внедрил режим распределения доходов. После проведения реформ и открытости практика этого эгалитаризма была нарушена, доходы людей значительно повышаются, но разрыв в доходах также значительно расширяется. Большой разрыв в доходах в Китае в основном отражен в следующих аспектах:

Во-первых, большая часть богатства находится в руках очень небольшого количества людей. По статистике, доход самого богатого 1% населения составляет 35% от общей доли дохода всего общества, а доход 10% населения с наименьшим доходом составляет лишь 1,4% от доли дохода всего общества.

Во-вторых, расширяется разрыв в доходах между отраслями. Данные за 2017 показывают, что электричество, нефть, финансы, страхование, водоснабжение, производство табака и другие отрасли промышленности имеют в общей сложности 8330 тысяч рабочих, менее 8% от числа работников в стране, но суммарно это составляет 55% от валовой заработной платы трудящихся в стране в этом году [4].

В-третьих, значителен разрыв в доходах между городскими и сельскими районами. В 2017 году соотношение дохода на душу населения между самыми высокими 10% и самыми низкими 10% домохозяйствами дохода в городах составляло 9,2 раза, в 0,3 раза выше, чем в предыдущем году, соотношение чистого дохода на душу населения сельских высокопоставленных работников к доходам домохозяйств с низким уровнем дохода в 7,3 раз выше, чем в предыдущем году; Ван Сяолу из Института Исследования национальной экономики даже считает, что разрыв в доходах на душу населения между домохозяйствами с максимальным минимальным доходом в размере 10% в стране составляет около 55 раз, а не 21 раз, что рассчитывается статистическими данными [4].

Причины неравенства доходов в КНР

Причины неравенства доходов в КНР являются сложными. Во-первых, наличие неравноправной в экономической области. Некоторые департаменты, отрасли могут получить высокую прибыль за счет монопольных операций. Например, ежегодная зарплата рядового работника Энергетической корпорации без учета скрытых доходов достигает 150 000 юаней. Во-вторых, несовершенная налоговая система и отсутствие необходимых мер для групп с высоким уровнем дохода привели к быстрому обогащению. Более того, снижен потенциал государственного перераспределения. Трудно оказать эффективную помощь уязвимым группам населения, тем самым увеличивается разрыв между богатыми и бедными. В-третьих, разрыв в доходах обусловлен географической обстановкой. Жители прибрежных приморских и водохозяйственных городов богаче тех, кто живет в горных районах. Немаловажную роль в таком неравенстве имеет наличие транспортной инфраструктуры.

Пути решения проблемы неравенства доходов

В настоящее время разрыв в доходах Китая слишком велик, проблема несправедливого распределения не только вызывает социальное беспокойство, но и повышает заинтересованность государства в решении данной проблемы.

Во-первых, были проведены реформы в области налогообложения и введена новая налоговая политика. С одной стороны, повышаются налоги на эксклюзивные товары, с другой, снижаются ставки налога на ежедневные потребности и вводятся скидки на некоторые предметы первой необходимости. Продолжают увеличиваться субсидии на продовольствие и поощряется производство продовольствия. Таким образом, повышаются цены на товары для определенной категории населения, лишние деньги в руках богатых могут быть приняты в казну в виде налогов, используемых для улучшения жизни людей и достижения перераспределения богатства.

Во-вторых, дальнейшее совершенствование системы социального обеспечения также включает создание более совершенной и всеобъемлющей правовой системы для защиты прав и интересов трудящихся в целях поддержания разумного баланса между доходностью и стоимостью трудовых ресурсов, для чего осуществляется повышение уровня минимального дохода. Кроме того, осуществляется система контроля трудовых договоров и устранение неравенства на правовом уровне.

В-третьих, постепенно на научной основе разрушается монополия в некоторых отраслях. Мы должны усовершенствовать систему государственного перераспределения и создать практическую систему контроля за доходами. В частности, необходимо устранить использование монополии на государственные ресурсы некоторых монополистических отраслей или крупных государственных предприятий. Однако эти ресурсы часто связаны с стратегической жизненной силой страны, существующие национальные условия Китая не позволяют нам полностью устранить монополию, поэтому необходимо постепенно реформировать на основе разумного подхода и научных исследований.

Таким образом, в настоящее время выделяется три причины неравенства доходов населения КНР, в том числе и географические условия, для решения которых следует провести реформы системы налогообложения, совершенствовать систему социального обеспечения и устранить монополию государства в некоторых отраслях промышленности.

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PROBLEMS OF MODERN EDUCATION

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CLIL В РОССИЙСКИХ ШКОЛАХ: ТРУДНОСТИ И ПЕРСПЕКТИВЫ

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Аннотация: В статье представлен анализ возможности и необходимости введения принципов интегрированного предметно-языкового обучения в Российских средних школах (на примере Новосибирска). Исследование основано на анкетировании школьных учителей разных предметов в Новосибирске.

Ключевые слова: интегрированное предметно-языковое обучение (CLIL); перспективы учителей, межпредметные связи

CLIL IN RUSSIAN SCHOOLS: CHALLENGES AND PROSPECTS

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Abstract: The paper analyses the possibility and necessity of introducing the principles of content and language integrated learning at Russian secondary schools (case study, Novosibirsk). The research is based on the survey among school teachers of different subjects in Novosibirsk.

Keywords: Content and Language Integrated Learning (CLIL); teachers' perspective, cross-curricular links

Content and Language Integrated Learning (CLIL) is an approach based on the idea of learning and teaching any subject in target language with no help of mother tongue in condition of language immersion [2]. Consequently, two goals can be achieved simultaneously: 1) subject or content is studied; and 2) foreign language is learnt within the given subject context [2]. In Russia integration of subject and language learning also becomes popular; however possibilities of its practical use in secondary schools are understudied. Thus, the article is aimed to analyze school teachers' attitude to the possibility of implementing CLIL in the teaching process in Russian schools. For this purpose a questionnaire survey was conducted in Novosibirsk State Comprehensive School № 188 in October 2018.

The research was conducted among 28 teachers, representing primary, basic and secondary levels of school education, who teach such school subjects as: Languages (Russian, English, German), Literature, History, Social Studies, Geography, Biology, Chemistry, Physics, Astronomy, Mathematics, IT, Art and Music, Handicraft, Health and Safety, Your Professional Career (YPC), Basics of Project Work (BPW). Demographic characteristics are given in Table 1 below.

Table 1

Respondents' Age Range

Age	22-26	30-39	41-48	51-57	61-64	Gender	Female	Male
Number of teachers	5	7	7	6	3	Number of teachers	26	2
Percentage	17.9%	25.0%	25.0%	21.4%	10.7%	Percentage	92.9%	7.1%

The questionnaire contains three sections of questions which cover the following aspects: 1) teachers' personal attitude to CLIL, attitudes to its necessity; 1) CLIL in teaching process; 1) advantages and disadvantages.

Answers to the first set of questions are presented in the Table 2 below.

Table 2

Teachers' Personal Attitude to CLIL

<table>
<tr><th rowspan="2">Question / Answer</th><th rowspan="2">Necessity for integrated lessons</th><th rowspan="2">Wish to participate</th><th colspan="3">Readiness to cooperate with foreign language teachers</th></tr>
<tr><th>Consult on subject matters</th><th>Prepare and give lessons together</th><th>Prepare and give lessons individually</th></tr>
<tr><td rowspan="2">Yes</td><td rowspan="2">17 (60.7%)</td><td rowspan="2">15 (53.6%)</td><td>2 (7.1%)</td><td>13 (46.4%)</td><td>1 (3.6%)</td></tr>
<tr><td colspan="3">16 (57.1%)</td></tr>
<tr><td>No</td><td>11 (39.3%)</td><td>13 (46.4%)</td><td colspan="3">12 (42.9%)</td></tr>
</table>

Respondents who expressed positive attitude to CLIL point out the following advantages of this approach: a) interdisciplinary (cross-curricular) links, which can be established at integrated lessons; b) enhancing teaching methods: readiness to interact with foreign language teachers is primarily connected with obtaining new teaching experience; c) increasing cognitive interest and erudition along with improving a foreign (English) language competence: additional motivation for pupils to study. Thus, teachers' willingness to take part in such classes is connected with their personal interest, self- and professional development.

Negative answers about the necessity of CLIL and readiness for cooperation with foreign language teachers are motivated by the following factors: a) pupils' inability to accept general subject information even in the native language due to the fact that they do not read much, have poor vocabulary and therefore they are not ready for learning a subject in a foreign language; b) subject teachers' low competence in a foreign language; c) learning to apply this method and planning such lessons is time-consuming, which is an issue, because of heavy work load; d) necessity to study a new innovative method; e) lack of time to deliver the subject topics, to say nothing about teaching a foreign language. The detailed ranging of opinions depending on subjects the respondents teach is shown in the Figure below.

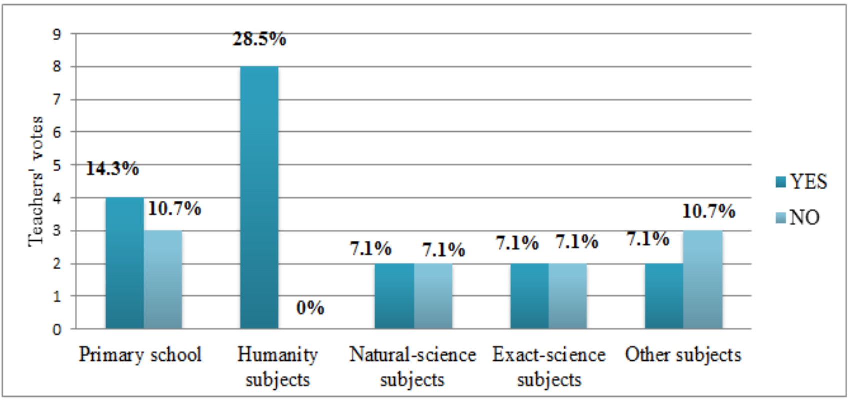

Fig. Ratio of positive to negative attitude to CLIL

The questions from the second section are connected with the process of practical implementation of integrated subject and language teaching, more specifically, the respondents were asked about: 1) the appropriate stage for introduction of such lessons; 2) frequency (per month, quarter, half-year); 3) type (single lesson or series of lessons); 4) part of school syllabus (in-class or optional course); 5) languages used (language immersion or partial use of mother tongue); 6) number of teachers at the lesson (one or two); 6) possible subject topics for integrated lessons. The results are demonstrated in Table 3, Table 4 and Figure 2.

As a result, the most frequent answer to the question about the most appropriate educational stage for introducing CLIL is the level of basic general education (39.3%), particularly, the 5th grade is chosen as the most suitable by 21.4% of respondents (see Table 3 for more details).

Table 3

The most appropriate stage to introduce CLIL as reported by the respondents

Stage of education / Grade level	Primary general education	Basic general education	Secondary general education
2 form	4 (14.3%)		
5 form		6 (21.4%)	
6 form		2 (7.1%)	
7 form		2 (7.1%)	
8 form		1 (3.6%)	
10-11 form			4 (14.3%)
No answer	9 (32.1%)		

Reporting on the frequency of CLIL lessons 32.1% of respondents consider 1-2 lessons per month as the most effective (the most popular answer). At that time the opinions divided equally as to single CLIL lessons vs. series of CLIL lessons (42.9% in both cases). Other conditions for successful and productive CLIL lessons as reported by the respondents are shown in Table 4 below.

Table 4

Conditions for productive CLIL lessons

	Relation to basic school curriculum				Language conditions				Number of teachers			
	Within topics of school curriculum	Additionally to school curriculum	Both are possible	No answer	Total language immersion	Use of native (Russian) language	Both are possible	No answer	Two (subject teacher and FL teacher)	One (foreign language) teacher	Both are possible	No answer
Number of respondents	5	14	5	4	4	19	2	3	17	9	1	1
Percentage	17.85	50	17.85	14.3	14.3	67.9	7.1	10.7	60.7	32.1	3.6	3.6

Thus, according to the subject teachers CLIL lessons can be productive if they start from the 5th form, take place 1–2 times per month in the form of series of thematically and logically related lessons or single lessons, which are developed as electives additionally to basic school curriculum and conducted by two teachers (subject teacher and a foreign (English) language teacher) with the use of the Russian language during the lessons.

The third section of the survey reveals teachers' opinions about the advantages and disadvantages of CLIL lessons. The results of answers are presented in Table 5 below. It should be noted that the majority of respondents (18 out of 28; 64.3%) found out more disadvantages and problems connected with CLIL lessons as compared to 35.7% respondents (12 out of 28) who named advantages and strong points of this approach. Such teachers' attitude is connected with lack of information on CLIL method and lack of experience in its practical use in secondary schools that causes relevant critical analysis of all conditions for its application, considering that many required conditions are unavailable.

Table 5

Supposed advantages and disadvantages of CLIL lessons

Advantages	№, (%)	Disadvantages	№, %
1.Combined simultaneous learning of school subjects and foreign language	3 (10.7)	1.Subject teachers' insufficient language knowledge	5 (17.9)
2. Cross-curricular links	1 (3.6)	2. Pupils' insufficient foreign language knowledge, problems in understanding subject information	5 (17.9)
3. Pupils' interest	2 (7.2)	3.Need for specific qualification, lack of methods and technologies to conduct such lessons	2 (7.2)
4.Deep study of subjects, source of new facts, consolidation of knowledge in a new format	3 (10.7)	4.Schedule and rooms, lack of time for lessons	2 (7.2)
5.Unusual form of lesson, use of different methods, improvement of lesson technology	4 (14.3)	5.Complexity in preparation and lack of time for preparation	3 (10.7)
6.Developing pupils' cognitive interest and communicative competence	3 (10.7)	6.Problems in cooperation of subject teachers and foreign language teachers	1 (3.6)
7.Language immersion, improvement of target language	3 (10.7)	7.Lack of staff members' interest	1 (3.6)
8.General development, erudition	3 (10.7)	8. Lack of pupils' interest	1 (3.6)
		9.Difficulties in assessment	1 (3.6)

Also the respondents were asked to recommend several subject topics which could be studied at CLIL lessons. The results are presented in the Table 6 below.

Table 6

Topics offered by subject teachers for CLIL lessons

	Subject	Proposed topics
1.	Primary school	Cardinal points; Warm and cold colors; Family; Animals
2.	English	Geographical discoveries; Physical inventions.
4.	History and Social science	Legends of King Arthur; England after William the Conqueror; The Reformation in England; The English Revolution of XVII century; War of Independence; Knights; Culture classes.
5.	Geography	Landforms; Climate zones; World ocean.
6.	Physics	Uniform rectilinear motion; Newton’s laws.
7.	Astronomy	Kepler’s laws.
8.	Mathematics	Decimals, fractions; Per cents.
9.	Information Technology	Concept of information; Data research; Data protection; Computer hardware and software.
10.	Art and Music	Italian as the language of music; Foreign songs as a part of national culture.
11.	Handicraft	Family chores.
12.	YPC	Any professional role play (simulation) connected with language.
13.	BPW	Project, Research; Supervision; Interview; Expert investigation.

To sum up, the necessity of integrated subject and language teaching is admitted by the teachers and most of teachers are ready for cooperation and participation at such lessons. However, at the moment school teachers are rather cautious about introducing CLIL, which, in their opinion, can be applied in the form of an experimental teaching or electives practiced from time to time, but not as everyday working method. The main challenges are connected with lack of knowledge of target language for understanding special content, lack of specific teachers’ qualifications and time for design and implementation of such lessons. However, requirements of the “Federal State Educational Standard”, connected with development of cross-curricular knowledge, along with teachers’ personal interest in professional development necessitate further elaboration of this problem. Analyzing subject teachers’ opinions on different aspects of integrating CLIL approach in the school curriculum gives us the opportunity to anticipate problems and propose possible solutions in our teaching practice, which is the prospect of further research on integrated English and Biology lessons.

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СЕРВИСЫ WEB 2.0 КАК СРЕДСТВО ФОРМИРОВАНИЯ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ

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Аннотация: Стремительное развитие информационных технологий, информатизация различных сфер нашей жизни, процессы глобализации вынуждают адаптироваться к возникающим изменениям, использовать лучшие качества и стороны развития современной науки. Целью данной работы является выявления потенциала сервисов Web 2.0 как средства формирования иноязычной коммуникативной компетенции.

Ключевые слова: сервисы Web 2.0; иноязычная коммуникативная компетенция; обучение иностранному языку

WEB 2.0 SERVICES AS A TOOL FOR FORMING FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE

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Abstract: The rapid development of information technologies, the informatization of various areas of our life, the processes of globalization make it necessary to adapt to the emerging changes, to use the best qualities and aspects of the modern science achievements. The purpose of this work is to identify the potential of Web 2.0 services as a means of forming foreign language communicative competence.

Keywords: Web 2.0 services; foreign language communicative competence; foreign language teaching

One of the key competences that should be acquired by foreign language learners is a communicative competence. Most researchers distinguish in foreign language communicative competence with subtle degrees of variation such components as language (linguistic), sociocultural, sociolinguistic, pragmatic, discursive and strategic competence. The proof that foreign language communicative competence is an integral part of modern linguistic education is the fact that the components of this competence are reflected in the modern state standard of higher education for linguistic students - the Federal State Educational Standard of Higher Education. This fact suggests that foreign language communicative competence is the basis for the professional training of bachelor students in the linguistics program at the university. With the variety of methods of teaching foreign languages, the problem of choosing adequate and effective approaches to the building foreign language communicative competence of university students becomes significant. There is a huge demand for training qualified specialists with a high level of foreign language communicative competence. As we know the Internet gives us an opportunity to get in touch with any person from any place around the globe, to be well aware of world news, to immerse into the culture that we are interested in etc. So the Web 2.0 services could be used as a source in the process of teaching foreign language. This paper is aimed to identify the ways of applying Web 2.0 services to build up foreign language communicative competence.

