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АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОВРЕМЕННОГО ОБЩЕСТВА

ЯЗЫК, КУЛЬТУРА И ТЕХНОЛОГИИ В ИЗМЕНЯЮЩЕМСЯ МИРЕ

URGENT PROBLEMS OF MODERN SOCIETY

LANGUAGE, CULTURE AND TECHNOLOGY IN THE CHANGING WORLD

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KONNOTATIVER ASPEKT DER SEMANTIK DEUTSCHER ONOMATOPOETISCHER VERBEN DER REDE

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Abstract: In diesem Artikel geht es um die Natur der Konnotation im Allgemeinen und um die Besonderheiten des konnotativen Aspekts der Semantik deutscher onomatopoetischer Verben.

Schlüsselwörter: onomatopoetische Wörter; lautmalende Verben; konnotativer Aspekt; stilistische Färbung; Verben der Rede

КОННОТАТИВНЫЙ АСПЕКТ СЕМАНТИКИ НЕМЕЦКИХ ЗВУКОПОДРАЖАТЕЛЬНЫХ ГЛАГОЛОВ ГОВОРЕНИЯ

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Аннотация: В данной статье рассматривается природа коннотации, а также исследуются особенности коннотативного аспекта семантики немецких звукоподражательных глаголов говорения.

Ключевые слова: звукоподражания; звукоподражательные глаголы; коннотативный аспект; стилистическая окраска; глаголы говорения

Einführung

Die lexikalische Schicht onomatopoetischer Wörter beziehungsweise onomatopoetischer Verben der Rede ist ein dynamisches System, das schwer zu untersuchen ist, weil ein klares Verständnis der Natur von Onomatopöie fehlt. Heutzutage haben onomatopoetische Wörter keinen klaren Status im Sprachsystem. Die Natur des konnotativen Aspekts ist auch nur teilweise erforscht.

Theorie

Die Konnotation wurde nicht nur von solchen Linguisten wie K. Byuler, M.P. Brandes, V.N. Teliya u. a. analysiert, sondern auch von Philosophen und Logikern [8]. Doch bis jetzt gibt es keine konventionelle Definition, trotz vielfachen Versuchen sie zu formulieren und die Hauptmerkmale und die Hauptfunktion der Konnotation zu bestimmen. Das Gleiche gilt für die Forschungen, die onomatopoetischen Verben gewidmet sind. Die Linguisten S.A. Filimonenko, S.S. Shlyakhova und O.V. Shestakova haben die Besonderheiten solcher lexikalischen Einheiten analysiert und sind zur Schlussfolgerung gekommen, dass es unmöglich ist, onomatopoetische Wörter eindeutig zu interpretieren, weil sie eine komplexe Natur haben [7, S. 171-183].

L.V. Sokolova weist auf die Mehrdeutigkeit onomatopoetischer Wörter hin, während S.A. Filimonenko glaubt, dass es problematisch ist, ihren stilistischen Status zu bestimmen. Laut S.A. Alievas Forschung existiert keine universelle Antwort auf die Frage nach dem Grad der Motiviertheit onomatopoetischer Wörter. Das beeinflusst die Wahrnehmung und die nachfolgenden Forschungen der ganzen lexikalischen Schicht, die mit der Lautmalerei verbunden ist [1].

Da die Natur der Konnotation nicht vollständig geklärt ist, fällt es einem schwer, ihre Funktion eindeutig zu definieren. Manche Forscher meinen, dass die konnotative Bedeutung eine ausschließlich stilistische Funktion ausübt, die mit dem Ausdruck von Emotionen verbunden ist (G.O. Vinokur, Y.M. Skrebnev). Die anderen interpretieren ihre Funktion als eine "stilistische Nebenbedeutung" (Sh. Balli), weil man eine lexikalische Einheit je nach dem Ziel wählt, das man mit dem jeweiligen Text erreichen möchte. Die "pragmatische Bedeutung", die mit der Wortwahl und dem erwünschten Effekt zusammenhängt, wird von einigen Linguisten auch als eine Funktion der Konnotation angesehen (C.G. Barkhudarov). Die Färbung ist in den meisten Fällen schwer zu bestimmen und hängt von der linguistischen Disziplin ab, in deren Rahmen die Forscher diesen Begriff definieren [8].

Methoden und Resultate

Das Objekt unserer Forschung ist die Bedeutung deutscher onomatopoetischer Verben, der Gegenstand ist die Spezifik ihres konnotativen Aspekts. Das Forschungsmaterial umfasst 1385 Kontexte, in denen 47 lautmalende Verben vorkommen, die eine gewisse Sprechweise bezeichnen. Diese Kontexte sind in den elektronischen Wörterbüchern DWDS und DUDEN repräsentiert. Es wurden die in den genannten Wörterbüchern enthaltenen Definitionen dieser Verben untersucht, und anschließend wurden kontrastive und kontextbezogene Analysen vorgenommen. Je nach der Semantik, die mit der Hilfe von lexikalischen Definitionen festgestellt wurde, wurden zwei Gruppen der onomatopoetischen Verben, die eine Sprechweise näher bestimmen, ausgesondert. In der ersten Gruppe werden die Verben der Rede mit der direkten Bedeutung präsentiert, der zweiten Gruppe wurden die mit der übertragenen Bedeutung zugeordnet. Dann wurden die Verben in den beiden Gruppen in lexikalisch-semantische Untergruppen geteilt. Als Grundlage für diese Einteilung diente die im Nachschlagewerk von T.V. Matveeva angebotene Klassifikation von russischen Verben der Sprechtätigkeit [6].

Die erste Gruppe umfasst:

- Verben, die sich auf das sprachliche Mitteilen beziehen: *plaudern, schwatzen, plappern, plauschen, schnauzen, quatschen, tratschen;*
- Verben, die den sprachlichen Ausdruck von Emotionen beschreiben: *klagen, murren, wimmern, lamentieren, prahlen, nörgeln;*

- Verben, die gewisse Besonderheiten jemandes Artikulation hervorheben: *lallen, brabbeln, lispeln, murmeln, munkeln, wispern;*
- Verben, die die von Lebewesen erzeugten Laute nachahmen: *schreien, kreischen, brüllen;*
- Verben der Anrede: *grüßen.*

Zu der zweiten Gruppe gehören:

- Verben, die die von Lebewesen erzeugten Laute nachahmen: *bellen, belfern, blaffen, bölken, gackern, girren, gurren, grunzen, meckern, piepsen, quaken, schnattern, zwitschern;*
- Verben, die die von Nichtlebewesen erzeugten Geräusche nachahmen: *dröhnen, klatschen, rauschen;*
- Verben, die sich auf die Fortbewegung von Subjekten und Objekten beziehen: *plätschern, schmettern;*
- Verben, die den Atmungsprozess bezeichnen: *hauchen;*
- Verben, die das Geräusch des Schlagens nachahmen: *poltern;*
- andere Verben: *dreschen, fauchen, keckern, brummen.*

Um den konnotativen Aspekt der Semantik der Verben zu interpretieren, haben wir Vermerke in den Wörterbüchern in Betracht gezogen: „umgangssprachlich", „salopp", „abwertend", „bildlich", „landschaftlich". Stilistisch neutrale Verben wurden auch analysiert. Für einige dialektale Varianten fanden wir einen Vermerk, der uns zu verstehen half, wo im deutschsprachigen Raum dieses Verb gebraucht wird (z. B., *quatschen* – berlinisch). Komponenten mit abschätziger Bewertung sind auch vorhanden: abwertend (6 Verben: *klatschen, lamentieren, meckern, nörgeln, prahlen, schwatzen*), salopp (*brummen, murmeln*).

Infolge der Analyse der oben aufgezählten Gruppen wurde Folgendes festgestellt.

Den größten Teil der ersten Gruppe (7 onomatopoetische Verben) bilden die Verben, die sich auf das sprachliche Mitteilen beziehen, und Verben, die den sprachlichen Ausdruck von Emotionen beschreiben. Es muss erwähnt werden, dass nicht jeder Kontext aus dem Korpus die realisierte Bedeutung einiger onomatopoetischen Einheiten präzise identifizieren ließ. Problematisch ist es beispielsweise mit den Verben *plaudern* oder *brüllen.*

Meistens war es aber möglich, die Bedeutungen der Verben auseinanderzuhalten. So z.B. wurde bei der Analyse von 223 Kontexten mit dem Verb *klagen* festgestellt, dass es 195 Male als ein Verb, das den sprachlichen Ausdruck von Emotionen beschreibt, verwendet wurde. Der Rest (28 Verben) ist mit juristischer Anfechtung verbunden. Als ein weiteres Beispiel kann das Verb *lispeln* angeführt werden. Dieses Verb hat zwei Bedeutungen: undeutliche Artikulation der Laute und das Flüstern. Im Korpus treffen wir dieses Verb 8 Male, dabei nur einmal in der ersten Bedeutung. Die Untergruppen der Verben, die die von Lebewesen erzeugten Laute nachahmen, und der Verben, die sich auf das sprachliche Mitteilen beziehen, wurden kontextbezogen analysiert, damit die Schattierungen in ihrer Bedeutung aufgedeckt werden konnten.