The degree of development of foreign language communicative competence is determined by how well the ability to solve communication problems in various situations and contexts, the ability to use the means of language skills to realize the goals of communication are developed. Consequently, the formation of foreign language communicative competence should be aimed at the formation and development of not only productive and receptive language skills but also lexis, phonology, grammar. Thus it is advisable to use various types of activities in the teaching process.

Reading should be based on the authentic texts that are simply accessible on the Internet. One of the possible activities is to get some authentic text on a particular theme and bring it to the lesson. During the searching the text on the Internet students will use different reading subskills such as reading for specific information (scanning), reading for gist (skimming), reading for detail, deducing meaning from the context [4].

Listening is another receptive language skill that involves understanding spoken language and dealing with its characteristics, features, making sense of connected speech and using appropriate listening subskills [4]. Listening to the authentic material is very useful because it contains all the features of a real spoken language and gives an opportunity to challenge the real language. One of the available Web 2.0 services that help to download for further listening to audio or video files is podcast.

The advantage of podcasts is that they provide students with an excellent opportunity to listen to the actual contemporary authentic texts of various genres on any subject of interest to students in a variety of performance (accent, rhythm, fluency of the speaker). When working with a podcast in the educational process one has to take into account the specifics of listening as a complex language skill. Therefore, when selecting podcasts for inclusion in the process of learning a foreign language, the teacher must take into account the real needs and goals of the listeners, depending on the specifics of the audio text. News, scientific, sports podcasts, interviews, radio shows and other genres ensure the variability of the content of listening.

To control how well students understood the text that was read/listened teachers use different types of activities, e. g. tasks such as completing tables, true/false, ticking correct answers in lists, putting events in order [4]. LearningApps.org [2] is a Web 2.0 service that helps to create small interactive modules by collecting reusable building blocks online and create all the types of tasks listed above. You should just have an idea, pick a template, fill in content, save the task and share it.

Essential skill for communication in foreign language includes not only an ability to read, listen to and understand the written or spoken language but also produce different types of text with appropriate functions, range, degree of formality usage. One of the ways to produce a text is to write it. There are many activities that help to practice communicating through writing: story completion, jumbled picture stories, writing birthday cards, emails of invitation. Also, we can move to writing after doing some listening, reading on the topic. In this way, students have already worked on the language on the topic and may have developed the ideas about it [4]. Web 2.0 services such as blogging and wiki help to create an online environment to organize writing activities, to publish all the works and make it accessible any time, to comment and share ideas among students on the written text, to make a real collaborative work among the students.

As we mention another productive skill, speaking, it differs from writing in many aspects. Therefore types of activities in a speaking lesson also differ. The list of activities includes controlled practice activities and fluency activities [4]. Examples of controlled activities are drills, repetition, saying things learned by heart. But they do not give practice in fluency, interaction or successfully communicating a message, unlike fluency activities. So it is obvious that the latter type of activities is more preferable. The Web 2.0 service that one can use to develop speaking skill is VoiceThread [1] in which conversations surround embedded multimedia. By using this service students are able to comment on some video, text, image by using interactive mode, record their speech and listen to it, revise, redo and polish it. Also, there are plenty of video recording services, e. g. Knovio [3]. Using these online services helps to improve the speaking skill by reviewing and reflecting not only on pronunciation, intonation, stress, but also facial expression, posture, body language.

There are a number of possibilities for introducing Web 2.0 services into the process of forming foreign language communicative competence. The use of Web 2.0 for learning opens up broad opportunities for the development of a fundamentally new form of independent knowledge, which in these conditions becomes organized, controlled and adapted to the individual characteristics of the student. It is also worth noting the availability of the didactic opportunities of Web 2.0 services: the existence of a huge base of informational, educational and authentic materials, the availability of network communication tools for organizing forms of extracurricular work, for example, group work on projects, and foreign language interaction between all participants of the learning process, rich set of user friendly, easy-to-learn multifunctional web applications.

Table

SWOT-analysis of the Web 2.0 services usage in the teaching process

Strengths	**Weaknesses**
Implementation of educational standards requirements Interactivity Multimedia Accessibility Ease to use	Lack of thorough methodology development Occasional use
Opportunities	**Threats**
Organization of various forms of work	Lack of internet access Technical failures Different levels of ICT competence

Thus, the use of Web 2.0 services as a means of forming foreign language communicative competence has weaknesses and is associated with some risks (See the Table). However, with regard to communicative competence, they still allow the use of a colossal base of authentic material in the process of learning that makes it possible to deeper immerse and get acquainted with the norms and traditions of the studied language culture.

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ПРИЧИНЫ НЕУСПЕВАЕМОСТИ СТУДЕНТОВ

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Аннотация: Статья посвящена выявлению причин неуспеваемости студентов вуза. Выявлены причины: отсутствие мотивации, переоценка своих академических способностей и другие. Основное внимание уделено социальной адаптации студентов к академической среде и проблемам психологической и коммуникативной поддержки.

Ключевые слова: успеваемость; университет; социальная поддержка студентов

WHY STUDENTS FAIL

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Abstract: The article deals with the problem of students' failures at the university. The reasons for failures are: lack of motivation, overestimation of academic abilities and others. Social support to solve the adaptation, psychological and communication problems is offered.

Keywords: academic achievements; university; social support

At the beginning of study at the university a student in the first year needs some social adaptation to the requirements of academic environment. The process of adaptation is associated with changing conditions and ways of human activity.

Students differ in the degree of adaptive capacity – the ability to adapt to different environmental requirements (both social and physical) without a sense of internal discomfort and without conflict with the environment. Lack of this ability may result in academic failures at the university.

In this paper, by failure we mean unsuccessful adaptation to academic environment, failures in exams and other social problems students face. In addition, students might have communication problems with groupmates and lecturers.

The statistics shows that approximately 21 percent of students who enter university will drop studies during the first year. The recent studies have found several reasons of students' failures. The main reason is lack of motivation. Very often school leavers choose the specialization according to their parents' advice. Not always the choice of faculty is deliberate [2].

At the age of 16 or 17 a student may not be sure that he has correctly chosen the "work of life". This is quite natural for this age when interests change very often. Therefore, he or she is not interested in the learning process, but only in obtaining a diploma. And this is one of the most frequent reasons why students leave university. The Russian educational system makes it practically impossible to transfer from one specialization to another during the study. In many other educational systems, students enter bachelor programs without choosing particular specialty and only after two or three years they make a choice.

The second reason why students leave university is overestimation of capabilities. Students cannot know about the difficulties in learning process. They underestimate the complexity of subjects. A university course is completely different from school. In addition, in some educational institutions, for example engineering, training programs are "overloaded" by technical disciplines. Most engineering students are bombarded with abstractions for long time before they get a sense of what they will be doing with their newly developed analytical skills. This can lead to a loss of interest in studying or depression.

Other reasons of failures at university are that students can't combine study and hobbies or work. Absence of time management skills result in failures. About a half of students work part-time or full time during their studies.

The proposed research concentrates on investigating social and communicational problems which lead to failures during studies at university.

The research aims to analyze psychological and communication reasons of students' failures. The survey found that about 18% of those who have been dismissed could not socialize in new environment. They felt uncomfortable; they also were stressed and had a high level of anxiety.

Our survey focused on revealing how many first-year students of Siberian Transport University experienced social problems and what source of social support they would like to have. The questionnaire contained questions like who would you like to receive a support from: teachers, friends or parents.

The sample size was 2 groups (50 students). The survey found that 33 % of students experienced social problems. 25 % of students would like to receive the support from friends, 27 % from teachers, 47 % from parents.

The solution to this problem is social support.

Social support refers to the experience of being valued, respected, cared about, and loved by others who are present in one's life [1]. It may come from different sources such as family, friends, teachers, community, or any social groups. Social support can come in the form of assistance provided by others when needed which includes appraisal of different situations, effective coping strategies, and emotional support. Social support is an element that can help individuals to reduce the amount of stress experienced as well as to help individual cope better in dealing with stressful situations.

It has long been recognized that the characteristics and quality of social support are central to the individual's adjustment. Support from family and friends have been found to reduce the impact of psychological problems among students [1]. It was found that social support could help students to cope with everyday life stressor and lighten the burden of academic workload. Without enough support from family and friends, they would be in trouble and are vulnerable to depression, stress and anxiety. Social support could act as a protective factor that could decrease psychological problems among students such as stress. In addition, social support provides motivational influence on students' performance.

Social support was found to be one of the most important protective factors for students [3]. This is because social support includes social resources that individuals perceive to be available or that are actually offered to them which could help protect against psychological problems such as higher level of depression, anxiety, attention problems, thought problems, social problems, somatic complaints, and lower self esteem. Advice and encouragement from sources of support may also increase the likelihood that an individual will rely on active problem solving and information seeking. These may assist students in dealing with various stressors in the environment and facilitate a positive adjustment process. The supportive actions provided by the social support are thought to buffer the impact of stress by increasing the effectiveness of coping efforts, which in turn decrease distress among students. For example, receiving emotional support and companionship may encourage effective adaptation among students in facing and coping with uncontrollable events.

Our solution is to organize support societies at the university. These societies may include parents, students, lecturers and tutors.

There are three dimensions of support provided by family and friends that is warmth, behavioral control, and psychological autonomy-granting. These three dimensions facilitate the development of positive self-conceptions and social skills, responsibility and competence.

In conclusion, the findings of the study can help to design programs and strategies to boost students' performance in academic life. The students themselves could benefit from the study. Information and ideas gained from this research could help them to face, manage, and handle the social problems. Studying at the university is not an entertainment. This is a great work that requires a lot of time and effort. Besides, students' life is an important period. Therefore, enhancing knowledge and strategies in controlling social problems among students may help to increase their academic achievement and avoid failures.

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ИСПОЛЬЗОВАНИЕ АУТЕНТИЧНЫХ ВИДЕОМАТЕРИАЛОВ В ПРЕПОДАВАНИИ ЯПОНСКОГО ЯЗЫКА

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Аннотация: Предметом статьи является использование аутентичных видеоматериалов в преподавании японского языка в России. В ней представлены цель и рекомендации по применению аутентичных видеоматериалов на занятиях в вузе. Особое внимание уделяется обсуждению трудностей восприятия неподготовленной речи носителей японского языка.

Ключевые слова: преподавание; японский язык; аутентичные видеоматериалы; интервью

THE USE OF AUTHENTIC VIDEO MATERIALS IN TEACHING JAPANESE

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Abstract: The subject of the article is applying authentic video interviews in teaching Japanese language in Russia. It contains a rationale and recommendations for using authentic videos at university lessons. Special attention is paid to a discussion of the difficulties in comprehension of unprepared speech of native Japanese speakers.

Keywords: teaching; Japanese; authentic videos; interview

A business relationship between the Russian Federation and Japan creates a demand for specialists in Russia who have attained an advanced level of Japanese language proficiency. Therefore, universities are developing new language learning programmes, which include Japanese language courses.

In fact, Japanese language comprehension and speech production are difficult for learners, and authentic materials, particularly videos, are likely to bring benefits to teaching the language. In the last decade teachers of foreign languages in Russia started to use authentic video materials that include prepared speech such as movies, video news and weather forecasts. These resources are available over the Internet, contain useful vocabulary and may have subtitles.

The study supports an approach to teaching Japanese by using authentic videos. It refers to applying video interviews to the teaching practice. The interview could be seen as a means of learning for it provides a picture of unprepared flow of speech which is especially important because of the high speed of natural Japanese speech. It appeared that there is little information on this subject in Russian pedagogical sources. Therefore, the topic needs to be thoroughly examined and explored further.

In general, university alumni are supposed to acquire fluent Japanese and be prepared to work with native speakers. However, four years of studies for a Bachelor degree are frequently not enough for mastery of the language. There is a difference between students who have had a year of training in Japan and those who have not had this experience. The learners who were affected by the immersion in the foreign culture for one year demonstrate improved communicative skills which include fast speed of speech, in comparison with Russian, that is natural to Japanese and confidence in holding conversations with native speakers. Authentic video materials can be used as an educational tool for the reduction of this difference. If Russian teachers use the proposed approach that helps students raise their language skills to the higher level within the university education.

The majority of the papers on teaching Japanese in Russia using authentic video materials consider applying of video news and movies in the teaching practice. For example, Bessonova [1] uses authentic Japanese video news in teaching interpreting to university students. Krnetta writes that movies, TV series and Japanese cartoons provide different situations that help “recognize and acquire such area of the language as a polite speech that is difficult to learn and comprehend” [3, p. 117]. Besides, a reason for using these materials is their widespread availability.

Nonetheless, focusing on teaching by means of authentic news and movies, researchers miss a more important issue. This is the point that these materials mainly include prepared speech so students do not deal with the so called “live speech”. Concerning the term, Golubeva in her article values a concept of natural Japanese (自然な日本語*shizennanihongo*) and emphasizes that Japanese usually seemed as “hazy, ambiguous” [2, p. 45]. This is a sign of high-context culture in which general and collective experience, values, logical thinking, tastes, etc. have a considerable importance to communication. Illustrating this Krupina states that it results in “understatement, long pauses, a kind of “shortcut” of the sentence” [4, p. 128].

Prepared speech of news anchors lacks “live speech” elements, so it is relevant to turn attention to other video material in teaching the language.

In our study we use YouTube platform to search and analyze Japanese authentic video interviews due to the fact that it provides slow-motion option and authentic Japanese videos. The criteria for selection of the videos are the following: an appropriate content and an availability of Japanese subtitles. The content should be interesting for students (interviews with artists, sportsmen are preferable) and up-to-date (or not obsolete) as well. The videos ideally include essential material for mastering grammar and vocabulary.

Based on selected videos we have developed some pre-tasks, tasks for classroom activity and self-study, and follow-ups.

To deal with psychological and linguistic issues arising in learning process, we plan to use “free discussion” between students on the difficulties and different aspects of the language. That means that students freely exchange their views, express their opinions and feelings, make requests and give recommendation for overcoming learning difficulties at the classes.

At the final stage, students present their own projects.

To choose video material for the first lessons, we search a video interview with a famous Japanese person that includes clear Japanese and simple vocabulary. Primarily, simple videos are necessary for students so they get used to the material which is different from the usual audio exercises from textbooks.

At the stage when appropriate videos with authentic utterances are found, its’ oral messages ought to be converted into scripts. These scripts are used for creating exercises: fill the gaps, find certain grammar structures, underline unknown words or grammar patterns, find elements of oral speech, show intonation of an utterance, make sentences based on the script.

At the lessons students watch the video at the normal speed, then they exchange their opinions about people in the screen (appearance, gestures, circumstances). The teacher asks to guess a content of the speech, name the topic and find a familiar vocabulary and grammar that was in the video. Initially it is troublesome for students to gain an adequate speech perception, so they watch the video again at a lower speed. After that, some correction should be made to their previous conclusions. Afterwards the teacher hands out uncompleted text scripts to learners. They read the text and ask the teacher about pronunciation and meaning of difficult words. For the third time, students watch the video at a normal speed, fill the gaps in the text and check it together. Out of the class their assignment would be watching the video once again, translating the script and collecting some information about the person from the video (one student might report about a person's childhood, another – about the start of the career, etc.) and preparing to present the data in L2 at the class.

This approach involves a transition from videos which language is simple, easy understandable to complicated ones that include a higher speed of speech, long utterances, individual speech patterns. It could be necessary in the teacher's work to clear the aims of using authentic videos, and to emphasize the importance of the study of the authentic materials, especially video interviews. As a result, these explanations can motivate learners to their own study of the authentic videos. A critical dimension of the work is to discuss problems that students face in comprehension of unprepared speech. It helps them deal with feelings (frustration, fear of failure) and find a reasonable way to solve emerging problems.

At the final lessons each student presents a video with their favorite Japanese celebrity or any other interesting Japanese person. During this performance a learner analyzes grammatical structure of the speech, vocabulary, specifics, reflects on the content of the video, and gives advice on the use of these findings.

The work with the materials for native speakers on the whole may provide the students with the comprehension of their own level of language. This approach may result in making learners refresh their knowledge, improve their foreign language skills, and inspire them for further study.

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ИСПОЛЬЗОВАНИЕ ПОДКАСТОВ ДЛЯ РАЗВИТИЯ РЕЧЕВОЙ КОМПЕТЕНЦИИ СТАРШЕКЛАССНИКОВ И СТУДЕНТОВ

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Аннотация: В статье рассмотрен вопрос использования подкастов в качестве средства развития речевой компетенции у старшеклассников и студентов вузов. Статья включает себя определение и классификацию подкастов, результаты анкетирования, проведенные среди учащихся 10 класса и студентов 1 курса и анализ задания по созданию подкаста, выполненное студентами 1 курса.