Die Konnotation der Verben der zweiten Gruppe unterscheidet sich von der Konnotation der ersten Gruppe: meistens haben die Verben in der zweiten Gruppe den Vermerk "umgangssprachlich", stilistisch neutrale Verben treffen wir auch nicht so oft. Dialektale Varianten sind auch vielfältiger, als Beispiele dafür sind Vermerke wie „norddeutsch“, „westdeutsch“ zu erwähnen. Verben mit der übertragenen Bedeutung sind auch in der zweiten Gruppe präsent. Es ist auch bemerkenswert, dass die Verben, die die von Lebewesen erzeugten Laute nachahmen (14), den größten Teil der Verben dieser Gruppe darstellen. Die Verben *rauschen, plätschern* repräsentieren gewisse Besonderheiten der Sprechweise von einer Person, obwohl solche Kontexte nicht oft vorkommen. In erster Linie bezeichnen diese Verben Geräusche, die Nichtlebewesen von sich geben, z.B. Vgl.: *Immer mit der Ruhe, **rauschte** die Stimme seines Vaters sanft, wir hatten alle nicht viel zu lachen in letzter Zeit* [3, S. 211]. Das Verb *bölken* ist in DWDS als ein Verb, das die von Lebewesen (Tieren) erzeugten Laute nachahmen, dargestellt, und im Korpus sehen wir, wie dieses Verb auch eine Sprechweise charakterisiert, z.B. *"Ey, guck mal, der da!" **bölkte** ein Jugendlicher, der seinen Stimmbruch noch nicht ganz hinter sich hatte* [3, S. 213].

Als wir die Gruppe der Verben der Rede mit der direkten Bedeutung und die mit der übertragener Bedeutung vergleichen, kommen wir zur Schlussfolgerung, dass die erste Gruppe mehr Verben enthält, aber der konnotative Aspekt der Semantik ist da weniger vielfältig dargestellt, als in der zweiten Gruppe, wo es möglich ist, die Verben mit den Vermerken „bildlich“, „scherzhaft“, „Jägersprache“ zu finden.

Zusammenfassung

Die Analyse des konnotativen Aspekts der Semantik onomatopoetischer Verben hat gezeigt, dass die Mehrheit der untersuchten Verben eine stilistisch gesenkte Konnotation hat. Emotionale und bewertende Komponenten der Bedeutung können nicht nur mit der positiven, sondern auch mit der negativen Bewertung von Handlungen verbunden sein.

Im Weiteren könnte der konnotative Aspekt onomatopoetischer Verben in verschiedenen Sprachen kontrastiv untersucht werden, was einen Beitrag zu stilistischen Erkenntnissen leisten könnte.

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RUSSIAN-ENGLISH LINGUISTIC CREATIVITY IN RUSSIAN STAND-UP COMEDY

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Abstract: The article analyses types and means of expressing bilingual linguistic creativity in performances of stand-up comedians thus demonstrating employment of English as an international language of entertainment. The paper focuses on the analysis of English-Russian language play in the Russian stand-up comedy as a translingual phenomenon.
Key words: translingualism / translanguaging; bilingualism; Englishization; Russification; standup comedy

ЯЗЫКОВАЯ КРЕАТИВНОСТЬ БИЛИНГВОВ В СТЕНДАП-КОМЕДИИ

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Аннотация: В статье выполнен анализ типов и средств языковой креативности комиков-билингвов, выступающих в жанре стендап комедии, и продемонстрирована

функция английского языка как международного в индустрии развлечений. Языковая игра с использованием русского и английского языков в русскоязычной стендап-комедии рассматривается как явление транслингвизма.
Ключевые слова: транслингвизм/трансъязычие; билингвизм; англизация; русификация; стендап комедия

Introduction

English has definitely become a part of information and communication environment in Russia: it is taught at schools and universities, it sounds in international movies and music, its terms are borrowed to the Russian language along with the achievements of modern technologies and the global economy. Presence of English is also prominent in various fields and genres of the entertainment business, including a relatively new for Russia form of comedy art known as "stand-up".

Stand-up comedy in Russia has been actively developing and gaining popularity since about 2012, so, the number of artists and shows is constantly growing. Due to the prestige, English language in Russian stand-up comedy becomes a special tool of creativity that is accessible to Russian-English bilinguals. The novelty of this study is connected to the fact that Russian-English bilingual creativity in stand-up has not previously become an object of research. In addition, it is important to describe the constantly developing contact of international English with other languages of the world and analyze the selected genre of humor as a new form of language creativity with the use of English.

The purpose of this study is to characterize the types and means of language creativity of Russian-English bilinguals in stand-up comedy.

The object of the research is the units of English in the texts of Russian stand-up. The subject is semantic and functional features of language creativity techniques using English units in the texts of Russian stand-up comedies.

Theoretical framework

With the rapid global integration in all spheres of human life languages cannot be isolated from each other. The contacts between them inevitably lead to mutual influence of language systems and, as a result, change them. One of the most well researched and described languages is English. World Englishes Paradigm, a developing and promising area of sociolinguistics, created by Braj B. Kachru (India, USA) and Larry Smith (USA) and developed in Russia by Zoya Proshina, declares the pluricentricity of the English language. It entails the recognition of the international standard of English and the emergence of its regional and local standards [3]. In other words, English language can have as many centers of development and formation as there are countries that use it in unique social and cultural environments.

With mutual influence of languages, it is difficult to analyze bilingualism as a process of language acquisition or command of two or more languages by an individual. In general, bilingualism is understood as command of two or more languages by bilinguals. Bilinguals can express thoughts in two or more languages and support communication [6].

According to this definition of bilingualism, it is impossible to accurately determine the influence of one language on another as well as the "starting point" of foreign language proficiency. Hence, a number of linguists believe that a term "translingualism" is more appropriate for describing the linguistic processes in the modern world. "Translingualism" is understood as the permeability of languages and their mutual influence [4].

Another term, "translanguaging", implies the bilingual language practice of people who successfully communicate in two or more languages. Bilinguals have options for speech production activities that arise precisely at the border of languages. Therefore, translanguaging is an interaction and smooth "flow" of linguistic cultures from one to another [4].

Translingualism is considered a narrower concept compared to bilingualism. The translingual approach to learning English by native Russian speakers leads to describing English as an additional language. This resource is actively used in the function of speech production [2].

This study focuses on the phenomenon of bilingual language creativity in stand-up comedians' performances, that is analyzed with a translingual approach.

Methods and results

The use of English language units in stand-up comedians' performances demonstrates their linguistic creativity. Following the American linguist of Indian origin Braj Kachru, quoted by the Russian linguist A. A. Rivlina, bilinguals' linguistic creativity is understood as creative linguistic processes resulting from the proficiency in two or more languages [5].

In the concentric circles model of World Englishes, proposed by Braj Kachru, Russia belongs to the Expanding circle, i.e. English functions in Russia as a foreign language. In many countries of the Expanding circle, including Russia, creativity of bilinguals is more often found in written works [1]. Monologues of stand-up comedians serving as the material of this study are usually prepared in advance. They are oral presentations based on written texts.

The analysis was based on stand-up performances by Russian-speaking comedians, whose shows were posted on the YouTube and selected by the number of views of the performance. Nine performances of eight comedians were analyzed (see Table). Ten examples of linguistic creativity were divided into types according to the classification of A. A. Rivlina: language play (punning), Englishization of Russian and Russification of English [5].

Language play (Punning)

Language play (punning) in Russian using English units is based on the consonance of words, morphemes or syllables. In the Russian tradition, the term "language play" in linguistics is considered as the realization of the poetic function of language.

An interesting example of a language play is presented in the comedy by Rasul Chabdarov [8], where he talks about the popular cafe Starbucks. Saying that this cafe is considered a fashionable place, not quite suitable for masculine men from the Caucasus, the comedian says: *"I'm not Rasul, I'm Russell there."* The comedian replaces his name with the English *"Russell"*. He plays on the consonance of names and actualizes the pragmatic function of the English language as a code of prestige. It increases the status of the speaker and a common code of fashion appropriate for the place.

Another example of a Russian-English language play is noted in the monologue by Pavel Dedishchev [9]. The comedian uses the consonance of the Russian city *"Ufa"* and English word *"UFO"* to make a joke that because these names sound similar, aliens and Russians are brothers, that explains absurdity found in their lives.

Englishization of the Russian language

Englishization is often manifested in hybridization at the morphological level, i.e. adding a morpheme borrowed from English to the word in Russian. Englishization can also be found in spelling and pronunciation of Russian words.

In the comedy shows analyzed in the study, Englishization at phonetic level is presented in Pavel Volya's performance "About America" [10], where he was talking about life in the US, mostly about its culture and politics. The comedian pronounces the word *"влияет/influences"*, replacing the Russian sound "в/v" with the English "w", thereby giving an English accent to the Russian word and thus nativizing it.

Vivid examples of Englishization are also noted in another performance by Pavel Volya, "Advertising on TV" [13]. Speaking about the production of sweets by the famous tennis player Maria Sharapova, the artist pronounces her surname as "*Shugarpova*", replacing the letters with the English word "sugar". Englishization here simultaneously serves as a morphological and semantic mean (partly also phonetic), allowing to introduce a new kind of activity of a tennis player by replacing the root of her last name.

In the same performance Pavel Volya uses an identical method of language play in relation to the surname of the comedian Sergey Svetlakov: *"Sergey Svetline"*. At first glance, it seems that the end of the surname is the English word "line/линия". But the name of the stand-up performance is "Advertising on TV" and Sergey Svetlakov is known as a face of a well-known phone company. It becomes obvious that the surname Svetline comes from the merging of the surname

Svetlakov and the name of the company "Beeline", which is an example of morphological hybridization.

Russification of the English language

Deliberate distortion of English units is also used as a method of linguistic creativity. We can find a clear example of the Russification of English units in the performance by Andrey Beburishvili [11]. In the phrase *"I tell the facer/Я говорю фейсеру"*, the comedian uses the word "facer/фейсер", derived from the English word "face" adding the suffix "er". It means a security guard who monitors people at the entrance to the club and gives permission to enter the club based on the appearance of the guest, which is called in Russian "face-control/фейс-контроль". In the comedian's speech, the borrowed word is assimilated by adding the case ending "у" of the Russian language. However, in English, the word "facer" is usually not used in the specified meaning, so we can say that the comedian also showed linguistic creativity by creating a neologism.