Ключевые слова: подкасты; речевая компетенция; информатизация языкового образования; ИКТ; иностранный язык

THE USE OF PODCASTS FOR THE DEVELOPMENT OF VERBAL COMPETENCE OF HIGH SCHOOL AND UNIVERSITY STUDENTS

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Abstract: The article is devoted to the use of podcasts as a tool to develop verbal competence in high school students and university students. It includes the definition and classification of podcasts, survey results carried out among 10th grade students and 1st year university students and the analysis of a podcast-creating task performed by 1st year students.

Keywords: podcasts; verbal competence; informatization of language education; ICT; foreign language

Currently, the ability to communicate in a foreign language is becoming increasingly important. This is largely due to the development of information technologies and the process of globalization, as a result of which more opportunities have appeared to engage in dialogue with representatives of other cultures. However, such a communication process

cannot be considered successful if its participants do not have communicative competence, which includes both knowledge of the language system and national cultural characteristics and the ability to use language in speech i.e. verbal competence.
Formation of verbal competence in students is one of the most important tasks of modern language education. The Internet provides many modern resources that can be integrated into the curriculum. For example, many schools now use interactive whiteboards and projectors, with the help of which they transmit additional educational materials on to the screen. However, some technological advances still remain largely unincorporated into the learning process, podcasts being one of them. This issue has been researched by a number of scholars such as P.V. Susoev, N.G. Protazanova, M.N. Evstigneev, A.A. Volodin and others.

A podcast is an audio or video recording of any length which can be produced by anyone and which is available for listening or viewing on the worldwide network [5, p. 190]. However, when the term “podcast” is used, most often the audio version of the material is implied. Podcasts have important technical features that simplify the use and distribution of content via the Internet: the option to subscribe to certain podcasts based on the automatic delivery of content using an RSS feed and the ability to transfer content from the Internet or podcast directories to a computer or a digital portable device [6]. In addition, it is possible to listen to podcasts without having access to the Internet. If teachers download a podcast in advance, they do not need to be concerned about Internet access in the classroom. Thus, it can be contended that the technical properties of podcasts have an advantage over television and radio due to the straightforward and arguably simplistic way of obtaining the material and bringing it to class.

There are two types of podcasts: authentic and educational (training podcast). Authentic podcasts are created to be used predominantly by native speakers and their thematic content is wide-ranging. In addition, authentic podcasts create an atmosphere of real language communication and have the potential to increase students' motivation to learn a foreign language [2, 5]. Educational (training) podcasts are created for educational use, and most often are language-related. Due to this, the thematic content of the training podcasts is limited.

Podcast services and directories are considered to have the following didactic properties:
- The possibility to upload personal podcasts;
- The possibility to create a personal user’s zone where the podcast is discussed;
- The possibility to organize a network discussion of a podcast in the personal zone;
- The creation and moderation of the user's personal zone is carried out by the author of the podcast;
- The availability of the podcast for all registered users of the service [5].

Thus, the podcast service provides not only the possibility of developing listening and speaking skills by creating podcasts and listening to them, but also has a didactic potential for developing reading and writing skills by posting and reading comments on a particular podcast.

In regard to skill development, it is necessary to establish the definition of verbal competence. Verbal competence is a part of the communicative competence and refers to the ability to formulate and articulate thoughts through language which is used in the process of speech production and speech perception [1, p. 251]. Verbal competence is also defined as the mastery of a language, the ability to speak correctly, fluently and dynamically both in the form of dialogue and monologue, the ability to understand well spoken and written language and the ability to produce and understand speech in any functional style [4].

In order to determine how familiar students are with podcasting and its potential, a survey was carried out. Among its participants were high school students and university students aged 16-19. According to the obtained results, 83% of all the students are familiar with what a podcast is. When asked whether they would be interested in listening to English podcasts in class, 87% in total gave a positive response with the high schoolers in particular replying positively in 66% of the times. As for the question whether they would like to try creating their own podcast in English, 55% of the total number said yes, with only 22% of positive replies among high schoolers. These findings can be interpreted in the following way: the majority of students proved to be interested in listening to podcasts as a new way of learning, therefore the podcast as a tool for mastering listening skills shows potential. However, when it comes to making a podcast themselves, many students might not have a clear understanding of the underlying stages and possibly perceive this activity as too difficult and bothersome. The suggestion may be made that if the teacher breaks down the task by stages of making a podcast in a clear manner, higher percentage of students will report willing to undertake the task.

To assess how beneficial such an assignment can be for students' verbal competence, a podcast-creating task was offered to another group of 1st year university students [3]. The assigned theme was "My Ideal House" which directly corresponded to the topic being studied at the time. The task was broken into several stages: at the first stage the students were given the topic and asked to write an essay individually or in pairs which would become their podcast transcript. At the second stage their works were checked and given suggestions as to how to structure their phrases and their texts better. At the next stage the students recorded their 2-3 minutes long podcasts using the transcripts. At the last stage they listened to classmates' podcasts in classroom and then were asked to reflect on their work. In order to noticeably develop verbal competence with the help of podcasts students have to listen to or create them on a regular basis, therefore in this case a questionnaire was used to assess the results after the task.

According to the questionnaire, 67% of the students responded that they felt their speaking and writing skills improved as they were creating their podcasts. When asked whether they learned to formulate their thoughts better, 50% of the students gave a positive response. In addition, 67% said the task helped them memorise new topical vocabulary, and 58% replied that they could speak better about their ideal house after this task. The students were also asked whether they would like to do such a task in their language classes again, 50% said yes and 17% said they were not sure. These results illustrate that the task can be considered resourceful and that it can give multifaceted positive outcome.

This particular task left out reading skills altogether, but they could be integrated into the process by asking students to read through and comment on their classmate's transcript.

The results of the study have demonstrated how podcasts can be added to the educational process of high school and university students. Depending on the lesson objective, teachers can use podcasts to primarily improve students' listening skills or to focus on the set of skills by creating a versatile task.

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РАЗВИТИЕ НАВЫКОВ КРИТИЧЕСКОГО МЫШЛЕНИЯ У СТУДЕНТОВ В ПРОЦЕССЕ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ

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Аннотация: В статье рассмотрено понятие критического мышления, возможности его развития в рамках высшей школы. Приведены результаты исследования навыков критического мышления студентов 2 курса университета. Предложены педагогические и лингводидактические средства формирования навыков критического мышления на занятии иностранного языка у студентов неязыковых специальностей.

Ключевые слова: критическое мышление; высшее образование; английский для специальных целей; методика обучения; кейсы

STUDENTS' CRITICAL THINKING SKILLS DEVELOPMENT IN THE PROCESS OF ESP TEACHING

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Abstract: The paper reviews the notion of critical thinking, methods of critical thinking skills developing at universities. It shows the results of research on critical thinking skills of 2nd year university students and proposes pedagogical and methodological means of developing them at foreign language classes for students of non-linguistic specialties.

Keywords: critical thinking; higher education; English for specific purposes; language teaching; case study

Importance of critical thinking has been discussed and proved since Ancient times. The ability to think critically, to analyze incoming data is essential for an individual (both in everyday situations and in situations requiring reasoning) as well as for society and its progress. In 1997 an international educational project "Reading and Writing for Critical Thinking" was introduced by J.L. Steel, K.S. Meredith, C. Temple and S.

Walter [5, p. 33]. Now, this project is being realized all over the world, and the Russian Federation is not an exception. If we refer to the Federal State Educational Standard for School Graduates (06.10.2009), we find that the ability to think critically, to analyze information, is a part of the list of qualities that a high school graduate is supposed to possess. Critical thinking skills development is mentioned in the following paragraphs: “The Standard is oriented to a formation of a high school graduate’s personal characteristics: …creative and thinking critically”, “...results… should show the ability to evaluate and interpret information received from various sources critically”, “Social Science study should provide pupils with critical thinking skills development”, “Results of project work should show developed communicative skills, study and research skills, critical thinking skills” [7]. As we see, the 1st and 2nd year students of universities are thought to possess at least basic critical thinking skills and be able to use them in real life.

However, at the beginning of September (2018) we conducted research on the level of critical thinking skills of 2nd year students of Economics Faculty of Novosibirsk State University (18-20 years old). 44 students completed a 12-question test taken from Critical Thinking Skills Success by Lauren Starkey (2010) [8, p. 3-8]. The results show that an average level of critical thinking skills of the students is far from being high. According to the results, an average score for the test is 7.18 (out of 14) that is only 51%. 18 students received less than 50% of the total score, which is 40.9% of the students examined. Moreover, 5 students (11.36%) got less than 30% (fewer than 4.2 points) of the total score which equals the number of students who got more than 9.8 points (70%), but still demonstrates gaps in knowledge. These numbers represent a current problem of education: lack of teaching critical thinking skills, especially at schools and first academic years at universities. It appears that first-year students, who are supposed to be taught to think critically at schools, enter universities where professors give them tasks requiring this ability, but do not teach them. Thus, this gap in knowledge remains unfilled, unless students study it themselves or learn intuitively. In the current paper, we intend to review the notion of the critical thinking concept and propose possible solutions to the problem.

The concept of critical thinking first appears in Socrates’ utterances recorded by his student Plato (2500 years ago). He believed that fallacious arguments, inadequate proofs, use of manipulative techniques could hide behind an idea that seems logically perfect at the first sight. His method of questioning, now widely used in teaching, was intended to make people think deeper, examine reasons, evidence, results, facts, background, previous experience, basic concepts, relations between facts, pay attention not only to what is said but to what is done as well. In fact, his method of questioning all the information you get still remains the basic concept of critical thinking.

The idea has been developed, and now there are several definitions and views on the nature of critical thinking. One of thorough and most detailed definitions was given by Michael Scriven and Richard Paul, presented at the 8th Annual International Conference on Critical Thinking and Education Reform, summer 1987: "Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action" [2]. Generalizing different utterances, we introduce the following definition of critical thinking: it is an active intellectual process of thinking which requires reflection, reasoning, evaluation of information, and use of methods of reasoning and cognitive skills aiming to verify data and see discrepancies between it and facts.

Teaching critical thinking skills at schools and universities has been studied and described by many Russian researchers (O.A. Gorlenko, Yu.A. Malakhov and T.P. Mozhaeva, D.A. Ivanov, L.I. Nazina, A.V. Butenko and E.A. Khodos, V.A. Popkov and A.V. Korzhuev). All of them agree that critical thinking skills are essential, but the aim is not to provide theoretical information and describe strategies, but to help students develop skills which can be used in their real life. Having analyzed the results of the research and works of the scholars above, we can distinguish several general problems that interfere with learning and teaching critical thinking skills. The first problem is the discrepancy between situations discussed in classes and the reality. If teachers only train to think critically, but do not provide free activities of students' interest in which they are not focused on the critical thinking itself, it will cause no more benefits than drills. Moreover, thinking just for thinking makes the process too formal and leads to the lack of motivation. Some teachers choose topics for discussion that are hackneyed and outdated, so it is difficult to add anything new, or they are not appropriate for the students' age/level of education, so they do not have enough background to get coherent vision of the problem. Finally, teachers' personalities should not hinder this process: it is extremely important that teachers do not impose their opinions and views, do not limit students' thoughts or tell them the way to think, but just facilitate the process and let them work independently.

Critical thinking skills are supposed to be taught in Social Science, Natural History, Literature, and several core subjects at university. However, we think that English lessons can also fulfill this function. According to the results of the test, most students have problems with so-called troubleshooting: only 8 out of 44 students got a point for the question requiring this skill. Troubleshooting can be defined as the ability to predict, see possible troubles caused by this or that situation or decision, see all the risks and negative effects they provoke, analyze and evaluate them in order to decide whether any of them can be avoided or which of them are acceptable, to see possible solutions, to deal with problems successfully. Moreover, the results show that more than half of the students (63.64%) have problems with persuasion techniques, both inductive and deductive reasoning (68.18% and 63.64%), and focused observation (65.9%). Speaking about all these problems in the context of English lessons, case study seems a good possible solution which can help develop different aspects of critical thinking still focusing on communicative skills.

To confirm this hypothesis, we conducted the second part of the research: the students were asked to do the second part of the test after a month of case study. The results show that this method had a good impact on their level of critical thinking. An average score for the test is 11.71 points (out of 18) which is 65.08%. Nobody got less than 50% (compare with 11.36% at the beginning of September). 28.57% of the students received more than 70% (12.6 points). Although some students' results remain the same, the overall picture lets us conclude that case study can be effective in terms of critical thinking skills development even within a short period of time.

The Reading and Writing for Critical Thinking concept defines three stages in the process of critical thinking development: evocation, realization of meaning, and reflection [3, p. 8-9; 4; 5, p. 37-40]. Considering case study as a way of critical thinking skills development, we developed the following schematic lesson plan:

1. *Evocation*. Students are given some hints about the topic to discuss (a quotation, a picture, a short video). While making predictions they get motivated, prepare for the discussion, and activate background knowledge. After giving the theme, the teacher can continue eliciting their knowledge, experience and personal opinions (brainstorming, questioning).
2. *Realization of meaning*. Students read the text both for the gist and for details, underline relevant information, arguments, and issues, compare new information with their predictions and views. The teacher and the students discuss the text, clarify problematic points, systematize the data by means of mind-maps, tables, clusters.
3. *Reflection*. Students discuss the case trying to find a solution (role-plays, conferences, debates). Arguments should be supported by some details, expressed in an appropriate form and then analyzed. At the end of the discussion students (all or a group of "experts") reach a conclusion. Finally, the students share their opinions and feelings about the topic, the discussion and the form of work.

Thus, the method of case study makes students think, motivates and encourages them to study and learn more about topics, to express their opinions, analyze and evaluate those of other people, to ask questions, to classify information, to see details, and to make conclusions. It is particularly important for students of non-linguistic specialty, who deal with situations requiring problem solving during their university studies and in their future career. As one of the best methods for critical thinking skills development, case study contributes to the professional competence advance since it encourages students to be flexible and open-minded in order to find non-standard professional solutions.

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ПРОБЛЕМЫ АДАПТАЦИИ ИНОСТРАННЫХ СТУДЕНТОВ В РОССИИ

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Аннотация: В статье рассматриваются проблемы, связанные с академической мобильностью студентов. Выявлены наиболее сложные аспекты адаптации иностранных студентов в вузе. Исследование проведено на основе анкетирования иностранных студентов магистратуры Новосибирского государственного технического университета.

Ключевые слова: международная академическая мобильность; адаптация; коммуникация

CHALLENGES FOR INTERNATIONAL STUDENTS IN RUSSIA

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Abstract: The research is devoted to the problem of international students in Russian universities. The challenges depicted are the same in different universities for all foreign students. Foreign Master students in Electrical Engineering at NSTU were the subjects of research.

Keywords: international academic mobility; adaptation; communication

The countries-members of the Bologna process stated the goal to ensure the number of students participating in mobility programs to reach 20% by 2020 [6].

It is commonly recognized that studying abroad and getting international experience adds a lot to personal and professional development. In global economy it is even more advantageous for there is a great need for global competences.

In addition, the ability of individuals to become successful professionals and active citizens in their rapidly changing environment is determined by their character qualities, referred to as “soft skills”. They include curiosity, initiative, persistence, adaptability, leadership, and social and cultural awareness. Adaptability is the capacity to modify views, methods, plans or goals in light of new information. Social and cultural awareness is the capacity to interact with other people and with the environment in a socially, culturally and ethically appropriate manner [5].

When arriving to Russia the main problems of foreign students are migration registration, accommodation, and public transport system. These problems are universal for foreign students in many countries [6]. Foreign students have more difficulties in adaptation to university studies; they are subjected to greater stress in beginning their student life. Foreign students are even referred to a risk group that is prone to deviant behavior, including suicidal behavior, noting that one of the main reasons for this behavior is the difficulty of adapting specifically to the educational process at the university.

According to statistics about 230, 000 foreign students from different countries are studying in Russia [4]. Every year about 500 foreign students from 24 countries enter NSTU [3].

When studying abroad, all foreigners go through cultural adaptation. Cultural adaptation is adjusting to different national cultures and languages, when a person is not stressed in a foreign culture environment. It is a process by which an individual learns customs and habits of a new cultural environment. As a result, the group or an individual develops binary cultural and linguistic consciousness and bilingualism. There are many theories describing cultural adaptation. One of them is a U-curve model [2].

First stage is a “Honeymoon”. At this stage, foreigners are very impressed by the fact that they are moving to another country and are only a little worried because of the uncertainty. They walk around the city and are surprised at everything new and unusual.

The next stage is “Cultural shock”. Cultural shock is a relatively short term of feeling disorientation, of discomfort due to unfamiliarity of surroundings. When living in a different environment, a person can go through several aspects of cultural shock: stress, feeling of loss, feeling of rejection, failure in the usual role expectations, values and identity, anxiety, lack of harmony.

The final stage is “Adjustment”. Adjustment is when migrants learn the rules and customs of the new cultural context.

Many studies on foreign students have focused on how their social relationships with host-country nationals contribute to their adaptation abroad. Strong ties with host-country nationals are said to provide cultural knowledge, resources and emotional support to expatriates in helping them to adjust their perception and behavior. However, existing studies have not investigated the cross-culture and cross-border nature of students' social networks, thus limiting our understanding of the cultural identity change.

In order to determine the main problems of foreign students who come to study at Novosibirsk universities, we conducted a survey of foreign students in the first year of study in Master Program in Electrical Engineering at Novosibirsk State Technical University. Most of the questions in the questionnaire required comments, which made it possible to get not only dry statistics, but also an emotional attitude to the subject of the study.

All people are different and they adapt differently in an unknown country, so let's move from general scientific data to research. Two foreign students are currently studying in our group. One of them is from the Czech Republic, and the other is from Germany. And each of them faces personal problems in adaptation. Both students came to Russia without knowing Russian, and if a student from the Czech Republic needed only a month in Russia to speak Russian properly due to the similarity of Russian and Czech, it was much more difficult for a German as he speaks only English. As you probably guessed, only the Czech attends lectures with the group, and the German only attends laboratory work.

Since the Czech has studied the Russian language on his own, therefore, he has problems with understanding the lectures. One surprising thing is that the terms that he does not understand, he writes in transliteration (i.e. Russian words in Czech letters). It is also very difficult for him to distinguish Russian from English abbreviations, which makes him confused. Outside the university, things like going to the store for clothes or groceries are not very difficult for him. He only had one big problem when he bought winter shoes. When he bought shoes, the seller approached him and began to offer models, but since she spoke too quickly, the Czech did not understand anything and just pretended to understand her while agreeing with everything she told. Of all happening to him in Russia, he was shocked only by a couple of moments, namely, on the road, when some drivers begin turning in the middle of the road and the fact that everyone wants to leave Russia so much for Europe. In general, the Czech adapts quite easily in Russia and often communicates with classmates. Perhaps it is much easier for him to adapt as he communicates in Russia with a girl who came from the Czech Republic.

Currently, the German is still in the first stage of adaptation. He says that he adapts easily and besides applying the documents to the university, he did not experience any other problems. If he needs to buy something or to get somewhere he uses an online translator. Because of that it is easy to understand what he wants for those who do not know English or German. In laboratory classes we have to translate for him what to do, since not all teachers speak English fluently.

According to other surveys, the hardest for foreign students is to get used to the weather (26%), the need to communicate in Russian (24%), the living conditions in the hostel (16%), and then the difficulties of getting used to another way of life (14%), attitudes of others (11%), absence of relatives (5%) and peculiarities of Russian cuisine (3%) [1], i.e. most international students face both physiological and social difficulties.

However, according to foreign students, knowledge of Russian is not the dominant factor of successful adaptation. They say that of great importance is the presence of good friends (40%), and the knowledge of Russian (29%) has the same importance as material support (25%) [1].

An important role in the process of entering a new environment is played by adaptation agents. They provide necessary information, and assist in the development of new social roles, establishing social contacts. For foreign students, such agents are international service of the university, teachers, classmates and other foreign students.

The similar research was conducted at the Omsk State Pedagogical University and the Tomsk Polytechnic University. In general, it can be concluded that there are common problems associated with the adaptation of foreign students studying in various regions of Russia [1].

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ВЗГЛЯД ИЗНУТРИ: ПРОБЛЕМЫ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ РОССИИ

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Аннотация: Статья посвящена изучению проблем в высших учебных заведениях России. В статье анализируется корень проблем в высших учебных заведениях, которые разрушают образовательную программу и процесс. Результаты работы показывают, что сегодня в России существует множество проблем в области высшего образования.

Ключевые слова: современное образование; проблемы; Россия; высшее образование

VIEW FROM THE INSIDE: PROBLEMS IN HIGHER EDUCATION INSTITUTIONS IN RUSSIA

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Abstract: The article is devoted to the study of problems in higher education institutions in Russia. The article analyzes the root of the problems in higher educational institutions that are destroying the educational program and process. The results of work show us that there are many problems in the field of higher education in Russia today.

Keywords: modern education; problems; Russia; higher education institutions

In the modern world, in spite of the constantly developing technologies, changing education system and the appearance of innovations, problems keep arising, which consequently make it difficult to obtain high quality of higher education and further employment. The education helps to form fundamentally new models of thinking that in the future lead to well-being and prosperity of the country.

In order to understand which problems of education exist in higher education institutions in Russia in the XXI century, we need to disclose the precise meaning of education.

V.S. Danyushenkov in his work gives the following definition of this concept. Education – is a special area in where transfer and reproduction of not only knowledge, abilities, skills and cultural experience of generations take place, but also the very manner of thinking, world outlook and attitude, spiritual values of the nation. That is why education is so important for the full functionality of state [2, p. 126].

Throughout history of humankind, education was and is the basis of any human activities, it is therefore so important to pay particular attention to it.

In this work, we will consider the problem of education in higher education institutions by the example of Russia. According to academic ranking of world universities for the 2017-2018 year, only four Russian Universities were included to the list of the best 500 world universities, particularly Moscow State University, St. Petersburg State University, Moscow Institute of Physics and Technology and Novosibirsk State University. Places, taken by the Russian universities, are ranged in next order:

-MSU for 2017 in the 93rd place, for the 2018 year in the 86th place

-St. Petersburg State University for the 2017-2018 year in the 301st and 400 place

- Moscow Institute of Physics and Technology for the 2018 year in the 401st and 500 that is remarkable for the 2017 this university not held no items in this ranking

-NSU for the 2017-2018 year in the 401st and 500 place

However, considering the total number of universities, included in this list, there are too few of them and the 86th place in the ranking that Moscow State University has taken does not seem so attractive. By comparison, let's look to the United States and the UK, which took the first positions for the 2017 as well as for the 2018 on the total number of universities in the data rankings.

Why is it so important to mention the place, taken by the higher education institutions? It is because most of young people, who have already finished secondary education, always assess the ranking of higher education institutions, where they are going to enter. At this stage, it is important to understand that the higher rank of a university, the higher probability to find job after graduation and work in the field you have studied. In addition, demand for a diploma is also important for people who want to move abroad for work after their graduation. Unfortunately, Russia cannot compete in this area with other universities in the world. We can solve this problem and get a new level of education in our country; everything we need is to solve the following problems.

Firstly, the unification of the education system.

In fact, more attention is paid to paper work now rather than the education itself. There has been a reduction of class hours, which in turn negatively affects educational process in a whole.

Low motivation

Despite the fact that currently universities offer many conferences for scientific activities of students, unfortunately, all visiting or regional conferences out of your university are paid directly by students.

A limited number of training manual in libraries

Unfortunately, access to the knowledge in some higher education institutions is limited. In my opinion, if a university has a large number of students at different faculties, it has to provide manuals and books to each or at least most of the students for reading. We get the most important information from books and they will never be replaced by global network.

Pattern way of thinking

Despite the fact, that in our country there is a huge number of people and many of them reflect and think in the same way. I think that it is a problem for them as for the future specialists. Roots to this problem are in the school education, at that time, the model of thinking is formed, without the possibility to express or defend your own opinion. For example, in the Western countries to express your opinion in contrast to the opinion of the teacher in higher education institutions conversely is welcomed because everyone thinks in different way and sometimes even deeper than it is covered in the process of study.

The use of modern technologies in the education process

Gadgets have become a convenient way not think by yourself, and just to get into your phone and look up the answer. It is very sad that the current generation becomes more and more Internet-dependent and lazy. Students stop understanding that their own way of thinking is the main aspect of learning process. For example, in France usage of phones during lessons is banned on the legislative level.

The low percentage of employment within trained specialty after the graduation. Not long ago, in the USSR, a diploma of higher education institution could guarantee employment, but unfortunately, nowadays the reality is that many students get the diploma of higher education and cannot find job because the important criterion for employer is work experience. That is why many young people do not work in their degrees field, and, as a result, in the future they lose interest to the received profession.

In addition, it is most important to understand that information is constantly changing, and study letters are becoming obsolete and do not have time to be updated. Any manuals, even the most recent, a long time were checked by experts and went a long period of testing, which leads to the fact that at the time of publication training manuals are already out of date. Training manuals of the 90's gives wrong understanding of the modern world for the students.

The results of work show us that there are many problems in the field of higher education in Russia today and we should solve these problems as soon as possible. However, it is worth noting that the state is working on improving the situation by the use of various measures, such as increasing the number of state-funded places, awarding of scholarships, financing different conferences and forums, the establishment of a system of interaction and interchange between the universities of different countries. As Albert Einstein rightly noticed, to solve the problem, keeping the former thinking and approach that led to this problem, is just not possible. That is why I think that it is vitally important to rethink the approach to described problems and only then move to their solution.

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СОВРЕМЕННАЯ РОССИЙСКАЯ СРЕДНЯЯ ШКОЛА: ПРОБЛЕМЫ И ПУТИ ИХ РЕШЕНИЯ

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Аннотация: В статье рассматриваются основные проблемы современного образовательного процесса в российской средней школе. В ходе исследования образовательной среды представляется возможным выявить причины ее низкой эффективности, а также предложить пути улучшения ситуации в средней школе.

Ключевые слова: образование; средняя школа; ЕГЭ; преподавание; индивидуализация

MODERN RUSSIAN SECONDARY SCHOOL: PROBLEMS AND SOLUTIONS

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Abstract: this article deals with the main problems of modern education in Russian secondary school. The research of the educational environment makes it possible to identify reasons for its poor effectiveness and suggest ways to improve the situation in secondary school.

Keywords: education; secondary school; USE; teaching; individualization

School is one of the main places of primary socialization of children. Here they learn to interact with their equals in age, form their opinion on the life, people and all sorts of possible activities, determine their own preferences and hobbies; receive the basic information about the surrounding world as well. It is very important that the child should get a maximum efficiency from these processes. Nowadays the question of benefits and possibility of using school knowledge for university entrance and job placement has become increasingly acute. What are the reasons for the inefficiency of secondary school in the future of a child, and what are the possible ways to solve this problem?

In recent years, this topic has been of great concern to many educational specialists. The problems of secondary school arise at all levels and affect various aspects. The most discussed one is the problem of teaching. Yakov Turbovsky, the Head of the Laboratory of Philosophy of Education at the Strategic Institute of the Education Development, emphasizes the fact that now no one teaches future teachers at pedagogical universities how to create an environment for the development of the student's personality. And if the teacher cannot do this then the entire educational system will be reduced to the preparation for the Unified State Exam [4].

Igor Remorenko, the Rector of Moscow Pedagogical University, believes that if a teacher is passionate about something and he has a subject for conversation with children, this is the best education. If he speaks endlessly about some correct norms, but he doesn't show them in the real life, he doesn't follow them himself, there's no point in that kind of education. He says that teachers are not always able to work with adolescent spontaneity and their desire to solve social problems first, not academic ones. Their education continues as it was in elementary school, but this method is no longer suitable for this age [6].

Modern studies of the teacher's role in the student's life show that the interaction between a student and a teacher cannot be limited only to the provision of basic school knowledge. The teacher is obliged to develop the tendency for students to choose their own direction of learning, as well as to involve them in the discussion and the formation of their point of view on some life processes. And, as many specialists in the educational environment believe, this rapprochement can be facilitated by a positive image of a teacher in the eyes of schoolchildren.

The word of the teacher acquires the power of influence only if the teacher gets to know the student, shows attention to him, helps him with something, and thus he establishes some relationship with him through joint activities. The influence of the teacher will be stronger if he is respected and trusted by the students. When schoolchildren are able to see the personality in their teacher, they will feel more love not only for him, but also for his subject, which may encourage them to study it further in the future.

A family psychologist, an expert on parent-child relationships, Ekaterina Burmistrova supports this point of view and says that the secondary school is the end of the time when parents can teach their child themselves, and therefore someone else is needed – a teacher, a mentor – who with his love for the subject and his own charisma can ignite love and interest in a child [5]. The results of the survey conducted in the course of our research work among the first and second year students of NSTU confirm the idea of the teacher’s personality influence on the level of students' school knowledge. About 87% of respondents prove the importance of this aspect in education.

One of the main tasks of modern Russian education today is the development of student’s personality, his abilities, independence and amateur performance. The essence of an individual and student-centered education is to teach a child to choose the direction of his activity consciously and use all of the resources for building an individual educational trajectory. This means to give the student a choice; the education program should give him information, and then the student together with the teacher should discuss the information from different points of view through discussion. But at present, as the practice shows, this scheme works poorly. When Gogol's “Troika-Rus” is analyzed in school, the figure of number “three” and the connection with the Trinity will certainly begin to be discussed. If a student sees the symbol in the drawn movement of the horses’ troika, this is not enough. And who knows in reality, whether any theological meaning was given to this “troika” or not [6]? This is not a question for education today. In the end, it all comes down to the teacher imposing a generally accepted opinion when there is no exact evidence that this view is the only correct one.

One more feature of modern education, individualization, is a matter of heated debates. In its broader sense it should be traced in the division of students into groups based on their learning preferences. In high school this principle is very successfully used, classes are often divided into science studies and humanities. However, this simplicity is deceptive. On the one hand, there is an opinion that a school is a social institution where basic knowledge is given, that everyone must know. Even if a child likes history, he should know that 2 x 2 = 4. If he is interested in physical culture, then he will not be overly aware of the theory of the origin of species. In the school curriculum all subjects are equally important as they are only the beginning, the foundation for future knowledge. And on the other hand, people should be able to talk, should be interested in something, should plan and be able to interact with other people. There is a hypothesis that pedagogical reality should be built on these postulates. And a lot of specific matters, for instance, Newton's law, specific deoxyribonucleic acid are studied, depending on the choices and interests [6].

Will such individualization of education be critical for secondary school? The question is controversial so we need to come to a certain compromise and start gradually, offering students choices, pushing them into thinking about what they would prefer to do in a high school, university and what they might be able to connect their lives in the future with. Almost 100% of respondents who took part in our survey agree that secondary school students should be given the opportunity to choose additional subjects for their study. This will be an excellent way for schoolchildren to take the first independent step on the path to the self-determination. Unfortunately, now individualization is a difficult task, because of the huge number of students in classes.

Another problem to be mentioned in education is the ways of assessment of students' knowledge, different types of exams. As the statistics show in recent years, schoolchildren are increasingly dissatisfied with the level of complexity of state exams. At the same time, official statistics, promulgated by the Ministry of Education, state that on average the percentage of gold medals in Russia reaches 10%, and in some of its regions it is almost 20% [3]. The question comes: why are the results of the national exams so low with so many gold medalists? The problem has a double nature.

Firstly, a gold medal is not an indicator of a person's true knowledge. A vivid example of this happened in 2017 in Adygea, when one of the school-leavers Ruzanna Tuco said that her classmate had received her medal undeservedly, because she had never answered at the lessons, but she was a daughter of the head of the district educational department [1]. The school itself is interested in showing good results and therefore it is interested in some overestimation of knowledge. It may be advisable to either cancel the gold medal itself, or change the way school knowledge is tested.

Secondly, state examinations like the knowledge assessment system have their own significant drawbacks. The attitude towards them is very ambiguous. Some argue that the school is aimed only at preparing students for the USE [4], others think that the school does not provide the knowledge that the exam requires [2]. People from Russian regions complain that the exam in the provinces is more sophisticated than in Moscow and St. Petersburg, and people from the capital cities argue that there are always more places for regional students in local universities [2]. From year to year the number of disputes on this topic increases. That can lead to only one conclusion: the Unified State Exam does not work as it is required in the current situation of higher education and employment.

According to the data of our research work survey, more than 50% of respondents disagreed with their points obtained at the Unified State Exams; they believed that their score was underestimated. About 30% of respondents, on the contrary, agreed with their points. More than 75% of respondents said that in order to prepare for the exams they also applied to tutors for help, attended additional courses, etc. It allows us to conclude that despite the focus of school knowledge on exam preparation, this task causes some difficulties. At the same time the survey statistics reveal the fact that at the first session in NSTU 40% of respondents showed better results than at the state exams. It can lead to the conclusion that the size and complexity of the exam questions exceed significantly the required amount of knowledge for education at the universities.

All things considered, a rapid change in the world around requires a change in both learning and teaching of the younger generation. It is the school that bears a great responsibility for the processes of self-determination, the personal growth of schoolchildren, and knowledge giving that will be possible to apply in the future. Today it is necessary to pay much more attention to each student individually, to improve his unique set of qualities and abilities. The educational system should be given the opportunity to focus on the all-round development of the student’s personality, and not only preparation to the state exams. Teachers need the awareness of their role and place in the child’s life. The task of teachers is not to give theoretical knowledge, but to ensure a close emotional connection with students, explaining them the laws of the surrounding world and forming the ability to reflect and formulate their own thoughts, without imposing dogmas and common opinions.

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«FEDDBACK» КАК ОДИН ИЗ ПРИНЦИПОВ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

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Аннотация: Понятие «feedback» рассматривается в статье как один из важных принципов процесса обучения иностранному языку. Исследование помогает определить эффективность «feedback» между студентом и преподавателем. Исследуются понятие, функции и цели использования «feedback» на занятии с точки зрения отечественных и зарубежных исследователей и практиков преподавания иностранных языков.

Ключевые слова: обратная связь; система оценки и контроля; принципы обучения; обучение иностранному языку

FEEDBACK AS ONE OF THE STRATEGIES IN TEACHING FOREIGN LANGUAGES

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Abstract: This article explores the problem of “Feedback” as one of the strategies when teaching foreign languages. The study helps to determine the effectiveness of feedback between the student and the teacher. The paper presents the definitions, functions and place of the “Feedback” in the lesson from the point of view of Russian and foreign language teaching-researchers and practitioners.