A similar technique is also used by comedian Alexander Dolgopolov [15], using the phrase *"Он безумный, крейзи/crazy"* in his speech. "Крейзи/crazy" in this case acts as a unit of Russification from the word "crazy", that is expressed in the pronunciation of this word by a comedian with a clearly pronounced "р/r" sound. We can say that Alexander Dolgopolov duplicates the word "crazy/безумный" in English, from a pragmatic point of view, emphasizing this meaning.

An interesting example is the name of the famous fast food restaurant used by comedian Ivan Yavits [14]. In the speech, he says the phrase: *"Иди работай в Макдак/Go to work at Makdak"*, using the popular form of Russification of the McDonald's restaurant "Макдак/Makdak". Artem Yemelyanov, a member of the Stand-Up Underground, uses the word *"ачивка/achivka"* in his speech [7], that is formed from the word "achievement" by adding the suffix to the word. Most often, this lexical unit can be found in the speech of people who are fond of computer games. On the other hand, we can conclude that the word "ачивка/achivka" has entered the active vocabulary of Russian-speaking people.

An example of adding morphemes to the Russian language is the word "Камбербэтчить/Kamberbetchit’" used by comedian Danila Poperechniy [12], when he told what kind of men girls usually like. This concept means a situation when a girl likes not quite beautiful, but talented guy. The ending of the infinitive verb "ть" is added to the name of a famous British actor, and the word functions as a Russian one.

Conclusion

As a result of large-scale distribution, the English language has emerged into all spheres of human life. The entertainment industry among native Russian speakers is also influenced by English. A prominent representative of this industry is now the genre of stand-up comedy.

In this paper we have identified three methods of linguistic creativity that comedians used in their performances: language play (pun), Englishization of Russian and Russification of English. Russian speaking comedians use methods of linguistic creativity mixing units of Russian and English languages in their speech. This indicates the close contacts between Russian and English and the ability of non-native English speakers to perceive global concepts due to the processes of globalization.

Thus, in their performances Russian-speaking comedians use units of English language in various forms and combinations to produce a humorous effect. They also identify themselves as bilinguals, i.e. people who speak English as an international language and can employ it in their creative process.

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COVID-NEOLOGISMS IN THE ENGLISH-SPEAKING MEDIA AND THE MEANS OF THEIR WORD FORMATION

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Abstract: This article deals with usual and non-usual COVID-neologisms as a special type of neologisms in the mass media. The study provides an overview of the concept of "COVID-neologism". By means of a continuous sampling method from the English media, COVID-neologisms are identified, with their further distribution by word-formation models. Based on this analysis, the most and least common means of English word-formation are identified.

Keywords: neologism; coronavirus; COVID-19; word formation; mass media language

КОВИД-НЕОЛОГИЗМЫ В АНГЛОЯЗЫЧНЫХ СМИ И СПОСОБЫ ИХ СЛОВООБРАЗОВАНИЯ

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Аннотация: В данной статье рассматриваются узуальные и неузуальные КОВИД-неологизмы как особый вид неологизмов в СМИ. В ходе исследования раскрывается понятие «КОВИД-неологизм» и с помощью метода сплошной выборки из английских СМИ выявляются ковид-неологизмы, которые в дальнейшем распределяются по словообразовательным моделям. На основании проведенного анализа выделяются наиболее и наименее частотные методы словообразования, характерные для английского языка.

Ключевые слова: неологизм; коронавирус; COVID-19; словообразование; язык СМИ

Introduction

Being in constant motion, a language is always evolving and improving. The lexical system of a language is known to be the most vulnerable to changes caused by external or extra-linguistic factors, whereas the grammatical structure and phonetics are more resistant to them. The language is a social phenomenon for its representing the development of society.

In December 2019 the world saw an outbreak of pneumonia in the Chinese city of Wuhan, marking the very first meeting with the novel coronavirus pandemic, known as Covid-19.

The actuality of the research is that neologisms are very important in our life, especially in the current situation. Not only is this pandemic putting intense pressure on the international health system, making people adapt and change their daily work in business, education, governance, tourism, and almost all aspects of human lives, but it also clearly demonstrates the linguistic changes and the emergence of new words throughout all languages, including English. Because of this, English has been in a state of the so-called terminology explosion over the past year. New words were born primarily as jokes and puns.

The goal of the research is to describe neologisms in modern English from the lexical-semantic point of view, to distribute them by their structure and to give examples of neologisms with reference to the Covid-19 semantic field.

Theoretical framework

In linguistics, there is still no clear definition of what neologism is due to its rather ambiguous nature. The neologism's novelty is not subject to quantitative and formalized characteristics, making it more complicated to determine the status of the term. This is explained by the fact that one can hardly tell exactly when a word loses its originality and therefore the right to be called a neologism. Academician V.V. Vinogradov stresses that the formation of new words is almost a continuous process, but all the new words initially appear as facts of speech and become facts of a language only as a result of repetition in their final form [1]. Modern linguistics usually distinguishes between two types of neologisms: general neologisms and individual, speech neologisms, i.e. nonce-words.

General neologisms, newly-coined words or new senses of an existing word, are always being added to the lexical structure of the language, usually with the intention of giving a name to a new concept. It is worth noting that it's the fundamental reason why they differ from non-usual type of neologisms – nonce-words. The need for a neologism is a common social need, whereas in the case of nonce-word there is an individual need. The emergence of a nonce-word is caused by the will of an individual in a certain speech act.

Nonce-words are author's neologisms, formed by the means of non-usual models. Nonce-words are used once in a text as a tool for puns or at the moment of speech to serve the occasion. An important feature of a nonce-word is its close relationship to the context beyond which it is often unclear. Thus, the non-usual neologism is characterized by a greater dependence on context than usual ones [2].

Unlike usual neologisms, the main function of nonce-word is not nominal, but characteristic. Neologisms are more likely to become a public domain, they are easily used in different contexts, making dictionaries soon register them as legitimate words. As for nonce-word, they have no aim to become a part of a language, since their core purpose is to increase expressiveness of the text.

Despite the fact that neologisms have a tendency to emerge in the language, they mostly occur in the areas that are culturally significant or rapidly advancing such as the sphere of electronic communication and mass media.

It is very telling that the media quickly react to any novel event in the life of society as well as in science and technology. To become fixed in a language, a neologism is to go through the phases of both socialisation (fixation in society) and lexicalisation (fixation in the language) [3]. After being accepted by influential people in a given society (scientists, journalists, etc.), the word becomes widely spread by the press, media and the Internet.

Both lexicography and lexicology distinguish 3 ways of forming neologisms:

1. the morphological method;

At the heart of the morphological method is word derivation, based on the productive and non-productive models of existing words and morphemes.

2. the semantic method;

The semantic method is characterised by semantic derivation, namely by the emergence of a new contextual meaning of a legitimate word, sometimes with slight changes.

3. the process of borrowing words from other languages.

Being an essential factor in the development of the lexical composition of a language, borrowings are transposed into the Target Language through a variety of interlingual transformations [4].

Methods and results

Taking into account the above theoretical framework, the practical research was carried out to examine productive and non-productive word formation models of neologisms in the English language.

As a material for the survey, 77 neologisms from the key English language media such as The Guardian, The BBC, The New York Times, The Economist, The Daily Telegraph, USA Today, The Washington Post and others were selected. In the course of the research the methods of continuous sampling, linguistic observation and description, contextological analysis and quantitative calculation were used.

The most striking examples of English-speaking neologisms are grouped by word formation methods (see Table):

Table

Morphological processes involved in the creation of neologism

Morphological Process	Neologisms
Acronymy	*Covid-19, 2019-nCoV, SARS-CoV-2, nCoV, WFH, PPE, PUI*
Pseudo-initialisms	*Covid-10, Covid-15*
Blending	*covidiot (covid+idiot), covidiotic (covid+idiotic), caremongering (scaremongering+care), covidient (covid+obedient), quarantini (quarantine+martini), panicdemic (panic+epidemic), zumping (zoom+dumping), coronageddon, coronapocalypse, covexit, coronaverse (corona+verse), quaransheen (quarantine+sheen), infodemic (epidemic+information), coronalingus, covidivorce (covid+divorce), coronacronym (acronym+covid), maskne (acne+mask), quarancleaning (quarantine+cleaning), covideo (covid+video), coronacation (corona+vacation), zoomposium (zoom+symposium), coronallennial (corona+millennial), coronasplaining (corona+mansplaing), coronadose (overdose+corona)*
Contamination	*quaranteam (quarantine+team), quaranteens (quarantine+teens), quarantimes (quarantine+times), co-runner virus*
Affixation	*coronic, mask-ara*
Shortening + Affixation	*prepper (n)*
Compounding	*self-isolate, self-isolated, self-quarantine, self-quarantined, self-quarantine, pre-Covid, post-Covid, super-spreader, coronacoaster, coronababies, coronaphobia coronavirusing, Coronavirus, elbow-bump, beerbug, panicbuying, doomscrolling, blursday, zoombombing, covidhead, claphazard, goutbreak, mask-denier, coronacoma*
Conversion	*prepper (v), self-quarantine (v)*
Shortening	*rona, sanny, pando, iso*
Semantic derivation	*lockdown, social distancing, physical distancing, social distance, shelter-in-place, self-isolation, bubble*

As a result of the analysis of the presented material, it was determined that the most productive ways of word formation are blending and compounding. These methods have been used 24 times (31.1%).

Let's take a closer look at the word-formation by means of blending:

1. Caremongering *(scaremongering+care)* – a movement spreading across Canada that aims to help those who are more at risk of health complications related to coronavirus;
2. Maskne *(mask+acne)* **–** acne produced by wearing face masks;
3. Covidient *(Covid+obedient)* **–** a person who follows quarantine regulations to ensure the general safety of the population;

4. ***Coronasplaining*** (corona+mansplaining) – the process of explaining what coronavirus is and how severe it is to those who are not aware of it or don't take it seriously.

Compounding is the second most productive method of forming neologisms:

1. Elbow-bump – to avoid spreading the virus people started greeting by touching someone's elbow with your elbow;
2. Beerbug **–** in the midst of the pandemic, the beer brand "corona" began to gain in popularity. One of the meanings of the word "bug" is an illness that caused by bacteria or a virus so that is how Covid-19 gained the new name;
3. Blursday *(blur+s+day)* – the day you are presently living but have no idea what day it actually is due to the quarantine.

As for the method of shortening:

1. Rona **–** the initial and final shortening from "coronavirus";
2. Iso **–** the final shortening from "isolation";
3. Pando – the final shortening from "pandemic".

Let us consider such a method as semantic derivation:

1. Social distance – before the pandemic it was used exclusively in scientific environment to describe the different positions of social groups. Now "social distance" also describes the distance between people necessary to prevent coronavirus;
2. Bubble **–** during the pandemic it got a new meaning of any restricted area or group within which people can interact with each other freely;
3. Shelter-in-place is originally related to sheltering from nuclear or terror attacks. In 2020 it's a synonym of shielding and it means 'staying at home as much as possible and keeping interactions outside to a minimum'.

As for the contamination, the joining of words or their parts on the basis of sound similarity to form a single lexical unit:

1. Quaranteam *(quarantine+team)* – is a word-formation based on the similarity of the word *quarantine* and *quaranteam*;

Furthermore, let's take a closer look on the formation of the word prepper (n). It was created through two stages:

1. Shortening: *preparation – prep;*
2. Affixation: *prep + p + the noun-forming suffix er;*

The least productive methods are affixation (3), pseudo-initialisms (2) and conversion (2).

Conclusion

Finally, it is worth noting that neologisms related to the coronavirus pandemic reflect the current state of the social situation created by the pandemic. To a large extent, this vocabulary falls into the category of mass media neologisms. The general morphological processes involved in creating these lexical elements include compounding, blending and semantic derivation.

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BESONDERHEITEN DER BILDUNG UND VERWENDUNG VON EIGENNAMEN IN DEUTSCHEN VOLKSMÄRCHEN

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Abstrakt: Das Ziel der vorliegenden Forschung besteht darin, Eigennamen, nämlich Mythonyme zu untersuchen. Forschung der Etymologie, Bildung und Besonderheiten der Verwendung von Eigennamen basiert auf den Märchen von Gebrüdern Grimm.
Schlüsselwörter: Eigennamen; Mythonyme; Folklore; Grimms Märchen

ОСОБЕННОСТИ ОБРАЗОВАНИЯ И УПОТРЕБЛЕНИЯ ИМЕН СОБСТВЕННЫХ В НЕМЕЦКИХ НАРОДНЫХ СКАЗКАХ

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Аннотация: Целью настоящего исследования является изучение имен собственных, а именно мифонимов. Исследование этимологии, образования и особенностей употребления имен собственных основано на материале сказок братьев Гримм.
Ключевые слова: имена собственные; мифонимы; фольклор; сказки братьев Гримм

Einführung

Wie man weiß, ist die Sprache nicht nur ein Mittel der Kommunikation zwischen den Menschen, sondern auch der kulturelle Kodex einer Nation. Eigennamen im Folkloretext betonen die Besonderheiten der nationalen kulturellen Ethnie. Die Geschichte der Entstehung von Eigennamen war Gegenstand der Forschung vieler Wissenschaftler.

Theorie

In der vorliegender Forschung orientieren wir uns auf die Werke von Linguisten A.V. Superanskaya und N.V. Podolskaya. In ihren Werken werden Eigennamen in vollem Maße charakterisiert, klassifiziert und berücksichtigt. Die oben genannten Linguisten geben eine genaue Vorstellung von einer solchen Gruppe von Eigennamen wie Anthroponyme und Mythonyme.

Methoden und Resultate

In der deutschen Folklore gibt es Eigennamen, die als Anthroponyme und Mythonyme bezeichnet werden.

Anthroponyme sind die Namen von Kreaturen, die als lebendig betrachtet werden können [6, S. 178].

Mythonyme können als Namen von Menschen, Flora und Fauna oder verschiedenen Objekten usw. betrachtet werden, die es nie gegeben hat [6, S. 180]. Ein Mythonym ist ein fiktiver Name für Objekte in unterschiedlichen onomastischen Räumen in Mythen und Märchen [5, S. 83-84].

In der vorliegenden Forschung werden Mythonyme aus den Märchen der Gebrüder Grimm einer Analyse unterzogen.

In den Märchen der Gebrüder Grimm gibt es Anthroponyme: Echte Namen und Mythonyme, d.h. Namen fabelhafter Kreaturen. Viele deutsche Märchenhelden könnte man als Vertreter der Menschheit betrachten. Sie haben keine Namen, sondern werden nach ihrem Beruf oder Status benannt. Zum Beispiel: ***der Jäger, die Krämerin, der Müller, die Müllerstochter, die Witwe, der König, die Königin, der Königssohn, die Räuber; der Hauptmann.***

Die Helden der Märchen können auch ausgedachte Kreaturen sein. Zum Beispiel: ***der Zwerg*** aus dem Märchen „Schneeweißchen und Rosenrot“ oder ***der Spiegel*** aus dem Märchen „Schneewittchen“.

Es gibt auch Märchen, in denen die Hauptfiguren Vertreter der Tierwelt sind. In Märchen werden aus den Substantiven die Eigennamen. Zum Beispiel: ***der Esel, die Katze, der Hahn, der Hund*** aus dem Märchen „Das Märchen der Bremer Stadtmusikanten“ oder ***der Bär*** aus dem Märchen „Schneeweißchen und Rosenrot“.

In den Märchen der Gebrüder Grimm gibt es Helden mit Namen, deren Etymologie aus der Erzählung hervorgeht.

Zum Beispiel sind es solche Helden wie ***Schneewittchen***. Aus der Beschreibung könnte man sofort verstehen, warum dem Mädchen ein solcher Name gegeben wurde: *„ein Töchterlein, das war so weiß wie Schnee, so rot wie Blut und so schwarzhaarig wie Ebenholz und war darum Schneewittchen genannt“* [2].

Der Name Schneewittchen besteht aus folgenden Elementen:

Schnee- (das Substantiv) + ***-witt-*** (das Adjektiv, veraltet) + ***-chen*** (das Ableitungssuffix).

Rosenrot und ***Schneeweißchen*** sind die Hauptheldinnen des Märchens „Schneeweißchen und Rosenrot". Ihre Namen bestehen aus folgenden Elementen:

Rosen- (das Substantiv im Plural) + ***-rot*** (das Adjektiv);

Schnee- (das Substantiv) + ***-weiß-*** (das Adjektiv) + ***-chen*** (das Ableitungssuffix).

Der folgende Auszug aus dem Märchen „Schneeweißchen und Rosenrot" lässt uns sofort verstehen, wie solche Namen von Heldinnen erschienen sind: *„… war ein Garten, darin standen zwei Rosenbäumchen, davon trug das eine weiße, das andere rote Rosen; und sie hatte zwei Kinder, die glichen den beiden Rosenbäumchen, und das eine hieß Schneeweißchen, das andere Rosenrot"* [2, S. 30].

Analysieren wir den Namen ***Rumpelstilzchen***. Dies ist ein Held aus einem gleichnamigen Märchen „Rumpelstilzchen" [1].

Die Etymologie des Namens von einem geräuschvollen, rumpelnden, spukenden Kobold besteht aus drei Elementen: ***Rumpel-*** (das Verb rumpeln) + ***-stilz-*** (das alte Substantiv Stilzer, heute Stelzer) + ***-chen*** (das Ableitungssuffix).

Auf der Grundlage des oben Gesagten kann man Folgendes behaupten:

1. Helden aus den deutschen Märchen, die Menschen sind, hatten keine Eigennamen, sondern wurden je nach Beruf oder Status genannt (man benutzte gebräuchliche Substantive dazu), weil diese Helden meistens Nebenfiguren waren. Dies ist typisch für Folklore, und es ist leicht beim Vorlesen wahrzunehmen.

2. Andere Helden der Märchen sind Tiere aus der Tierwelt und fabelhafte ausgedachte Kreaturen.

3. Einige der Haupthelden haben solche Namen, die Teil der deutschen Folklore sind.

Die Bildung solcher Eigennamen erfolgt durch Kombinieren von Wörtern, die ein äußeres Zeichen charakterisieren, mit Hilfe eines wortbildenden Elements – Suffixes.

Um Rahmen der vorliegenden Forschung wurden vier Märchen der Gebrüder Grimm analysiert: „Schneeweißchen und Rosenrot", „Rumpelstilzchen", „Schneewittchen", „Das Märchen der Bremer Stadtmusikanten".