Keywords: feedback; a system of evaluation and assessment; teaching strategies; teaching foreign languages

An important problem in foreign language (FL) teaching methodology is creating effective teaching strategies. This issue is urgent nowadays, as the accelerated pulse of life requires new technologies and developments that reduce the time for learning subjects and achieving high performances. It is also very important to teach students to select the relevant information from the huge stream they daily receive from the mass media. Thus, teachers' main task nowadays is to organize a lesson in such a way so that it could promote the development of the students' best qualities. We cannot refute the fact that the relationship and interaction between the student and the teacher are crucial parts of the teaching process. The creation of favorable conditions and the ability to listen to each other determine the success of both teaching and learning. *Feedback* is an essential part of every activity with a working basic principle – you reap what you sow.

The concept of *feedback* is widely used in the methodology of teaching FL and its meanings are interpreted in the scientific literature quite ambiguously (E.G. Azimov, A.N. Shchukin, I.L. Kolesnikova). Thus, in the dictionary of methodological terms by E.G. Azimov and A.N. Shchukin *feedback* is defined by its functions of control, that is aimed at getting information on students' level of training, their results in achieving educational goals, reactions, replicas, etc. [1]. The authors also emphasize that *feedback* can be both positive and negative.

In the Learner's English-Russian dictionary of education the term *feedback* is explained as information provided to a student from a teacher about his/her achievements or mistakes in his/her studying process [7].

In Russian educational system, the term feedback is often understood by methodologists as a system of evaluation, assessment and testing. Thus, I.L. Kolesnikova offers to gain in understanding interaction of these terms in the domestic methodology by distinguishing their fundamental position and defining control as a complex dialectical phenomenon, distinguished by its multifunctionality.

In the domestic methodical publications the author distinguished the following functions of control [5]: controlling; evaluative; educational; corrective; diagnostic; precautionary; stimulating and motivating; generalizing; developing, educating and disciplining.

E.I. Passov and N.E. Kuzovlev write that control, as it exists in practice, is not only unproductive, but also does much more harm than good [6]. I.A. Zimnyaya notes that not only idleness, lack of independence and dependency are created with a poor control, but students also get used to the fact that while learning foreign languages their speech is corrected by the teacher and, addressing it to external control, they disclaim responsibility for the implementation of their own program [3].

Sh. A. Amonashvili divides students' life hypothetically into "formal", which is controlled by teachers (keeping silent in class, careful carrying out tasks and assignments, absence of cheating etc.) and “informal” hidden activity that is not controlled by adults, (reading interesting novels, correspondence with a classmate, flying in dreams) [2]. He considers this method to be an imperative one that prevents students from exploring personal qualities and using them at full extent. In his own research, the author comes to the conclusion that students do not just avoid the difficulties in the process of learning, but also strive for them that means that there is no sense in compelling students to study as they are able to be willingly incorporated into the learning activity mobilizing all their strengths themselves.

According to the Dictionary of education edited by Susan Wallance we find out that the term *feedback* initially was taken from the theory of communication and later on it developed and was incorporated into an educational context [9]. This term refers to the information that comes to students from teachers in oral or written form with comments and corrections of students' learning, and also it refers to providing an opportunity for peer learning, where students learn from one another.

According to Hattie and Yates *feedback* can be understood as “information allowing a learner to reduce the gap between what is evident currently and what could or should be the case”. The authors consider *feedback* as one of the most impressive acts on learning and achievement, they distinguish between positive and negative feedback and underline that the most impressive feedback is that given from the student to the teacher. This feedback allows teachers to see learning through the eyes of their students. It makes learning observable and facilitates the planning of next steps, etc. [10].

Robert J. Marzano, Debra J. Pickering, Jane E. Pollock point out the following categories of Instructional Strategies that Effect Student Achievement [8]:

1. Identifying Similarities and Differences
2. Summarizing and Note taking
3. Reinforcing effort and providing recognition
4. Homework and Practice
5. Nonlinguistic Representation
6. Cooperative Learning
7. Setting Objectives and Providing feedback

8. Generating and testing hypotheses, questions, cues, and advance organizers

According to their research and theory on providing feedback Marzano, Pickering and Pollock determined that there are four traits of using feedback [8].

Firstly, feedback must be corrective. That doesn't just involve telling students which answers were right and wrong, which actually was proved to produce a negative impact on their achievement. However, when teachers provided an explanation about why students got the answer right or wrong then encouraged them to keep at it, student achievement shot up.

Secondly, feedback should be timely. The timing of feedback appears to be crucial for effective study.

Thirdly, feedback should be specific to a criterion. For feedback to be most useful, it should refer to a specific level of skill or knowledge.

The last one is that students can effectively provide some of their own feedback. We tend to think that providing feedback is something to be done exclusively by teachers. Research indicates, however, that students can effectively monitor their own progress.

The survey based on the method of “The sentence completion test” by J. M. Sacks and S. Levy [4] was conducted among Novosibirsk State Technical University students in order to identify their expectations regarding university teachers' assessment activities. The survey participants were 44 students majoring in linguistics.

According to the survey, we found out that 20.5% of respondents feel disappointed when receiving low scores. 45.4% are dissatisfied with poor results, 18.5% feel ashamed, 9.1% are indifferent to low marks.

Answering the question on feelings when being praised the respondents provided the following results: 29.5% feel happy, 18.2% feel pride, 11.4% feel satisfied, 9.1% are motivated to further successful achievements, 6.8% experience embarrassment.

The next question was on reasons for better study: 34.1% are motivated when they have a specific educational goal, 34.1% of respondents think that much depends on their teachers' professional competence to get students involved in study process, 15.9% would like to be praised, 9.1% would like to have more time for a proper study.

Answering the question on things they do not like when studying, the students said the following: 39.1% do not like the boring presentation of material, 27.3% of respondents consider checking and testing to be quite monotonous, 11.4% underlined the negative role of teachers' indifference to the process of teaching.

When asked to comment on their own understanding of the terms *assessment* and *mark*, the respondents gave the following answers: 59.1% think that these things are of no importance, 27.3% as the results of the student's work, 9.1% consider them to be equal, 4.5% think these are important things.

In conclusion we can infer that *feedback* is indeed a very important pedagogical strategy that defines the success of both teaching and learning process. Taking the conducted survey results into account may encourage teachers to improve their methods and approaches in teaching foreign languages, thus achieving the set goals and enjoying the better results.

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РАЗВИТИЕ АКАДЕМИЧЕСКОЙ МОБИЛЬНОСТИ: ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ

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Аннотация: Актуальность выбранной темы заключается в том, что академическая мобильность является инструментом интеграции университетов и способствует формированию новых трудовых ресурсов. В работе дается описание роли академической мобильности в экономике. Анализируются основные показатели академической мобильности в России и мире. Выявлены пути развития академической мобильности.

Ключевые слова: академическая мобильность; иностранные студенты; финансирование

DEVELOPMENT OF ACADEMIC MOBILITY: PROBLEMS AND PROSPECTS

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Abstract: Academic mobility is the instrument of integration of the universities, which promotes the formation of new workforce. The article discusses the role of academic mobility in the economy. Key indicators of academic mobility in Russia and the world are analyzed. The ways of the academic mobility development are identified.

Keywords: academic mobility; foreign students; financing

The research is relevant as academic mobility plays an essential role as the instrument of integration of the universities and as a factor of formation of qualitatively new work force capable to take the worthy place in the international labor market.

The goal of the research is to study economic aspects of academic mobility in Russia, which allows identifying the following objectives: to clarify the essence of "academic mobility"; to analyze key indicators of academic mobility in Russia; and, to identify the ways of academic mobility development.

For the detailed analysis of this issue, an opinion poll among students of various higher education institutions of Novosibirsk has been conducted. The students answered the questions concerning academic mobility: Do you know what academic mobility is? Would you like to study abroad? What country would you like to study in? What can prevent you from studying abroad? A closer look at the data indicates that more than 60% of the students know nothing about academic mobility. 80% of total number of people would like to study abroad. The countries where students would like to study in are: the USA (34.7%), Great Britain (25%), and Germany (18.1%). The main obstacles preventing people from getting education abroad are, for example, financial difficulties, language barriers and bureaucracy.

In this context, it is worthwhile to consider the definition of the term “academic mobility”. It refers to «the students and teachers in higher education moving to another institution outside of their own country to study or teach for a limited time» [3]. The most common forms of academic mobility are joint programs and programs of double diplomas. In addition, there are double postgraduate study programs.

According to the Index of internationality, the world leaders in the number of reception of foreign students in 2017 are the USA (16.5%), Great Britain (13%), Germany (6.3%), France (6.2%), Australia (6.1%). And only 4% of foreign students study in Russia [4].

As for academic mobility in Russia, the total number of foreign students in our country in 2017 was 237,538 people from whom 72.9% are the representatives of the countries of the former USSR, and 20.8% of foreign countries. It is important to highlight that 63% of the students study at an intramural form of education, nearly half of them study for free. On the other hand, the percent of those who study at the expense of the state is small – only 31% of the total number of foreign students [1].

Concerning the number of foreign students in Russian regions, the share of Moscow is 25% and of St. Petersburg –9.7%. Omsk and Tomsk regions have 4.8% and 4.2% respectively. In this respect,7,087 students or 3% study in Novosibirsk region [1].

According to UNESCO, today more than 50 thousand students from Russia get education abroad that makes 1.5% of world quantity [7]. The most popular country among Russian graduates is Germany (9,480 students), America (4,885 students), and the Czech Republic (4,379 students). Over 4 thousand Russian students study in Great Britain, 3.6 thousand – in France, 2.8 – in Finland.

What is more, the results of the research conducted by the Hotcourses Company, business and management are the most attractive disciplines, which are studied by Russian students in foreign countries [2]. Moreover, the programs in the field of IT, sciences and technologies, engineering, medicine, fashion and design are also popular among Russian students. In many respects, it is connected with the fact that foreign diplomas in these specialties are more demanded at the international level than the Russian ones.

In this context, it is worthwhile to consider the number of foreign students in the Siberian Transport University. The total number in 2018 was 325 people. The share of foreign students from former Soviet Union republics is 84.6%, while the share of students from foreign countries is 15.4%. Furthermore, 17 people learning the course of "double diplomas" from the Binghai University have come to the university this year [6].

Therefore, the conducted research allows to identify the conditions necessary for improvement of the organizational base and mechanisms of academic mobility in Russia: 1) information support, which includes multi-level specialized information network, which serves as an integrator and distributor of full information for all participants of the process and improves the normative-methodological base; 2) development of effective material support of academic mobility by formation of national system of guarantors and various target programs [5]; 3) ensuring high-quality teaching foreign languages to the universities students and teachers.

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ОБУЧЕНИЕ ДЕТЕЙ КИТАЙСКОМУ ЯЗЫКУ С РАННЕГО ВОЗРАСТА

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Аннотация: В статье рассматриваются особенности преподавания китайского языка и указываются аспекты, на которые преподавателямследует обратить внимание в процессе занятий. Отдельно рассматриваются вопросы, как способствовать более быстрому освоению языка у детей, и, как преподавать китайский язык новичкам.

Ключевые слова: китайский язык; преподавание; дошкольный возраст; тоны; иероглифика

TEACHING CHILDREN THE CHINESE LANGUAGE FROM EARLY AGE

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Abstract: The article discusses the features of teaching the Chinese language and identifies aspects to which teachers should pay attention during the lessons. Such questions as how to help children to learn Chinese quickly and how to teach Chinese to beginners are considered separately.

Keywords: Chinese language; teaching; preschool age; tones; characters

Introduction

Chinese is considered to be one of the most difficult languages in the world, but, despite this, last 5-7 years, children have increasingly been choosing it as a second foreign language at kindergartens and schools.

The results of the research "The Culture of Chinese Writing: The Tendencies of the Spread of the Chinese Language in Russia", carried out on the basis of Yaroslavl State Pedagogical University, suggested that in the last 10 years the number of children studying Chinese has increased thrice as much. In 1997, the number of learners in Russia was about 5000, in 2007 the number increased to 17000, and in 2017, 56000 children began to study Chinese [1].

In 2018 we have conducted a survey of children who study Chinese in which we considered the process of learning the language. In this paper we answer the following questions: how to help children learn Chinese quickly, how to teach the language to beginners.

Literature review

After analyzing the research literature we can conclude about the lack of basic research on our topic in the works of domestic and foreign authors.

As part of this work, we did not have the task to examine in detail the peculiarities of the Chinese language. Such a decision was due to the existence of research papers on this topic [2], in which the structure of the Chinese language, grammar and phonetics are rather widely analyzed, but no attention is paid to the problem of its teaching. Also many researchers addressed the topic of learning of a foreign language at early age [3], however, they also did not specialize in teaching Chinese.

The research methods

The method of analysis was adopted as the methodological basis of our research, which allowed us to examine the features of the Chinese language in order to reveal the most complex aspects of its teaching. Also writing this article required the method of analogy. We have compared the movement of the voice made when we pronounce each of the tones with certain tonal patterns. Moreover, for better memorizing diacritical marks, we have correlated them to certain pictures.

How to make children learn Chinese quickly?

To have a good level of Chinese it is advisable to combine learning with practice: teachers should immerse children in the language environment, give them an opportunity to communicate with native speakers and also teach the Chinese culture.

Teachers notice that those who already know some foreign languages, have a musical ear, love music, can sing songs, those who have well-developed logical thinking, who easily memorize formulas and diagrams and know how to use them – these children learn Chinese very easily [3].

Listening comprehension plays an important role in the process of learning foreign languages, for this reason teachers should develop a musical ear that facilitates quick understanding of speech. Mandarin

Chinese (the official language of China) is known for four tones that differ in voice movement. In the process of studying the analogy method provides a great help: we associate the first tone with the unfinished sentence, and learners are offered to sing the first tone. The second tone resembles the intonation of asking again, the third tone – the intonation of a puzzled question, and the fourth – the intonation of a categorical order. Teaching to distinguish tones requires more frequent listening audio recordings and pronunciation of new words.

Since the basis of characters is images, grammar consists of standard “formulas” and constructions, teachers also should pay attention to developing logical thinking and visual memory. To learn diacritical marks children can be asked to draw 4 pictures with a car. In the first picture the car should go on a flat road, we see a flat line – the mark of the first tone. In the second picture the car should go uphill, we see an ascending line – the mark of the second tone. In the third picture the car should go downhill and go uphill once again; we see a tick – the mark of the third tone. In the fourth picture the car should go downhill, we see a descending line – the mark of the fourth tone.

How to teach the language to beginners?

The main thing duringthe process of studying is to awake children’s interest. To achieve the desire to learn the language doing only grammar exercises will not be enough. For example, children can learn Chinese songs. It will be not only fun, but also useful. Moreover, there are many good games, "What is this?" is one of them. During the game teachers point out any items and ask children to name them in Chinese. In games a language is no longer an object of study, but a tool. Children understand thatthe language can be used.

In the method of teaching Chinese, there is such a principle: we listen - we speak - we read - we write. All these processes are closely related to each other, and teachers must devote time to each of them in the classroom. Otherwise, if any aspect of the language is lost at a certain stage (for example, children speak and read *fluently*, however writing causes difficulties), the communicative competence will be developed unevenly.

Therefore, it is necessary to pay attention to how the child is taught. For example, if within six months he studies only phonetics and oral speech, but cannot write a single character, this should raise questions.

If a child has not previously learned Chinese, the learning process must begin with the alphabet and pinyin (the official Romanization system for Mandarin, an approximate sound of the car). Only after mastering the alphabet children need to start learning characters. Since each character has pinyin, without knowledge of the alphabet, children will not be able to read pinyin.

After mastering pinyin, children can start learning characters, from the simplest to the most complex ones. Teachers need to make sure that learners, in addition to writing a character, can write its pinyin, and also can decompose the character into graphemes and tell about the order of writing the characters.

Conclusion

Children learn information very quickly, so the sooner a child begins learning Chinese, the faster he will learn the necessary information and acquire the correct pronunciation. However, perseverance in early childhood can be rather bad, so it will be a good idea to replace doing writing and oral exercises by various games, dances or finger exercises during lessons. Therefore, the studying process should be structured as a game, as in this wayknowledge is absorbed very well. The most important function of games is also to form a positive attitude towards the language, childrenwill have the impression that learning Chinese is fun, interesting and informative.

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МЕТОД ПОГРУЖЕНИЯ В ОБУЧЕНИИ РУССКОМУ ЖЕСТОВОМУ ЯЗЫКУ: ПРЕИМУЩЕСТВА И НЕДОСТАТКИ

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Аннотация: Статья посвящена методу погружения в обучении русскому жестовом языку. В статье представлены теоретичечские вопросы, связанные с использованием метода погружения в обучении жестовым языкам, описан опыт преподавания американского жестового языка в Америке, перечислены преимущества и недостатки использования данного метода в обучении русскому жестовому языку.

Ключевые слова: обучение жестовым языкам; русский жестовый язык; метод погружения; обучение русскому жестовому языку

IMMERSION METHOD IN TEACHING RUSSIAN SIGN LANGUAGE: ADVANTAGES AND DISADVANTAGES

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Abstract: The article is devoted to the method of immersion in teaching Russian sign language. The article presents theoretical issues related to the use of immersion method in teaching sign languages, describes the experience of teaching American sign language in America, and the advantages and disadvantages of using this method in teaching Russian sign language.