Durch die Analyse der Eigennamen aller Helden dieser Märchen haben wir folgende Bildungsmethoden von Eigennamen bestimmt (siehe die Tabelle):

Tabelle

Bildungsmethoden von Mythonymen aus den Märchen der Gebrüder Grimm

Mythonyme	Bildungsmethoden	Anzahl der Mythonyme
der Jäger, die Krämerin, der Müller, die Müllerstochter, die Witwe, der König, die Königin, der Königssohn, die Räuber, der Hauptmann	Eigennamen, die laut dem Status und der Art der Aktivität von Hauptfiguren gebildet sind	10
der Esel, die Katze, der Hahn, der Hund, der Bär	Eigennamen aus der Tierwelt	5
der Zwerg, der Spiegel	ausgedachte Kreaturen	2
Schneewittchen, Schneeweißchen, Rosenrot, Rumpelstilzchen	Eigennamen, die durch Wortbildung aus bestimmten Wortbildungselementen gebildet sind	4

Die Analyse lässt uns zum folgenden Schluss bezüglich der Bildung von Eigennamen in der deutschen Folklore, nämlich in den deutschen Märchen der Gebrüder Grimm kommen:

Hauptsächlich wurden verwendete Eigennamen aus gebräuchlichen Substantiven abgeleitet (81%).

Es gibt weniger Eigennamen der Hauptfiguren der Märchen, die im Prozess der Wortbildung entstanden sind (19%).

Folgendes Diagramm zeigt Bildungsmethoden von Eigennamen in Märchen der Gebrüder Grimm:

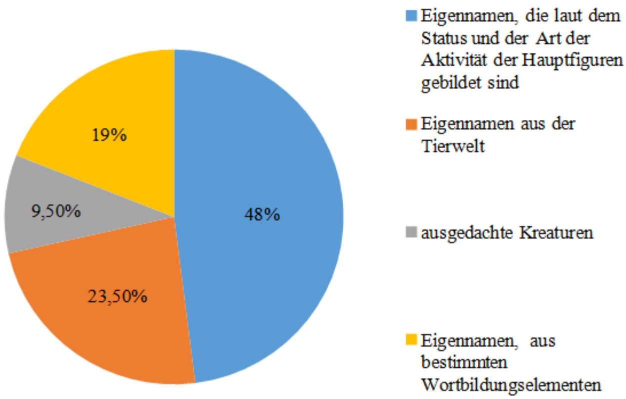

Abb. Bildungsmethoden von Eigennamen aus Grimms Märchen

Zusammenfassung

Daraus können folgende Schlussfolgerungen gezogen werden:

81% der Eigennamen sind aus gebräuchlichen Substantiven mit dem Artikel gebildet.

19% sind Eigennamen, die bei der Wortbildung entstanden sind.

Die Eigennamen, die bei der Wortbildung entstanden sind, verleihen deutschen Märchen einen besonderen Sinn und eine besondere Bedeutung.

Die Märchen der Gebrüder Grimm basieren sich auf der deutschen Folklore, die aus dem Altertum stammte. Und die Gebrüder Grimm folgten allen Traditionen von Volksmärchen, die von Generation zu Generation weitergegeben wurden.

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"TERMINOLOGICAL SYSTEM" AND "TERMINOLOGY FIELD": INTEGRAL AND DIFFERENTIAL FEATURES

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Abstract: The article is devoted to the comparison of the concepts of «terminological system» and «terminology field». The component analysis of these concepts was carried out and their integral and differential semantic features were singled out.

Keywords: terminology field; terminological system; component analysis of concepts

«ТЕРМИНОСИСТЕМА» И «ТЕРМИНОПОЛЕ»: ИНТЕГРАЛЬНЫЕ И ДИФФЕРЕНЦИАЛЬНЫЕ ПРИЗНАКИ

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Аннотация: Статья посвящена сопоставлению понятий «терминосистема» и «терминополе». Был проведен компонентный анализ этих понятий и выделены их интегральные и дифференциальные семантические признаки.

Ключевые слова: терминополе; терминосистема; компонентный анализ понятий

Introduction

Linguists consider terminology issues in various aspects – cognitive, functional, dynamic, combinatorial, etc. In the study of terms, linguistics has taken a rather active position, which subsequently contributed to the selection of such areas as terminology and terminography. The linguistic problems of the term and the history of terminology are fully presented in the works of V.P. Danilenko, V.M. Leychik, A.V. Superanskaya, A.D. Khayutin, etc.

The relevance of the research lies in the fact that at this stage of society's development the study of terminology is one of the urgent tasks of the science of language. In the works of recent years dedicated to the study of terminologies of different field of knowledge along with the term «terminological system» the term «terminology field» is often used.

This study is devoted to the issue of semantic differentiation of these concepts.

The purpose of this article is to highlight common and differential semantic features of the terms «terminological system» and «terminology field». To do this, it is necessary to consider their definitions and conduct the component analysis.

Theoretical framework

The term is the main linguistic unit of terminology, terminological system, and terminology field of different areas. At present, various aspects of the term research are quite well reflected in the linguistic literature, for instance, *cognitive, linguistic, ontological, discursive, etc.* In this regard, there are different approaches to its definition.

According to the definition of V.D. Tabanakova, the term is «a special concept, a member of the terminological system» [6, p. 19]. Its main features are the following: first, it is associated with the scientific concept of a certain field of knowledge; second, the term is located in the corresponding system that is manifested in generic, synonymic, antonymic relations with other terms within a specific terminological system; third, a separate definition corresponds to the term [8].

Let us now consider the concept of «terminological system». Some researchers believe that the terminological system is the result of terminology systematization.

According to V.M. Leychik, *a terminological system* is «a set of terms based on a single theory or concept and reflecting the connections of all concepts in a particular field of knowledge» [4, p. 64].

S.V. Grinev-Grinevich defines a terminological system as «an ordered set of terms with fixed relations between them reflecting the relations between the concepts called by these terms» [1, p. 15].

The terminological system is also defined as «an artificially created layer each unit of which must have certain restrictions in use and optimal conditions for its formation and development» [5, p. 16] or as «a cognitive model of terminology or a meta-model of the subject area» [3, p. 54].

The term ***«terminology field»*** in the research on terminology is defined as:

1. «a system of scientific and technical special concepts which terminology corresponds to in the plane of expression (a set of interdependent lexical units)» [2, p. 39];
2. «a systematically unified multi-level classification structure that combines the terms of the sphere of homogeneous professional activity and covers this sphere of professional experience and knowledge» [7, p. 275];
3. «the most important structural unit of the conceptual organization of all terminology, which is implemented precisely as a set of terminology fields of all terms» [9, p. 151].
4. «a field that creates a condition for the formation and functioning of terminological systems as certain language categories» [5, p. 113].

Thus, integral and differential features are found in different definitions of terminological system and there are also synonymous characteristics, for example, *«an ordered set of terms»* and *«a set of terms».* The definitions of the terminology field have synonymous characteristics such as *«the conceptual organization of terminology»* and *«a system of special concepts».*

Methods and results

Next, to identify the integral and differential features of these terms we will conduct the component analysis (see Table).

Table

Component analysis of the terms «terminological system» and «terminology field»

	Integral feature	**Differential features**

Terminology field	1) a set of terms or a set of interdependent lexical units; 2) a system of special concepts.	1) a systematically unified multi-level classification structure of homogeneous professional activity; 2) it fully covers the sphere of professional experience and knowledge; 3) a structural unit of the conceptual organization of all terminology; 4) a condition for the formation and functioning of terminological systems as certain language categories; 5) the terminology content plane.
Terminological system	---	1) an ordered set of terms with fixed relations between them; 2) it reflects the connections of concepts; 3) an artificially created layer, each unit of which must have certain restrictions in use and optimal conditions for its formation and development; 4) a cognitive model of terminology or a meta-model of the subject area.

As the analysis has shown, the terms «terminological system» and «terminology field» have both common and differential features.

The study allows us to draw the following conclusions:

The terminological system is an ordered terminology, i.e. it is a systematised set of terms of a particular field of knowledge; it expresses the relationship between terms and the concepts named by these terms.

The concepts «terminological system» and «terminology field» have both a common integral feature *«a set of terms»* and some differential features. This indicates that these concepts are used in terminological research for different purposes.

Within the framework of modern cognitive terminology, the terminological system is defined as *«a cognitive model of terminology»*. This also indicates that the terminological system is used as some abstract representation of a particular terminology.

The terminology field reflects the system of special concepts of a specific field of knowledge and it is also a content plane of special terminology. In addition, the terminology field is designed to create a condition for the formation and functioning of terminological systems.

Conclusion

During our research we have established that the «terminological system» and «terminology field» are not interchangeable and have different objectives in the terminological research. Thus, the terminology division of any field of knowledge into subdomains followed by the allocation of terminology fields contributes to the creation of the terminological system of the required scientific discipline.

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INTERTEXTUALITY OF TRANSMEDIA PROJECTS (BASED ON A FILM ADAPTATION OF L. CARROLL'S "ALICE'S ADVENTUES IN WONDERLAND" BY TIM BURTON)

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Abstract: The intent of this paper is to study the concept of intertextuality, forms of intertextuality and types of intertextual connections, to determine the role of intertextual inclusions, as well as to analyze the features of intermediality in "Alice in Wonderland" and determine their role in the text of the chosen film adaptation.

Keywords: intertextuality; transmedia; film adaptation; intertextual links; intermediality

ИНТЕРТЕКСТУАЛЬНОСТЬ ТРАНСМЕДИЙНЫХ ПРОЕКТОВ (НА МАТЕРИАЛЕ ЭКРАНИЗАЦИИ ПРОИЗВЕДЕНИЯ Л. КЭРОЛЛА «АЛИСА В СТРАНЕ ЧУДЕС» ТИМА БЕРТОНА)

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Аннотация: Целью данной статьи является изучение такого понятия как «интертекстуальность», форм интертекстуальности и типов интертекстуальных связей, определение роли интертекстуальных включений, а также анализ особенностей интермедиальности в «Алисе в стране чудес» и определение их роли в тексте выбранной киноадаптации.

Ключевые слова: интертекстуальность; трансмедийные проекты; киноадаптация; интертекстуальные связи; интермедиальность

Introduction

The topic of this research is relevant because, as the quantity of content of different types, including textual content, is rising, the amount of intertextual connections and inclusions is rising as well.

The object of this research is L. Carroll's book "Alice’s Adventures in Wonderland" and its film adaptation.

The subject is concept of intertextuality, intertextual inclusions and the features of intertextuality and intermediality in L. Carroll's "Alice in Wonderland".

The goals of this study are:

1. To study the concept of "intertextuality", forms and the main markers of intertextuality and types of intertextual connections.
2. To classify intertextual inclusions in the adaptation of literary works and to determine their functions.
3. To detect the features of intertextuality and analyze the features of intermediality in "Alice’s Adventures in Wonderland", determine their function in the text of the chosen film adaptation, generalize the results and draw conclusions.

Theoretical framework

The concept of intertextuality

The term "intertextuality" was introduced in 1967 by Y. Kristeva, who defines it as the general property of texts, expressed in the links between them, by using which, texts (or parts of texts) can explicitly or implicitly refer to each other in many different ways [6, p. 37].

N. Kuzmina defines intertext as an objectively existing informational reality, which is a product of the creative activity, capable of endless self-generating, and defines intertextuality as the depth of a text that is revealed in the process of its interaction with the subject [7, p. 111].

Forms of intertextuality

In science, both general issues of intertextuality and the typology of intertextual forms in literature are relevant. I. Arnold defines the main forms of intertextuality on the principle of them being external or internal.

"In external intertextuality, the change in the subject of speech is real: the quote actually belongs to another author. However, internal intertextuality is essentially fictitious." [1, p. 22].

According to Genette's classification, intertextual forms are divided into actual intertextual forms, paratextual, metatextual, hypertextual, and architectonic forms [4; p. 467].

I.P. Smirnov distinguishes two types of text interaction: constructive and reconstructive.

- The constructive type includes elements of the prototext that are different in their external and semantic features, which represent new formations that function within the framework of the development of the author's intention.
- All other implications of the prototext, used exclusively to emphasize the author's position, are the reconstructive type [9, p. 192].

In addition to the two basic types of intertext I.P. Smirnov notes the possibility of the existence of a mixed type, the combination of the two aforementioned types.

Functions of intertextuality

R. Jacobson distinguishes communicative, phatic, poetic, expressive, appellative and metatextual functions [5, p. 197-201].

- The phatic function is aimed at maintaining communication.
- The poetic function in many cases is presented as entertaining, and identification of intertextual links is like a game to the reader.
- The expressive function is manifested in how the author of the text informs the reader about his cultural, semiotic and in some cases pragmatic attitudes through intertextual links. The selection of quotes and allusions is largely an important element of the author's self-expression.
- The appellative function is manifested in the fact that references to any texts within a given text can be aimed at the specific reader, at someone who can identify an intertextual link, and, ideally, appreciate the choice of a specific link and understand the intention behind it. In some cases, intertextual links are designed to attract the attention of a certain segment of the readership.
- And the metatextual function serves to give the reader motivation to identify some text as a reference to other texts, to refer to the text-source and to determine the interpretation of the fragment with the source text.

A transmedial project is an artistic creation that is produced simultaneously on different media platforms. Media platforms are defined as both technical digital devices and all types of the mass media, Internet mass media and web services that were designed to produce content for a mass audience.

Intertextuality markers

A transmedial project can be identified by “intertextuality markers”. The term “intertextuality markers” was introduced by the French linguist Natalie Pieguet-Gros in "Introduction a L'Intertextualite". The main indicators of the presence of intertextuality in the text include quotations, allusions, aphorisms, reminiscences and parodies [8, p. 240].

- *A quotation* is a verbatim excerpt from a text.
- *An allusion* is something that is said or written that is intended to make you think of a particular thing or person.
- *An aphorism* is a phrase or short piece of writing taken from a longer work of literature, poetry, etc.
- *A reminiscence* is the act of remembering events and experiences from the past.
- *A parody* is something that intentionally copies the style of someone famous or copies a particular situation, making the features or qualities of the original more noticeable in a way that is humorous [3].

Methods and results

L. Carroll's book "Alice’s Adventures in Wonderland" has many cinematic adaptations, each one different from the others. One of the most famous, unusual and creative adaptations of the book is Tim Burton’s 2010 film “Alice in Wonderland”. This creation does not reproduce the book word for word, but it is heavily inspired by the Carroll's story and has many transmedial inclusions.

Unlike in the book, the exposition before Alice goes to Wonderland in the adaptation is longer and provides more information, instead of Alice’s sister, who appears in the book, there are more characters, including Alice’s father, whose name is Charles, this may be a reference to Carroll’s real name: Charles Lutwidge Dodgson.

The absurdity of Alice falling down the rabbit hole is mainly present in the movie as well. However, Alice falls much slower in the book; she has the time to wonder. Therefore, even though this situation is similar to the one in the book, here it is a bit more realistic.

After the fall, the movie’s plot echoes “Alice’s adventures in Wonderland”, but some things are omitted: Alice is confident of her own identity. However, this theme comes up later, when the White Rabbit and the Dormouse are considering if Alice is the “right” Alice that they expected. This situation is similar to the one in the book, so the audience may believe that this could be Alice’s first time in Wonderland, but from the characters’ dialogue, we understand that Alice has been in Wonderland before. This suggests that the events that happened in the books have already happened in the movie universe. This is an intermedial inclusion that evokes the viewers' memories and knowledge that is required to understand that the adaptation is almost a sequel to the original text.

In the book, Alice meets the Caterpillar only once, and this meeting underlines the theme of the book, which is Alice's identity. In the movie, she meets him several times, but the transmedial feature is the meaning of the meetings. In the film, when the Caterpillar appears, the audience subconsciously understand that the scene is going to be about the character's identity right away, thanks to the background knowledge of the source material.

The Caterpillar in the movie possesses knowledge about Alice's identity. This is an allusion, because, even though in the book by Lewis Carroll he does not have such knowledge, he is presented as someone who asks questions rather than gives answers, these questions encourage Alice's self-contemplation. The text of the original described the Caterpillar as blue and smoking a hookah, and the film portrays him to be just that, using the smoke as a cinematic advantage, to help make the Caterpillar look more unreal and mysterious.

Another good example of an allusion in the film is the Hatter talking about things that start with the letter "M" on two occasions. This reminds the viewers about the part in the original book, where at the tea party the Dormouse tries to tell a story about three sisters that lived in the bottom of a treacle well and they were learning to draw things that started with the letter M.

In the book, Alice recites verses, but she is unable to remember them correctly. Moreover, the book is filled with changed songs and verses that are parodies of other creations. These hypertextual inclusions also require extra knowledge to fully understand and appreciate them.

Example: *"Twinkle, twinkle, little star..." (Jane_Taylor, "The Star")* and *"Twinkle, twinkle, little bat!..." (Lewis Carroll, chapter "The Mad Tea-Party.*

Carroll's version of the song is also used in Burton's adaptation as a direct quotation from the book, serving as an intertextual marker and as a metatextual one in intertextual inclusion.

Another, more subtle transmedial inclusion that is connected with poems and verses is the fact that in Tim Burton's movie the Mad Hatter uses the pronoun "he", when he refers to Alice: *"I'd know you anywhere. I'd know him anywhere!"*[10].

This is a reference to the poem from Lewis Carroll's book "Through the Looking Glass", which contains a line *"He took his vorpal sword in hand…"*

We can see that the hero, who kills the Jabberwock later in the poem, is referred to as "he". The viewers must know this in order to understand this multi-level intertextual inclusion, which serves a poetic and an appellative function at the same time.

At the end of the film, the Caterpillar is brought up once again; the scene is connected to the theme of Alice's identity. Even though it is different from the book, where, at the end, Alice’s sister wonders about Alice’s future identity, “how she would keep, through all her riper years, the simple and loving heart of her childhood”.

The film adaptation includes self-references as well. An example is the question *“Why a raven is like a writing desk?”* Not only is it a quotation from the original book, it is also a self-reference, because it is used twice in the movie, both times connected to the question of Alice’s identity. The first time the Hatter asks Alice this question, she is at his tea party to find out if she is the Alice they all expected. No one had the time to answer the question then, putting emphasis on Alice’s uncertainty. The second time this question is brought up towards the end of the movie, when Alice is supposed to kill the Jabberwock and establish her identity once and for all.

Conclusion

To sum up, intertextuality is a popular research topic in science; many linguists have studied it and given their definition to the phenomenon. Scholars have offered their own classifications of the forms of intertextuality. Functions of intertextuality and intertextuality markers are also well researched.

Movie adaptations and other transmedial projects are inevitably going to have intertextual features; Tim Burton’s “Alice in Wonderland” is no exclusion. The adaptation is filled with intertextual inclusions, such as quotations, allusions, self-reference, etc. It requires even more experience and knowledge from the viewer, as the original book itself has many occurrences of intertextuality, mainly parodies.

The intertextual marker that is the most common in this adaptation is allusion: there are 18 allusion markers, which is approximately 69% out of all intertextual elements. Other frequent intertextual markers are reminiscences and quotations, both of them totaling in approximately 15% of all intertextual markers in the adaptation.

About 53% of intermedial inclusions serve a metatextual function, 35% of them perform the poetic function, about 8% of the inclusions are there for expressive purposes and the remaining 4 % are appellative.

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LANGUAGE REPRESENTATION OF THE IMAGE OF RUSSIA IN THE AMERICAN MEDIA DISCOURSE

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Abstract: This article is devoted to the identification and analysis of linguistic devices contributing to the formation of the image of Russia in the American media discourse. It also highlights the features of the modern image of Russia created by these devices. The research is based on popular newspapers: The New York Times, USA Today, The National Interest, the Washington Post and The New Yorker.