Keywords: teaching sign languages; Russian sign language; immersion method; teaching Russian sign language

On the 31st of December in 2012 an amendment to the Federal Law on the Protection of Persons with Disabilities was made, and RSL has become an official language in Russia [3]. Consequently, one of the problems that have emerged was a lack of developed methodology for teaching RSL a second language. Also there is still no common National Educational Standard for RSL teachers [1]. But in teaching practice the immersion method was considered the most suitable for developing the competences required for future RSL interpreters [9].

According to the definition of Cambridge Dictionary, immersion 'is a method of learning language using nothing else but that language' [6]. It is a technique which supposes that all instructions are given in a Language learned. If a class is bilingual, there are two languages used and each of them is native and second at the same time. They are referred as L1 and L2. From this point of view, there are three types of language immersion: 1) Only L2 is used for instructions (total immersion); 2) Both L1 and L2; 3) One language is used at a time;

In teaching RSL mostly the first method is used [4, 28]. According to authentic recourses on learning Amslen as 'Start ASL.com', 'Handspeak.com' and 'Liferpint.com', immersion is understood as integration into the deaf society. There are four possible groups which you can be involved in (see Fig.).

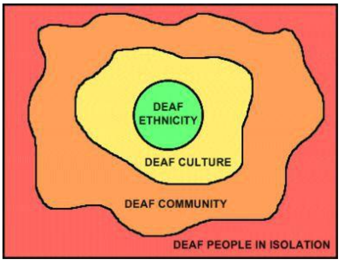

Fig. Levels of immersion into deaf culture when learning Amslen [8]

In the Russian language, there are two meanings of the word 'immersion': 1) language immersion (immersion in a foreign language, a method of teaching); 2) cultural immersion (communication with native speakers in order to learn not only a language, but the culture also) [2]. The Cambridge Dictionary and Macmillan define immersion as a method of teaching when only a foreign language is used during classes [6,7], but there is no division on language and cultural immersion

Concerning teaching RSL, mostly language immersion is used. As the 'All-Russia Community of the deaf' claimed [9], there is still a lack of deaf teachers, who are native speakers, at the same time, so hearing teachers have to create immersion themselves, which, to some extent, prevents student from gaining real communicative experience, learning deaf culture and mentality. Immersion method has several drawbacks, which should be considered. Tara Williams in her article ‘What the Research Says About Immersion’ states the following challenges of the immersion method: 1) “variations in language proficiency, literacy development, learning support available to the student in the home, achievement abilities, learning styles, and special needs grows exponentially when teaching and learning occurs in two languages”; 2) keeping students using the second language, especially when working and talking amongst themselves. RSL teachers and students learning face such challenges too. Moreover, there are such challenges as: 1) lack of teachers who know RSL linguistics; 2) very little books about teaching ASL are translated into Russian, than means that the experience of other countries is still unavailable [9]

However, immersion method has many benefits which makes it very effective. Karine S. Gaffney, quoting articles that they investigated, agree that ‘general language skills are enhanced, general cognitive development and academic achievement are enriched, and appreciation of the culture and the people represented by the target language is strengthened and broadened’ if the immersion method is used [6].

Despite all the challenges named, immersion method is highly effective, especially when teaching Sign Languages. Firstly, it helps to improve language skills, to know the culture, to know language structures faster because they are remembered unconsciously, in real communication, also immersion helps students to understand RSL speech, and speech is not equal to language. But, making immersion highly effective for teaching RSl requires careful consideration of such issues as: 1) whether it will be total or partial immersion because each student possesses different ability to perceive foreign language without any assistance (writing on a board, voicing etc), what tasks to choose to make all the students take part in the lesson and succeed, how to monitor each student’s success, how to prevent the situation when only strong students work, etc.

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УДК 304.2

ПРОЦЕСС СОЦИОКУЛЬТУРНОЙ АДАПТАЦИИ РОССИЙСКИХ СТУДЕНТОВ В ВУЗАХ КИТАЯ

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Аннотация: В статье рассматривается проблема социокультурной адаптации российских студентов в ВУЗах Китая, на основе анкетного опроса выявлены особенности и факторы их адаптации. Делается вывод о необходимости подготовки студентов к заграничным программам обучения.

Ключевые слова: социальная адаптация; социокультурная адаптация, факторы адаптации, иностранный студент

THE PROCESS OF SOCIAL AND CULTURAL ADAPTATION OF RUSSIAN STUDENTS AT UNIVERSITIES OF CHINA

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Abstract: The article deals with the problem of socio-cultural adaptation of Russian students in the universities of China. The main features and factors of their adaptation were identified on the basis of a questionnaire survey. The conclusion is made about the necessity and of preparing students for foreign training programs.

Keywords: social adaptation; socio-cultural adaptation, adaptation factors, foreign student

In recent decades, activities to attract foreign students are quickly developing. This contributes not only to the formation of closer relations between states, but it also acts as an element of soft power in the foreign policy of countries. Thus, such methods can be more effective than political or economic impact because this is an acting way of spreading the language and culture, securing a certain “necessary” perception of the host country [5].

China is one of the most successful countries in this field. It is worth noting that according to the estimates of the Institute of International Education over 270 thousand foreign students are studying in Chinese universities in 2017. Based on a state educational program’s standards at least 500,000 foreign students are expected to study in China by 2020 [4]. In this case China pursues its own national interests, since students who have the opportunity to receive a scholarship, as a rule, are in the zone of China's economic and political interest. For example, in addition to the Confucius Institute, there is the Chinese Government Scholarship program, which aims to provide scholarships to students from bordering states [2].

It is considered that the active phase of cooperation in the field of education between Russia and China began in 2007, when the Confucius Institute and many other organizations were created. They provide various training programs for foreign students, accompanying them with full state support including the cost of tuition, accommodation and scholarships. Requirements for admission of students are also quite feasible, the documents required for submission are: the results of studies at a university/school and, what is more important, the results of the international HSK exam (Hanyu Shuiping Kaoshi) or English exams, if it is used for teaching [3].

However, as cooperation grows in this area, new issues and challenges appear that hinder the development of the state’s activities in attracting foreign students. One of them is the question of the socio-cultural adaptation of students, i.e. what barriers they may face and how this affects the total flow of students from foreign countries.

Adaptation is adjustment to external environment, and socio-cultural adaptation is the process of adapting a person to living conditions, norms of behavior, values and rituals, norms of communication in a new social and cultural environment [1]. The main factors affecting the success of the process are: awareness, i.e. access to a sufficient amount of information about life in a host country; developed social skills and the ability to establish contact; level of trust, “openness” of the native culture of an educational migrant; attitude to intercultural relations, acceptability.

According to the definition, a foreign student is a person traveling abroad to gain professional knowledge and skills. The definition itself implies that the student intends to return to his home country after completing the course. This fact largely explains the nature of adaptation processes. Students do not perceive themselves as full members of society in a host country, so their adaptation is not complete; they only acquire skills that are of an applied nature, without plunging deep into the cultural environment.

The feature of a foreign student as an object of research is that when he/she arrives in another country, he/she is forced to learn new cultural patterns in order to function successfully as a member of the host community. It takes time and certain efforts to overcome barriers and embed them in a new socio-cultural environment. It is important to understand how the process of adaptation of foreign students goes, what difficulties they face.

A survey was undertaken on this issue. The target group of the respondents is students who participated in student exchange programs between China and the Russian Federation. A total of 11 people were interviewed, all are either current students or graduates of SIM RANEPA. The purpose of this survey is to identify the positive and negative aspects in the process of socio-cultural adaptation on the example of the main factors influencing the adaptation of a foreign student such as language, social conditions, communication with the local population, etc.

By the time they had arrived in China, 91% of Russian students did not speak Chinese fluently; they could only read and write using a dictionary. After arrival, all students noted that the level of their Chinese improved significantly. This is not surprising, because for adaptation it is necessary to communicate with the local population.

To the question "Was it convenient to study in China?", 100% of the students answered that they were completely satisfied with the quality of teaching at Chinese universities. The only disadvantage, if it can be called such, was that the students lacked hours of Chinese. Again, students seek to overcome the language barrier. It is the problem in the communication of people of different language groups that the respondents called the main obstacle in establishing the contact.

The next question is about the living conditions and meals at a university hostel in China. 30% were satisfied, 30% rated the conditions as "good", and 40% rated them as "excellent".

To the question “What motivates you to learn?”, 60% answered “new knowledge”, 40% – “interesting learning process”, many also noted that they are attracted by “new acquaintances, interaction with fellow students”. More than a half of the respondents still communicate with Chinese students. In Chinese educational institutions special events were organized for foreign students: speaking clubs, talent contests, scientific conferences.

It should be noted that the most important goal of the exchange programs – the unique chance to get interesting training, increase the level of language skills, gain invaluable experience of interaction with peers from other countries – was fulfilled.

The article has identified a number of factors contributing to the successful and accelerated adaptation of foreign students. A survey of students showed that the process of adaptation was more favorable for students in universities where these factors were taken into consideration. It has also been concluded that for the best integration of the student into the foreign environment, before travelling you need to undergo some training, which includes the process of studying the cultural environment and different social aspects, to develop social perception skills in order to avoid colliding with the many barriers of socio-cultural adaptation.

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ОТНОШЕНИЕ СТУДЕНТОВ К КЕЙС-СТАДИ КАК К МЕТОДУ ОБУЧЕНИЯ

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Аннотация: Статья посвящена использованию кейс-стади метода в обучении иностранному языку. Рассматриваются возможности данной образовательной технологии, цели кейс-метода. Проведён анализ результатов опроса об отношении студентов к кейс-методу как к методу обучения.

Ключевые слова: кейс-метод; инновационные технологии; традиционный метод преподавания; критическое мышление

STUDENTS`ATTITUDE TO CASE-STUDY AS A TEACHING METHOD

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Abstract: The article is devoted to the use of case study methodology in professionally oriented foreign language teaching. The study considers opportunities and aims of case-study technology and analyzes students` attitude towards case-study method of teaching referring to an interview results.

Keywords: case-study method; innovative technologies; traditional method; critical thinking

Teaching methods have changed fundamentally over the years. The traditional way presupposes learning through recitation and memorization techniques, whereas the modern way of teaching involves interactive methods. Among the significant shortcomings of the traditional type of teaching researchers identify its focus more on memory than on thinking. Traditional teaching method does not develop creative abilities, independence, and activity. In addition, there is no opportunity to adapt the pace of learning to the various individual psychological characteristics of students (the contradiction between frontal learning and the individual nature of learning) [1]

Modern education demands innovative alternatives to traditional teaching methods, and the case study is one of them. The undoubted advantage of the case method is that the learning process is more effective when students teach others or rely on the experience of other participants than when they just listen or take notes.

This study analyzes students` attitude towards case-study method of teaching referring to an interview conducted among the students of Novosibisrk State Technical University.

The article is devoted to the case study methodology, the use of which has a positive effect in teaching professionally oriented foreign language. The method of case-study was not applied in the USSR. Interest in it arose only at the end of the twentieth century. Today the case-study method is actively used in foreign business education practice and is considered to be one of the most effective ways of developing students' skills to solve typical problems. In recent years, due to modernization of Russian education in the system of higher education, new effective methods of instruction are being sought.

The literature review of the present study consists of a case study definition, and the benefits of using case study in teaching and learning.

Scholars have defined the concept of the case study in several ways. Erskine, Leenders, and Mauffette-Leenders define a case study as: ~~'A case is~~ a description of an actual situation, commonly involving a decision, a challenge, an opportunity, a problem or an issue faced by a person or persons in an organization. The case requires the reader to step figuratively into the position of a particular decision maker' [2, p. 50].

Case methods are intended to develop students' ability to solve problems using knowledge, concepts, and skills relevant to a course" [3, p. 223].

Problem solving is important, so cases typically include the following:

- Multiple paths to take;
- Choices to be made along the way;
- Interplay among variables;
- A variety of possible solutions;

Teachers have many ways from which to choose, lessons can be carried out in different forms including group work, self-study, speaking or writing based exercises, lectures. In the variety of teaching methods case study has options for choosing it as a teaching strategy in learning English. Using case study serves as a catalyst for students’ active participation. Many researchers point to the positive relationship between students’ involvement in the classroom and learning. "The relationship between learning and involvement is so strong and positive that researchers sometimes use estimates of involvement as proxy measures for learning; that is, when they observe students involved, they assume these students are learning [4, p. 5].

In summary, the benefits of using case studies are as follows:

– They promote active class participation;
– They can be tailored to match instructional goals;
– They can bridge the gap between theory and practice;
– Students bring their own experiences to the case and can learn from each other.

They allow students to make choices and consider alternatives in a safe environment; and over time, they help students develop analytical skills [5, p. 8].

This study used interview instrument to identify the students’ perception of case-study method. Study was conducted among the first year master`s students of Novosibirsk State Technical University. The respondents for the interview are balanced between female and male with 77% out of 30 respondents are female and 23% of the respondents are male. Interview consists of 5 questions, related to student`s perception, experience and knowledge of case-study method. (See the Table).

Table

Interview questions

№	Questions
1	gender/major/year of study
2	Are you familiar with the concept of case-study method?
3	Did you use the case-study method during your undergraduate studies?
4	Do you think this method is effective in teaching a foreign language?
5	What advantages and disadvantages of this method can you point out?
6	Would you like to use this method in teaching?

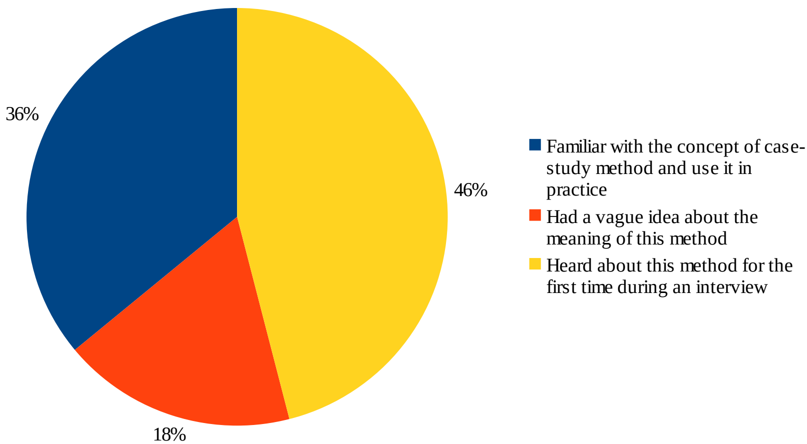

Fig. Interview results

According to the results of the first question, 36% of respondents are familiar with the concept of case-study method, when 18% of respondents had a vague idea about the meaning of this method and 46% of respondents heard about this method for the first time during an interview.

Only 23% of respondents used this method in practice, but despite the lack of a case study in practice, 93 % of respondents consider the effectiveness of this method in teaching foreign language and 76% of respondents would like to include this innovation in teaching process. (See the Fig.)

Such statistics show that this method is not used in teaching that leads to students` lack of knowledge. Does this mean that teachers do not include new methods and forms of organizing the teaching? If this method was actively used in teaching, the students would be informed and the results of the interview would be different. In light of these unexpected findings, becomes apparent the problem of using traditional teaching methods and insufficient use of new, effective methods. This question is relevant in the context of a didactic study and can be considered in the future studies.

Case-study method is considered as innovative, active learning method, which improves reflective learning and critical thinking of the student, helps to connect theory and practice, develops student`s communication skills in a group work.

Considering that it was originally planned to investigate the perception of students of the case-study method, it is worth exploring the causes and problems of introducing the case-study method into the learning process. In the process of interviewing it was revealed that small amount of students familiar with the concept of case-study method. This problem has become a prerequisite for further research in the field of introducing innovative methods in the study of a foreign language.

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ИСПОЛЬЗОВАНИЕ СМИ ДЛЯ ФОРМИРОВАНИЯ КРИТИЧЕСКОГО МЫШЛЕНИЯ

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Аннотация: В статье рассмотрены тенденции медиаобразования в мире. Рассмотрена литература по данному вопросу, приведена краткая история, а также исследования и эксперименты, посвященные проблеме. На основе данного обзора подчеркивается необходимость включения и развития медиаобразования в учебный процесс.

Ключевые слова: медиаобразование; критическое мышление; преподавание

USING MASS MEDIA TO DEVELOP CRITICAL THINKING

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Abstract: This article provides an overview of media literacy as a subject; gives a literature overview on the topic with history and research of media literacy. The overview concludes the necessity of inclusion and further development of media literacy as a subject.

Keywords: media literacy; critical thinking; teaching

In recent decades, people all over the world have been exposed to information from different kinds of mass media. Print media which was augmented by electronic media by the end of the 20th century influences perceptions, beliefs and attitudes. Multiple endeavours all over the world have been undertaken to prepare individuals to decode and interpret the messages presented by the media correctly. The collection of these endeavours is called the media literacy movement. According to Aspen Media Literacy Leadership Institute **Media Literacy** is the ability to access, analyze, evaluate and create media in a variety of forms. A **media literate**

person is one who can access, create, evaluate, critically analyze, and decode print and electronic media [4, p.56].

Media literacy is an issue of increasing concern among educators from a variety of backgrounds as the ability to evaluate and critically analyze media messages is becoming more important with an increasing pool of incoming information. Critical thinking is one of the core components of media literacy. There are several definitions of what critical thinking is. The most general one is: “Critical thinking is the use of those cognitive skills or strategies that increase the probability of a desirable outcome” [5, p.12]. The purpose of media literacy programs is to promote and help to develop critical thinking of students towards media entities. It seeks to provide individuals with a set of analytical skills that help them to be more critical towards their media consumption and to apply these skills to other aspects of life. The purpose of this article is to delineate a general direction of research in this field. We will not be concentrating on issues debating the applicability of the term “literacy” to different types of media.