Keywords: linguistic representation; media discourse; country image; event assessment; stereotype

ЯЗЫКОВАЯ РЕПРЕЗЕНТАЦИЯ ОБРАЗА РОССИИ В АМЕРИКАНСКОМ МЕДИАДИСКУРСЕ

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Аннотация: Данная статья посвящена выявлению и анализу лингвистических средств, способствующих формированию образа России в американском медиадискурсе. Также в ней выделяются особенности современного образа России, создаваемые данными языковыми средствами. Исследование выполнено на материале популярных изданий: The New York Times, USA Today, The National Interest, The Washington Post и The New Yorker.

Ключевые слова: языковая репрезентация; медиадискурс; образ страны; оценка события; стереотип

Introduction

The flow of information transmitted through the mass media plays a significant role in the process of human perception of the surrounding reality and the formation of an individual estimation. Getting new knowledge about a subject or some phenomenon, people form their own point of view. Thus, a certain opinion about another state is formed in our minds, and as a result, a national image is created.

This article presents the most common linguistic means that are used to create the image of Russia in order to reflect its reality in the American media.

Theoretical framework

Image creating in media texts

The media is the main source of getting information about other countries: developing conflicts and possible negotiations. To achieve a profound effect on the reader, the media deliberately construct a certain country image. But having been created on the basis of media texts, this image cannot be accurate and complete, due to the complex concept of the state.

It is difficult to deny the importance of the country image, which is created by both its citizens and people living outside its borders. But this image is a temporary phenomenon that is fixed in people's minds only for a certain period, and then, when the event ceases to be relevant, it disappears at all.

In the book devoted to the study of media texts, T. G. Dobroklonskaya says that any topic in the press is implemented through several important stages: selection of facts, coverage of events, image creation, stereotype formation, cultural and ideological context [2, p. 116]. So the formation of the future image is realized at the stage of careful selection of the facts.

At the stage of event coverage, the opinion is expressed and linguistically formed: the information is accompanied by a certain comment. But the assessment of the event reflects only the point of view of a journalist, a political figure, or even state ideology.

Connotations are involved in the formation of evaluation: any event can be expressed by the sender of the message with the help of positive and negative emotional words. And it is important to note that modern media trends are increasingly reduced to the usage of neutral words in stylistically colored contexts.

Frequent use of words with a certain connotation (often negative) can cause the formation of cliches or even stereotypes, which are formed in the mind of a person and save his/her efforts in the perception of complex objects existing in the world.

Linguistic means of creating images in media texts

Modern media use many levers of influence on public consciousness, but linguistic means are still one of the main methods of manipulation.

Since the emotional and evaluative components of the image occupy a special place in the media discourse, journalists often resort to a number of various linguistic techniques in their articles, such as metaphors, dysphemisms and euphemisms, irony, idiomatic expressions, allusion, etc.

Metaphor is always aimed at increasing the expressiveness of a text at the language level [3, p. 109]. It is a kind of world representation based on associative relationships between two different phenomena [1, p. 17]. This stylistic device of expression can be considered one of the most effective ways to create an image of the country, as well as the main device for forming stereotypes in our minds. Metaphor allows media to create a positive or negative image of a state, its allies or enemies. Increasingly, in the press, its main task is not to convey objective knowledge, but to form a negative attitude to something.

Dysphemisms and euphemisms are also related to the use of connotative meanings of neutral words. Using these two means, the speaker's message is either shocking or offensive to the listener (reader) [4, p. 48], or, on the contrary, it does not include words that seem undesirable or too harsh [4, p. 253]. These lexical units are often used to intentionally mislead the reader and hide the reality.

The use of *metonymy* can be registered in cases of information distortion, when the subject of action is replaced by an abstract concept. But it is possible that the reader perceives the described event as something global, giving it more significance than it actually has. Of course, it leads to a false sense of significance.

The use of idiomatic expressions also contributes to the formation of an image of social and political reality in media discourse. Due to their expressive and evaluative tone, they allow the author to express his/her own attitude to any politician and his/her activities. Moreover, sometimes phraseological units are used by politicians in oral speeches to express their approval or condemnation, and sometimes an ironic attitude to a particular event.

Irony is based on the simultaneous realization of two opposite meanings: the dictionary meaning of a word and the contextual one. It implies either mockery or condemnation veiled under praise, but this assessment is always exaggerated.

As a stylistic device, *allusion* is widely used in media texts to influence the recipient by alluding to popular events or facts. Allusion serves as a certain "bridge", a kind of referring to the past [5, p. 69].

Among other things, possible techniques for creating an image in the media can be: detachment, using impersonal or vaguely personal constructions, implication.

Methods and results

The methods employed in the research include the descriptive method, content analysis method and continuous sampling method, which were used for extracting and analyzing the contexts creating the image of Russia from a number of American periodicals: The New York Times (NYT), USA Today (USAT), The National Interest (NI), The Washington Post (WP) and The New Yorker (NY).

Unfortunately, quite often the activities of the media are aimed at maintaining a negative image of Russia, which is often based on outdated stereotypes. In many media texts, Russia is presented *as an aggressor country,* which is alien to the current stage of democratic development due to its Soviet past. Foreign media are rather poorly informed about the current state of the political, economic, cultural and social life of our country. However, this does not prevent media from managing the image of Russia, putting it in a bad light and sharing negative opinion with the whole world. So "*Russia soon disavowed a long-standing commitment to "no first use" of nuclear weapons, announcing that it was ready to launch nuclear weapons in response to any perceived threat – even by conventional means*" – is a reflection of Russian aggressiveness.

American publicists quite often resort to expressing Russia's actions in political terms with the help of a metaphor in order to increase the negative impact on the recipient. For example, when Russia is characterized as a state that likes to get involved in the internal politics of other states: "*Russia's efforts to sway the election in Mr. Trump's favor*" (NYT), "*...the Russian efforts to hack Democratic emails and dump them into the public sphere*" (NYT), "*...Russian intelligence to use fringe websites, spread conspiracy theories and sow division in the United State*s" (NYT), "*Democrats are playing up the Russian threat to hurt Mr. Trump*" (NYT). The metaphor also highlights the dishonest elections held in Russia: " *... the 2020 local elections were an exercise in" lawlessness"...*" (WP).

Using a metaphor, foreign media manage to fix the stamp of authoritarianism on Russia: "*Overall, Vladimir Putin's United Russia party lost 21 of its 32 seats in the Tomsk legislature, along with its long-held majority*" (WP), "*In all cases, they had faced carefully selected "competition" from toothless spoilers put up by smaller Kremlin-controlled parties*" (WP), "*the Kremlin is already flooding the ballot with fake parties designed to imitate competition and dilute the opposition vote*" (WP). You can even find a more crude stamp of "*Putin's Russia*": "*In Putin's Russia, authoritarian controls are increasingly counterbalanced by a growing political mobilization of the grass roots*" (WP), "*The Number One Priority in Setting a New Course with Putin's Russia*" (NI) – in military discourse, or more hidden " *...Putin was secretly behind the deal. "He believes that Putin controls all of Russia and all of its wealth, and anything like the purchase of this home had to have been through or with the permission of Vladimir Puti*n" (WP). And in the case of Navalny's poisoning, the media publish the following: "*We believe that Putin is definitely a person who gives that go-ahead in this situation*" (USAT).

The following metaphor is also present in the military discourse "*...the United States and Russia, each "capable of vaporizing the human race in an apocalyptic flash..."*" (NI); and in the geopolitical discourse there are turns - "*the Russia hoax*" (WP) or "*The Kremlin has bristled at (bristled) calls from German Chancellor*

Angela Merkel and other leaders to answer questions about the poisoning, denying any official involvement" (WP).

About the incident of fake news created by a Russian group, the media writes the following: "*The Russians are trying harder to hide; they are increasingly putting up more and more layers of obfuscation*" (NYT), "*But they are still getting caught*" (NYT) or the expression "*information laundering*" (NYT) – analogy with "*money laundering*".

Due to the creation of an anti-coronavirus vaccine by Russian scientists, the following metaphors were employed: "*Russia has claimed victory in the race for a coronavirus vaccine...*" (USAT), "*China and Russia are ahead in the global coronavirus vaccine race...*" (WP), "*China, Russia and US clash over pandemic responses*" (WP) and "*…the United States butted heads with China and Russia...*" (WP).

Now I will consider the examples of using irony in describing Russia. In the following sentence the lack of real opposition to the current government in Russia is ridiculed: "*It's not difficult to win when the ballot includes no real opposition*" (WP).

In media discourse concerned with medical research, it is sometimes possible to find a comparison with an element of irony: "*The vaccine will be marketed under the name Sputnik V on foreign markets. Kirill Dmitriev, head of Russia's sovereign wealth fund, compared the moment to the Soviet Union's 1957 launch of the world's first satellite, Sputnik 1, according to Reuters*" (USAT), comparison "*this really is like reading the tea leaves*" (USAT) and irony – "*Russian science has always been ridiculously secret*" (USAT). Such linguistic means contribute to the image of Russia as a nation with poorly developed medicine.

Idiomatic expressions can be considered a fairly frequent language means used by the American media to create an image of our country. For example, the idiom "*a new wrinkle*" in the context: "*The fake network and site did not reach as big an audience as the group's efforts in 2016, but the campaign came with a new wrinkle: the Russians hired real Americans to write for the website*" (NYT).

Talking about the dangers of a poorly tested vaccine P. Pitts says: "*I don't believe in playing Russian roulette with my health*" (USAT). The presence of phraseology can be seen in the example "*Although Russia has a long history of vaccine creation, its coronavirus efforts have been shrouded in mystery*" (USAT).