The problem of media literacy in all of the variety of its forms is one of increasing concern in many countries. Mass media is a relatively new phenomenon (being just a few hundred years old). Its development has been initiated by technological advances which delivered a great variety of instruments to deliver a message. “As early as 1929, a British board of education urged teachers to elevate children’s standards of taste and evaluation about motion pictures” through specific training as part of the general educational process [3, p.56].

In the second half of the20th century, vitally significant skills of writing and reading have been augmented by an as important skill of understanding and correctly evaluating audiovisual material from television and later from the Internet. Millennials have access to more information than any generation in history. These technologies have created an increasingly complex environment that Millennials navigate. In addition, their extensive use of Information Communication Technology often creates a false sense of competency. Most of the Western countries are developing programs and courses for media literacy (Course on English Media literacy by Pennsylvania University (US), Media literacy by the University of Iowa (US), Media education and literacy by Norwegian university of science and technology (Norway), English for Media Literacy by National research

University Higher school of Economics (Russia) and more classes, degree programs on the undergraduate and graduate level, and research efforts are being developed to promote growth in the field).

It is important to teach children to be more critical evaluators of media content (augmented by the Internet). First, it is important to evaluate student's ability to apply high-order thinking to process messages provided by the media since it has become an educational responsibility to study mass communication and pop culture and make it beneficial for the students. It is one of the major responsibilities of our society to help children become critical consumers of digital information. According to a study conducted by A. Hobbs when 9- to 17-year-old girls encounter advertising about weight-loss products they were "cognitively vulnerable" with limited ability to recognize "persuasive construction strategies, including message purpose, target audience and subtext" [2, p.8]. This and some other studies confirm the existence of a problem that youth are unable to analyze the information presented by media on a high critical level. Some researchers develop methods to help children develop necessary skills. A study conducted by Feuerstein (1999) sought to develop critical thinking in children ages 10-12 in 6 Israeli primary schools. Her statistical analysis concluded that the children, who participated in the program of media literacy instruction and those who did not, indicated a significant difference in their levels of critical evaluation of information [1, p.667].

In developing critical thinking towards media it is important to understand that children and teenagers are not the only ones having insufficient evaluative skills. Critical thinking is also essential in higher education. Many universities aim at graduating students who can display high level of critical thinking skills. Messiah College states that: "By raising the right questions, exposing students to multiple perspectives, and encouraging critical thinking, Messiah seeks to enable its students to respond with maturity to the world's complexities". Or Boston University's College of Communication, which lists as one of its four objectives "to stress critical thinking, creativity and personal integrity". These universities offer their own programs on media literacy and host events connected to this issue e.g. "Journalism and the search for truth" by Boston University's College of Communication.

Media literacy is important for anyone who consumes or participates in creating media. With the growing interest of the young generation towards the social media and the Internet, which have quite controversial effect on them, it is important to assist them to develop skills that help to analyze, decode and extrapolate information presented through all sorts of media. There is a number of research being done and a multitude of specialists working on creating courses for that purpose. It is of utmost importance to attract attention of those who work in education towards this problem, as the ability to think independently and freely defines the modern human.

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ПРОБЛЕМА НАВЯЗЫВАНИЯ КЛАССИЧЕСКОЙ РУССКОЙ ЛИТЕРАТУРЫ В ШКОЛАХ

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Аннотация: В данной работе рассматривается проблема падения интереса к чтению среди школьников, в частности к классической литературе. В качестве примеров приведен ряд мнений ученых и статистик, раскрывающих причины снижения читаемости среди обучающихся в школах России. Целью исследования является поиск ряда возможных решений данной проблематики, в том числе от автора.

Ключевые слова: навязывание классической литературы; проблема принуждения к чтению; принуждение к чтению в школе; русская литература; урок литературы в школе

DAS PROBLEM DER AUFDRÄNGUNG DER KLASSISCHEN LITERATUR IN RUSSISCHEN SCHULEN

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Abstract: The problem of falling interest in reading among schoolchildren in particular in the classical literature is considered in this work. As examples, a number of opinions of scientists and statisticians are given, revealing the reasons for the decrease of interest in reading among students in Russian schools. The purpose of the research is to find a number of possible solutions to this problem offered by scholars, textbook writers and the author as well.

Keywords: intrusion of classical literature; the problem of coercion to read; force dreading at school; Russian literature; literature at school

Die vorliegende Arbeit beschäftigt sich mit dem Problem der Aufdrängung der klassischen Literatur in modernen russischen Schulen. Die

Arbeit bedient sich der Methode der Daten- und Statistikerhebung, welche Gründe des Rückgangs der Leseintensität unter den Schülern in Russland aufdecken. Das Ziel der Arbeit ist es, mögliche Lösungen dieser Problematik darunter auch von der Verfasserin zu suchen und zu finden.

Der weltberühmte russische Schriftsteller Maxim Gorky hat einmal gesagt: „Das Buch ist wert, geliebt zu werden, es wird das Leben leichter machen.“

Die unbestreitbare Tatsache ist es, dass die Menschen heute weniger lesen. Laut Angaben der neusten Studie (01.10.2018) des Allrussischen Zentrums für Meinungsforschung ist die Anzahl der Lesenden im laufenden Jahr angestiegen und zwar 4,55 gelesene Bücher pro Kopf in den letzten drei Monaten. Im Jahr 2013 betrug diese Kennzahl 4,23 und im Jahre 2011 – 3,94 gelesene Bücher pro Kopf in drei Monaten [2].

Dieses Ergebnis bestärkt die Annahme, dass Menschen vor ein paar Jahrzehnten gern gelesen haben, dass sie den ganzen Tag in der Bibliothek verbringen könnten und es für wichtig hielten, eine kleine Bibliothek zu Hause zu haben. Jetzt hat sich die Situation geändert, es gibt viele neue, einfachere Unterhaltungen, und immer mehr Bücher können wir in der Nähe der Mülltonnen oder zum Verkauf in Online-Shops sehen.

Man kann sich nach Gründen für Änderungen solcher Art fragen. Bestimmt sind Bücher nicht mehr die wichtigste und interessanteste Weise, Freizeit zu verbringen. Ist das aber das Hauptproblem? In erster Linie muss man betonen, dass Menschen, insbesondere junge Menschen, weniger lesen, liegt an der modernen Bildung. Alles beginnt in der Schule, wenn Eltern und Lehrer Schüler zwingen, viel „langweilige klassische Literatur“ zu lesen, die nicht jeder mag, insbesondere in der Pubertätszeit.

Alexander Arkhangelsky, Schriftsteller, Fernsehmoderator, Literaturkritiker und Autor eines Schulbuchs über Literatur vertritt den Standpunkt, dass es sehr wenige moderne Bücher in der Schule gibt und es keine neuen Technologien im Unterricht verwendet werden, wie es in der heutigen Zeit gemacht werden sollte. In einem Interview für die Zeitschrift „Orthodoxes Christentum und Welt“ („Православие и мир“) bemerkt er nachdrücklich: „Die amerikanische Fernsehserie ist heute wie ein französischer Roman des späten 19. Jahrhunderts. Er spielt die gleiche Rolle in der Kultur, führt die gleiche soziale Funktion aus. Seine Hauptaufgabe, über die Kompliziertheit der modernen Welt in verständlicher und faszinierender Form zu berichten, hat sich nicht geändert“. Alexander Arkhangelsky ist fester Überzeugung, dass man für die Klassik „großwerden“ muss.

Nach dem Erachten von Archangelski besteht das Problem der modernen Bildung zum Einen darin, dass viele Bücher veraltete Materialien für moderne Kinder enthalten. Sie können sich mit ihren Gestalten nicht assoziieren, allein deswegen ist das Lesen der Literatur solcher Art für sie uninteressant und langweilig. Zum Anderen sieht er Fehler der Lehrer im Folgenden: „Nicht nur der Schullehrplan, sondern auch ein bestimmter Lehrer konnte sie [Kinder] nicht faszinieren. Wenn an der Schule ein/e engagierte/r Lehrer/in tätig wäre, könnte sich alles in diesem Gießtiegel umschmelzen“ [4].

Zu der Frage der Nötigung zum Lesen hat sich unter anderen die Kinderneuropsychologin Maria Chibisova in einem Interview für die Zeitschrift „Foma“ („Фома“) von einem anderen Blickwinkel aus geäußert: „Eltern in ihren Erwartungen sind oft zu emotionell. In nervigen und strikten Gesprächen können die Kinder oft die Worte hören: „Wenn du nicht lesen wirst, wirst du als Straßenfeger arbeiten, wenn du erwachsen bist“. Mit diesen Worten verzerren Eltern die wahre Bedeutung des Lesens. Anstatt zu sagen: „Lesen ist interessant und bringt viel Spaß“, wird es den Kindern unbewusst beigebracht: „Lesen ist richtig und notwendig“ [1]. Ihrer Meinung nach führen solche Handlungen der Eltern zum Komplex der „Übereinstimmung mit Erwartungen“ bei Kindern, die das Lesen als Belästigung empfinden, was zum Protest führt und deren Wunsch, überhaupt zu lesen, abstößt.

Viele betroffene Eltern diskutieren über diese Problematik auf verschiedenen Internet-Foren. Sie glauben, dass das Desinteresse des Kindes beim Lesen vor allem an dem beachtlichen Schriftenverzeichnis und an der standardisierten Herangehensweise an die Deutung des Meisterwerks nach dem Algorithmus: „Biographie des Autors – Nacherzählung des Buches – Porträts der Hauptgestalten – Auffassungen der Begriffe wie Liebe, Familie und Ehre im Buch“ liegt.

Nicht weniger kritisch wird von den Eltern der Versuch betrachtet, den jungen Menschen Dinge zu vermitteln, die ihnen in diesem Alter objektiv unverständlich sind, zum Beispiel die Herzensplagen von Andrej Bolkonski oder Raskolnikow, was außer Irritation und Abneigung bei Jugendlichen nichts mehr hervorruft.

Aufbauend auf den oben aufgeführten Statistiken und Meinungen der Ausgewiesenen und Eltern ist die Erklärung, dass die Kinder nicht lesen, weil die in den russischen Klassikern beschriebenen menschlichen Beziehungen für sie unverständlich sind, nichtsdestotrotz kaum gerecht. Das Problem ist, dass es unter den Büchern, die für das Pflichtlektüren empfohlen werden, kein einziges Buch gibt, dessen Hauptfigur ein moderner Teenager wäre. Das Schulprogramm, dessen Hauptaufgabe die Förderung des Interesses an Lesen war und ist, zerstört dieses Interesse.

Viktor Schudegov, stellvertretender Vorsitzender des Komitees der Staatlichen Duma für Bildung verweist auf die Notwendigkeit der Durchführung verschiedener Literaturwettbewerbe, Festivals, Olympiaden usw. in Schulen, Bibliotheken, Museen und anderen Kulturanstalten [3].

Meiner Meinung nach ist das Hauptproblem der modernen Bildung die Aufdrängung der klassischen Literatur den Schülern. Da ich in einer der russischen Schulen gelernt habe, verlasse ich mich auf meine persönlichen Erfahrungen. Es soll aber gesagt werden, dass dieses Problem auf der ganzen Welt existiert. Das Hauptproblem der russischen Klassiker liegt für mich in der großen Menge philosophischer und hochmoralischer Überlegungen. In unserer Schule wurde alles nach der standardisierten Herangehensweise an die klassische Literatur unterrichtet, wegen der viele meiner Klassenkameraden und ich den Wunsch verloren haben, Bücher zu lesen.

Nach dem Abschluss der Schule hatte ich eine klare Vorstellung davon, dass das Lesen langweilig, uninteressant und zeitverschwenderisch ist. Mit dieser Vorstellung hätte ich mein ganzes Leben gelebt, wenn ich an der Universität die englische Klassik nicht gelesen hätte, in der es viele Ereignisse, Abenteuer und „reelle" Personen gibt, die den heutigen Teenagern viel ähnlicher sind, als die Helden der russischen Klassiker.

Abschließend lässt sich feststellen, dass das oben beschriebene Problem leicht gelöst werden kann. Der Literaturunterricht für junge Menschen muss interessanter gestaltet werden, nicht indem man sie ihn aufzwingt, sondern indem man junge Leute in die Literatur einbezieht. Es soll auch den jungen Menschen die Möglichkeit zur Verfügung gestellt werden, ein Buch nach eigenem Geschmack zu wählen und dann in der Stunde zu diskutieren.

Natürlich muss man die Klassik kennen, aber vielleicht lohnt es sich, sie angesichts der Gegenwart und ihrer Möglichkeiten spannender und variabler zu gestalten.

Darüber hinaus können die Schüler Theaterstücke organisieren, moderne Verfilmungen der Klassiker im Unterricht sehen und lernen, wo die Gestalten den Kindern ähnlich sind. Eine nicht standardisierte Analyse des Meisterwerkes und Parallelen zwischen den Charakteren von Büchern und der Moderne müssen dieses Problems leicht lösen. Alle oben genannten Maßnahmen werden Kindern beim Lesen helfen und Lehrer werden näher an die Jugend sein, um sie besser zu verstehen.

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ОБУЧЕНИЕ БУДУЩИХ ПЕРЕВОДЧИКОВ ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОМУ АНГЛИЙСКОМУ ЯЗЫКУ

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Аннотация: В традиционном понимании английский язык для профессиональных целей изучают студенты нелингвистических специальностей, и может показаться, что он бесполезен для студентов переводчиков. Цель данного исследования – выяснить, нужен ли курспрофессионально-ориентированного языка будущим лингвистам, и будет ли он полезен для их будущего профессионального развития.

Ключевые слова: английский язык для профессиональных целей; преподавание; язык; переводчики; лингвистика

TEACHING ESP TO FUTURE TRANSLATORS

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Absract: Traditionally, English for Specific Purposes is studied by students of non-linguistic specialties study, and it may seem useless for students majoring in translation. The purpose of this study is to find out if ESP course is needed for future linguists and whether it will be useful for their future professional development.

Keywords: ESP; teaching; language; translators; linguistics

ESP (English for Specific Purposes) has sparked great interest among people who want to learn English. Currently ESP is taught at many universities around the world. ESP training has much in common with English as a foreign or second language and English for academic purposes (EAP). English for Specific purposes is a direction in teaching English to be used in various fields of human activity (subject areas, professional sphere), for example, in mathematics, medicine, sports. In most cases, ESP is taught to students of non-linguistic specialties, whose specialty has nothing to do with linguistics and foreign languages. In this regard, the question arises: do future translators need ESP trainings and will such lessons be useful to them? The idea of this study appeared as the spread of computerization and the popularization of machine translation are taking place nowadays, and this requires knowledge of translation terms in English. In addition, the modern education model assumes that each graduate student must be able to speak and present speech in English on the subject of the received specialty. And to get these skills, bachelors of linguistics need to study specialized subjects not only in their native language (as they do it at university), but also in English.

The topic of teaching ESP to translators is new and insufficiently studied, so we will use articles that tell what ESP is, articles devoted to the methodical development of ESP lessons, and the importance of creating the right motivation for students. The article 'Teaching English for Specific Purposes and teacher trainings' describes such ESP types as English for Occupational Purposes (EOP), English for Academic Purposes. Further, the author says that choosing ESP materials is very important for the course as it makes the content of the lesson special [1]. The article named 'Learning by Translating: A Contrastive Methodology for ESP Learning and Translation' illustrate methodology for learning ESP vocabulary and translation skills from a contrastive perspective and states that translating activities may reveal individual strengths and weaknesses in the use of the languages [3]. The paper is 'Learning motivation and strategies of ESP university students' deals with the key factors in the L2 learning process, namely, learning motivation and strategies. The author talks about 3 main components that help support the motivation of students [2]. The material of these articles has helped to determine what kind of research is needed to conduct, and also will be useful in developing the teaching methodology of the future ESP course.

Our main research methods are interviews and surveys. Before conducting the analysis, we choose third-year students majoring in translation in order to find out how familiar they are with the translation terms and whether they know the translation of these terms into English. Further, an interview was conducted with senior students; we asked how much they feel the need to study their core subjects in English. Data such as work experience, interest in the future profession, and academic performance were clarified.

The main issue that we wanted to consider in the article was the need of students-translators to study the ESP course. In order to make a conclusion, we decided to conduct a survey among the 3rd year students and an interview with senior students. For a more accurate result, we tried to ask as many students as possible. So, the first step is to create a questionnaire, for this we need to choose the most interesting translation terms, the translation of which will not be obvious, which we will have to think about. Five terms were chosen (generalization of the concept, two-way translation, disjunction, discourse, regular correspondences) in order to be able to interview as many students as possible in a short time. Students were asked to answer the question: do they know how these terms are translated into English? If they answered yes, then to check the accuracy of their answer, students had to write a translation of Russian terms into English. The results turned out as that only 5 out of 20 students of the third-year knew the translation of some terms, most often they could name the translation only of the 2-3 words out of 5. Then interview was held with students of the fourth-year, it was necessary to compile accurate and concise questions for them. The first question regarding terms was also asked to undergraduates. Further questions such as "Do you know what ESP is (English for Specific Purposes)?" "Do you think you need a subject like ESP (which will be used to study your specialized subjects in English)?" "Do you think that such a subject is necessary for you, and whether you are faced with the need to know your specialized subjects in English at work and in practice?" Answers to the first question about terms of the senior students coincided with the 3rd years` students. Nobody knew what ESP was, but after explaining the main aim of English for Specific Purposes, more than 60 percent of students answered question 3 as "yes, I need it". And the last question that was asked in the interview implied the most complete answer. Many students answered that they did not encounter the need to know the key concepts and basic terms of their future profession in English, but added that they did not have a lot of work experience and experience to speak at the conferences. At the end of the interview, almost every student interviewed commented that he thought about improving his skills and competencies, and that an ESP course would be a good solution to the problem.

This study made it possible to find out that students have a gap in the knowledge of their core subjects in English, and we also found out that translators need and are ready to develop their professional skills thanks to the ESP course. The main direction for further research is the development of teaching materials for the ESP course for translators. Development should occur in accordance with specific needs of students. Otherwise, the main goal – to deepen the knowledge of the profile subject in English– will not be achieved.

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АУТЕНТИЧНЫЙ ТЕКСТ КАК СРЕДСТВО ОБУЧЕНИЯ ИНОЯЗЫЧНОЙ ПИСЬМЕННОЙ РЕЧИ

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Аннотация: Статья посвящена проблеме формирования и совершенствования навыков и умений иноязычной письменной речи студентов 1-3 курсов языковых и неязыковых факультетов вузов с помощью аутентичных текстов. Актуальность данного исследования обусловлена ростом требований, предъявляемых к овладению иноязычной письменной речью обучающимися и потребностью в усовершенствовании системы упражнений для обучения иноязычной письменной речи средствами аутентичного текста.

Ключевые слова: иностранные языки; аутентичный текст; иноязычная письменная речь; обучение иноязычной письменной речи

AUTHENTIC TEXT AS A MEANS OF TEACHING FOREIGN LANGUAGE WRITTEN SPEECH

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Abstract: The article is devoted to the problem of formation and improvement of skills and abilities of foreign language writing by students of 1-3 courses at language and non-language faculties of universities with the help of authentic texts. The relevance of the study is due to the increasing requirements for students to learn foreign language writing and the need to improve the system of exercises for teaching foreign language written language means of authentic text.

Keywords: foreign language; authentic text; foreign language writing; teaching foreign language written speech

Heutzutage, wenn das Erlernen einer Fremdsprache zur Norm und Notwendigkeit geworden ist, kann man sagen, dass das Ziel des Fremdsprachenunterrichts in Schulen und an Universitäten die Bildung von kommunikativer Kompetenz ist, die mehrere Komponenten umfasst und nämlich die Bildung und Entwicklung von folgenden Fertigkeiten: Sprechen, Hören, Lesen und Schreiben. Da die geschriebene Sprache eine wichtige Rolle in der modernen Welt spielt (Vertragsgestaltung, Ausfüllen eines Fragebogens, Geschäftskorrespondenz usw.), ist es notwendig, Effektivität von Übungen zu erhöhen, die auf die Entwicklung und Verbesserung der Schreibfertigkeit in einer Fremdsprache abzielen.

Für die Entwicklung und Verbesserung von Fertigkeiten verwendet man verschiedene Methoden, Verfahren sowie Mittel, mit denen man Kenntnisse auf dem Gebiet Regionalstudien, Kulturwissenschaften und Soziokultur erweitern kann. Eine der häufigsten Informationsquellen sind dabei authentische Texte [5].

In der Methodik des Fremdsprachenunterrichts gibt es viele Ansätze, authentische Materialien zu definieren.

Zum Beispiel definieren E.G. Asimov und A.N. Schukin authentische Texte als Texte aus Originalquellen, die sich durch natürliche lexikalische Inhalte und grammatikalische Formen auszeichnen, situative Angemessenheit des verwendeten Sprachstoffes und authentische Verwendungsmöglichkeiten darstellen, obwohl nicht speziell für Bildungszwecke gedacht, doch im Fremdsprachenunterricht eingesetzt werden können [1, S. 34].

N.D. Galskova definiert authentische Texte als Texte aus der kommunikativen Praxis von Muttersprachlern [2, S. 136].

Im Gegensatz zu den oben erwähnten Linguisten betrachtet D. Noonan nicht nur authentische Texte, sondern auch andere Materialien und behauptet, dass jedes Material, das nicht zum Zweck des Erlernens einer Sprache geschaffen wurde, als authentisch angesehen werden kann [3, S. 54].

Wenn man also verschiedene Definitionen von dem authentischen Text betrachtet, sollte man darauf achten, dass es keine allgemeine Definition von Authentizität gibt.

Russischer Didaktiker M.T. Baranov definiert das Schreiben sowohl in der Muttersprache als auch in der Fremdsprache als eine komplexe Sprachfertigkeit, die nur im Prozess des zielgerichteten Erlernens zu entwickeln ist [4, S. 141].

Authentische Texte werden als Mittel des Erlernens einer Fremdsprache in den Werken von G.G. Shoglina, R.P. Milrud, E.V. Nosonowitsch und anderen berücksichtigt.

Die Vorteile der Verwendung authentischer Materialien im Bildungsprozess sind aus folgenden Gründen offensichtlich:

- die Sprache der authentischen Texte vermittelt wirkliche sprachliche Realität, die Besonderheiten des Funktionierens einer Sprache und trägt zur Entwicklung der Sprachkommunikation bei;
- authentische Materialien stellen moderne Kultur des Herkunftslandes der Sprache dar und reflektieren Ideen und Ansichten, die derzeit für die Gesellschaft dieses Landes relevant sind;
- die Tatsache, dass authentische Texte nicht ursprünglich didaktisiert sind, ermöglicht Informationen in diesen Texten eine höhere Autorität in einer nicht-linguistischen Umgebung zu besitzen;
- Natürlichkeit stimuliert die Steigerung der kognitiven Aktivität usw.

Wir haben eine Studie durchgeführt, um die Verwendung authentischer Texte im Fremdsprachenunterricht zu untersuchen. An der Umfrage nahmen 55 Studenten teil, die in den 1-3 Studienjahren an der Fakultät für Geisteswissenschaften der Staatlichen Technischen Universität zu Nowosibirsk stehen.

An die Studenten wurden folgende Fragen gestellt:

1. Verwenden Sie authentische Texte im Fremdsprachenunterricht?
2. Welche Schwierigkeiten haben Sie bei der Arbeit an authentischen Texten?
3. Wie schätzen Sie die Notwendigkeitder Verwendung von authentischen Texten im Fremdsprachenunterricht ein?

Die Ergebnisse der Umfrage bezüglich der ersten Frage sind auf der Abbildung 1 dargestellt:

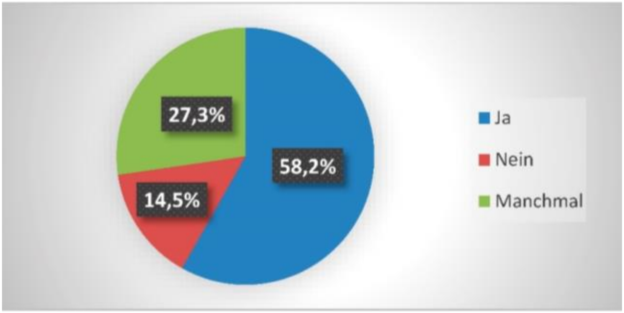

Abb.1. Statistische Bearbeitung der Umfrage bezüglich der Verwendung von authentischen Texten im Unterricht

Abbildung 2 zeigt die Schwierigkeiten, auf die Studenten beim Verwenden authentischer Texte im Fremdsprachenunterricht stoßen:

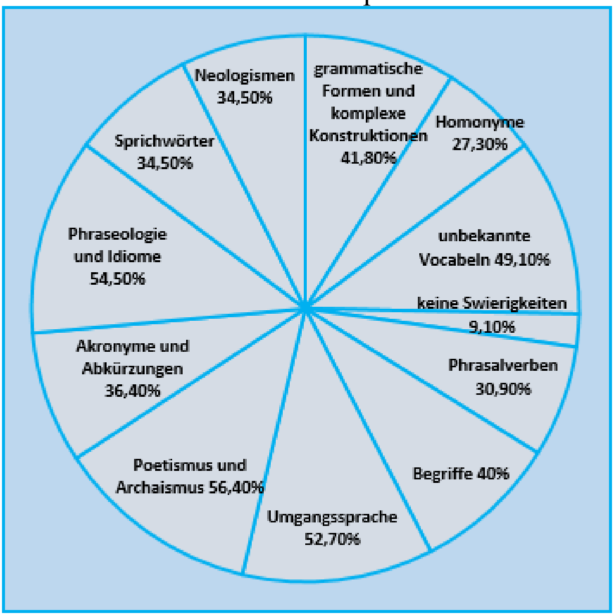

Abb.2. Schwierigkeiten, auf die Studenten beim Verwenden authentischer Texte stoßen

Durch Analyse der Ergebnisse der obengenannten Umfrage ist festzustellen, dass Studenten beim Verwenden authentischer Texte die größten Schwierigkeiten mit Poetismen und Archaismen haben (56,4% der Befragten).

54,5% der Studierenden halten es für schwierig, an Texten mit Idiomen und Phraseologismen zu arbeiten. Hinzu kommen Schwierigkeiten mit authentischen Texten, die Slang und Jargon enthalten (52,7%), sowie unbekannte Vokabeln (49,1%). Schwierigkeiten ergeben sich auch durch verschiedene grammatische Formen und komplexe Konstruktionen, die in authentischen Texten vorkommen.

Es ist erwähnenswert, dass nur 9,1% der Studenten behaupten, dass ihnen die Arbeit an authentischen Texten keine Schwierigkeiten bereitet.

Außerdem wurden die Befragten gebeten, die Notwendigkeit des Verwendens von authentischen Texten im Fremdsprachenunterricht zu bewerten. Die Ergebnisse könnte man auf der Abbildung 3 sehen:

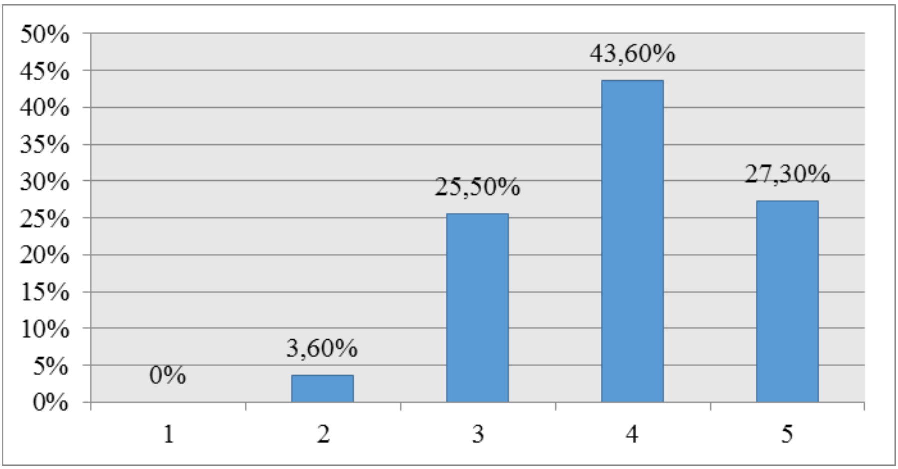

Abb.3. Notwendigkeit der Verwendung von authentischen Texten im Fremdsprachenunterricht

Bei der Analyse der Ergebnisse wurde festgestellt, dass die durchschnittliche Bewertung der Notwendigkeit von Verwenden authentischer Texte im Fremdsprachenunterricht 3,9 betrug. Daraus können wir schließen, dass die Verwendung authentischer Materialien im Fremdsprachenunterricht von den Studierenden als ein effektives Verfahren betrachtet wird, da diese Materialien sowohl die Lernmotivation steigern als auch das allgemeine Sprachniveau erhöhen.

Auf diese Weise können wir eine Schlussfolgerung ziehen, dass ein effektives Erlernen des fremdsprachlichen Schreibens auf der Grundlage authentischerTexte durchaus möglich ist, wenn dabei ein spezielles wissenschaftlich ausgearbeitetesÜbungssystem verwendet wird, das auf die Entwicklung relevanter Fertigkeiten abzielt.

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ВЕБ-САЙТЫ МУЗЕЕВ ВЕЛИКОБРИТАНИИ: КЛАССИФИКАЦИЯ И МЕТОДИЧЕСКИЙ ПОТЕНЦИАЛ

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Аннотация: Статья посвящена рассмотрению различных классификаций музеев и их веб-сайтов, согласно критерию, который обусловлен образовательными целями для дальнейшего использования этих веб-сайтов как аутентичного материала на уроке чтения по английскому языку.

Ключевые слова: веб-сайты музеев Великобритании; аутентичный материал; обучение английскому языку

WEBSITES OF BRITISH MUSEUMS AND GALLERIES: CLASSIFICATION AND EDUCATIONAL POTENTIAL

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Abstract: The article is aimed at considering the classifications of museums and galleries as well as their websites according to the criteria, which are determined by educational aims of further use of these websites as materials at the reading lesson in English.

Keywords: websites of British museums and galleries; authentic materials; English language teaching

Nowadays authentic materials are widely used at English language lessons as they allow teachers to effectively imitate exposure to the English language [8]. Official websites of national museums and galleries can be considered as one of the types of authentic materials, combining verbal, audial and visual components, due to the following characteristics:

a) they are created to fulfill various communicative purposes;

b) they are produced by real people conveying real messages to a real audience, using realistic language;

c) they contain culturally specific information [5], [1].

Currently there is a number of articles and ELT materials, which are based on the practical aspects of using websites of national museums and galleries at English language lessons. For example, O. G. Chernova [4], describes the ways of developing students` reading skills, enriching their vocabulary and enhancing their ICT competence on the materials of EI Prado Museum official website. I. V. Chernova [3] uses Internet-technology to help students to develop speaking skills on the topic of "Visiting museums". I. N. Corkina [7] describes an Internet-technology Google Art Project, used at the English lesson to enable students to make a digital excursion to the Metropolitan Museum of Art.

Despite the fact that websites of museums and galleries are viewed by educators as a useful resource and material in the English language classroom, the classification of these websites from the point of view of their educational potential is not proposed yet.

The object of the present research is websites of British museums and galleries.

The subject of the present research is educational potential of British websites of museums and galleries, revealed on the basis of their classification.

The aim of the present research is to classify English websites of museums and galleries from the point of view of their educational potential.

The objectives are as follows:

1) to point out the principles of classification of English museums and galleries and apply it to the websites;

2) to select the classification criteria which are relevant to educational purposes (English language teaching);

3) to point out the principles of selecting websites for teaching purposes.

We have analyzed 15 websites of the following British museums and galleries: Big Pit National Coal Museum, Freud Museum, Madame Tussads Museum, National Maritime Museum, Natural History Museum, Pollock`s Toy Museum, Sea Life London Aquarium, Tate Britain, Tate Modern, The Beatles Story Museum, The Jane Austen Centre, The Making of Harry Potter, The Writers` Museum, Titanic Belfast, Victoria and Albert Museum.

Classification of museums is very well elaborated by art specialists and culturologists. The most common principle of classification is the thematic criterion. Therefore, according to G. D. Lewis [9], E. A. Popravko [10] and M. L. Remnyova [11] museums and galleries can be classified into six basic types:

1) general;
2) natural history and natural science;
3) science and technology;
4) history;
5) art;
6) literature.

According to G.B. Goode [2] museums and galleries may be classified in two ways: by the character of their contents and by the purpose for which they are founded. Under the first category they may be grouped as follows: 1) museums of art; 2) historical museums; 3) anthropological museums; 4) natural history museums; 5) technological museums; 6) commercial museums. Under the second category they may be classed as 1) national museums; 2) local, provincial or city museums; 3) college and school museums; 4) professional or class museums; 5) museums for special research owned by societies or individuals [2].

Thus, these criteria can be applied to museum websites when considering their educational potential.

Besides, we must differentiate between a real museum, an online-museum (a virtual museum) and a website of a museum. A real museum is a building where objects of historical, scientific, or artistic interest are kept and where people can go to view works of art or artefacts. An online museum is a repository of accessed digital cultural and scientific resources, which can be used at any time and from any place over the Internet. An online-museum is an analogue of a real museum. A website of a museum is a representation of a real museum in the Internet, real visitors-oriented, which consists of digital booklets and guides, with extra updating information about the museum and its exhibitions [6].

When choosing websites for teaching purposes, it is important to consider the following principles:

1) subject-matter of a text-book and an educational program;
2) specific interests of students’ age group;
3) interdisciplinary relations (how the subject-matter of an English language lesson is correlated to the subject-matter of other school subjects);

4) ability to navigate easily on a website;
5) kinds of information given on the website;
6) completeness of this information;
7) forms of presenting information (audial, visual, verbal, 3D-journey through the museum, library, chat);
8) language complexity, correspondence to pupils' language level.

Besides, when planning a reading lesson, based on museum websites, we must consider their technical peculiarities (structure, navigation etc.) and contents (general information about the museum, opening times, tickets, address, highlights, news, collections, exhibitions, events, online-shop).

The prospects of this research are connected with further distribution of the websites under analysis according to the categories and principles indicated above in order to design a series of English lessons in the 6th grade, aimed at developing reading skills.

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АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОВРЕМЕННОГО ОБЩЕСТВА

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