Other interesting examples of phraseological units can be found in the military discourse: "*Instead of going on all-in with the Su-57, Moscow could now be turning its attention to a sixth-generation fighter...*" (NI), "*Unless a peaceful resolution can be achieved – or at least until we begin to discuss a way for Russia to extract itself from this quagmire – the stalemate in Ukraine will continue to Present high barriers to renewing Arms control negotiations*" (NI).

Achievements of Russia in the field of medicine are described with the help of the following phraseological units: "*to throw off balance*" in the context "*Russia's sovereign wealth fund signed a deal this week to supply India with 100 million doses of the Sputnik V vaccine. These moves have thrown Western politicians off balance*" (WP); or "*Giuliani denied he was being used as pawn in a Russian influence campaign, saying Derkach didn't seem pro-Russian*" (WP).

A striking example of euphemism is "*...we are at a dangerous dead-end [in our policies with Russia]... [and are now] drifting towards a fraught nuclear arms race...*" (NI) – "*a dangerous dead-end*" means the beginning of a nuclear war.

As an allusion, the following Strzok's words can be cited: "*We certainly had evidence that this was the case: that Trump, while gleefully wreaking havoc on America's political institutions and norms, was pulling his punches when it came to our historic adversary*" (WP) – Russia is meant as the *eternal enemy* of the United States.

Conclusion

To sum up, media is not only the main source of information about the world around us, but also a powerful tool for influencing the mass consciousness of people. The analysis of American newspapers allowed us to establish that the image of Russia is created by using various language means. Despite the fact that American media is characterized by an objective-neutral style, means that enhance emotional coloring (metaphor, irony, and phraseological units) were the most frequently used.

Unfortunately, such an exaggerated image of Russia abroad is far from reality. The American media's assessment of the image of Russia is often based on stereotypes of authoritarianism. Therefore, the whole image brings us to the fact that Russia is conducting a fairly tough policy. Even major advances in medicine are described as too hasty attempts to emerge victorious among other countries.

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ANTONYMY IN RUSSIAN SIGN LANGUAGE: FORMAL DIFFERENCES WITHIN ANTONYM PAIRS

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Abstract: The article considers lexical antonymy in Russian Sign Language – particularly, the formal differences between signs that constitute an antonym pair. In this study, we analyze the regularities and the ways of expressing opposition at the formal level that correspond to each type of antonymy.

Keywords: Russian Sign Language; antonymy; contradictory antonymy; contrary antonymy; vector antonymy

АНТОНИМИЯ В РУССКОМ ЖЕСТОВОМ ЯЗЫКЕ: ФОРМАЛЬНЫЕ РАЗЛИЧИЯ В АНТОНИМИЧЕСКИХ ПАРАХ

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Аннотация: В статье рассмотрены антонимические отношения лексических единиц в русском жестовом языке – в частности, произведён анализ формальных различий между жестами, образующими антонимическую пару. В ходе исследования были изучены закономерности и способы выражения противоположности на формальном уровне, актуальные для каждого вида антонимии.

Ключевые слова: русский жестовый язык, антонимия, комплементарные антонимы, контрарные антонимы, векторные антонимы

Introduction

Antonymy is considered to be one of the most important paradigmatic lexical relations in terms of semantics. It is common to all natural languages, while being a subject of interest in various scientific fields besides linguistics. However, antonymy is poorly researched in sign languages and particularly in Russian Sign Language (RSL), and this makes our study relevant.

Besides, linguists nowadays focus rather on the specific features of sign languages that distinguish them from spoken ones than on the similarities between them, since the latter are already quite proved and obvious. For instance, American

Sign Language (ASL) has antonymous signs GOOD and BAD the phonological forms of which are clearly related, unlike the English words *good* and *bad* that are antonyms too, but have nothing in common phonologically. These signs share a hold-movement-hold structure, and their handshape and location are also the same. The only component distinguishing them is the final palm orientation, namely, up for GOOD and down for BAD [6]. It is very interesting and significant for sign language research to analyze parameters of signs-antonyms. Thus, in our work we will focus on formal differences within RSL antonym pairs that are related to different types of antonymy. Our aim is to compare components of signs that constitute these pairs, identify differences, determine their link with semantics and try to find common regularities for each type of antonymy.

Theoretical framework

First of all, it is necessary to define the notion "antonyms" and consider their classification. The following definition seems to be the briefest and the most precise: these are words that belong to one and the same part of speech and have opposite meanings [2]. It is also noted that these lexical units have the semantic feature "extremes" and the common semantic component in their structure. Besides, they relate to the neutral register and one and the same hierarchical level [3].

In our research, we use the most conventional and well-known classification that divides antonyms in three big groups – contradictories, contraries and vector antonyms. Contradictory antonyms correspond to the scheme *'X' – not 'X',* i.e. they deny each other. They form a binary complementary opposition and there cannot be members between them. Contrary (or gradable) antonyms form a gradual opposition that can be presented as *'less X' – 'more X'*. This opposition may have intermediate members. Finally, the third type, vector antonyms, is based on different direction of actions or attributes [2].

Methods and Results

The basis for our study is the sample of signs-antonyms from the RSL topical dictionary [1], the RSL online-corpus [4] and the International dictionary of sign languages [5]. We have considered a number of antonym pairs within each type of antonymy, analyzed and compared parameters of both signs in every pair taking into account whether the signs are one-handed or two-handed. As for the parameter of handshape, it is important to note that we took into consideration only its openness or closeness, but not a specific handshape.

When we analyzed vector antonyms, we saw regularities in formal differences most clearly. In all antonym pairs that we considered in this group such a component as *movement* was always different. It is likely to be explained with a defining feature of vector antonymy – the different direction of actions – and the capacity of expressing it in the visual modality. For example, the movement direction differs in СПУСКАТЬСЯ – ПОДНИМАТЬСЯ (DESCEND – ASCEND) being down on the diagonal for the first sign and up on the diagonal for the second one. In another pair ВОСХОД – ЗАКАТ (SUNRISE – SUNSET) the difference is in an arc movement up and down respectively. Moreover, movement may differ both in its direction and type. Thus, in ВОЙТИ – ВЫЙТИ (COME-IN – COME-OUT) the movement direction is the same, but the sign COME-IN uses the combination of path and local movement, while the sign COME-OUT uses only path movement. The same opposition is relevant for the pair ОДЕТЬСЯ – РАЗДЕТЬСЯ (GET-DRESSED – UNDRESS).

In addition, in some vector antonym pairs we have found different palm *orientation* and/or *handshape*. For example, in the antonym pair НАЧАТЬ – ЗАКОНЧИТЬ (BEGIN – FINISH) the movement is directed up for the first sign and down for the second one, and at the same time the palm orientation is outward for BEGIN and towards the passive hand for FINISH. In СОБИРАТЬ – РАЗБИРАТЬ (ASSEMBLE – DECONSTRUCT) the reduplicated movement is directed down for the first sign and up around a circle for the second one, and the handshape is closed and open respectively. In the signs НАПАДАТЬ – ЗАЩИЩАТЬ (ATTACK – DEFEND) the direction of path movement is modified depending on the subject and the object of a sentence and can be opposite according to this factor. The handshape and orientation are both different (open handshape and the palm oriented down for ATTACK – closed handshape and the palm oriented outward for DEFEND).

It is important to note that in some antonym pairs the orientation may be changed in one sign, but the handshape – in the other. It means that antonyms may differ not only in the type of movement in general, but also in the type of exactly *local* movement. Thus, in ДАВАТЬ – ПОЛУЧАТЬ (GIVE – GET) we find different direction of path movement (outward – inward) combined with different type of local movement.

As *for contradictory antonyms*, the results of analysis are more ambiguous than in the case of vector antonymy. The differences in *movement* are nevertheless more frequent. There are antonym pairs in which the type or/and direction of movement were the only determinative formal difference – as, for example, in the pairs ЧИСТЫЙ – ГРЯЗНЫЙ (CLEAN – DIRTY), where movement is directed forward for the first sign and up and down for the second one, and РАДОСТНЫЙ – ГРУСТНЫЙ (JOYFUL – SAD) in which the signs have path and local movement respectively. The opposition between antonyms БЕДА – СЧАСТЬЕ (TROUBLE – HAPPINESS) and ПРОИГРАТЬ – ПОБЕЖДАТЬ (LOSE – WIN) is based on the type of movement too (namely, path – local), but it also involves the difference in *orientation* (palms are oriented to each other – outwards in the first pair) and *handshape* (closed – opened in the second pair).

At the same time, there are some pairs where the type of movement is the same (e.g. it is path movement in both signs), but it is still realized in conjunction with the difference in another component (e.g. handshape), namely АРОМАТНЫЙ – ВОНЮЧИЙ (FRAGRANT – STINKING) where the direction of movement is different and also a handshape is open for the first sign and closed for the second one.

Other signs, such as СВЕТЛЫЙ – ТЁМНЫЙ (LIGHT – DARK), both include the combination of path and local movement. The direction of path movement in these signs is opposed (up – down respecively). Local movement involves the change of handshape – the closed handshape becomes open for LIGHT and vice versa for DARK.

One more interesting example in the group of contradictory antonymy is the pair ХОРОШИЙ – ПЛОХОЙ (GOOD – BAD). The formal difference based on orientation makes it similar to ASL example with the signs having the same meanings of "good" and "bad" mentioned above, but in RSL the palm is oriented inward and outward respectively. The type of handshape is similar in both signs, but it is curious to note that the fingers selected to make a specific handshape are different – in the first case it is a thumb, in the second it is a little finger. It probably has a certain link with the semantics of these lexical units.

In addition to the palm orientation, the difference between the signs may be based on *localization*, as in ЖИВОЙ – МЁРТВЫЙ (ALIVE – DEAD) where it is lower for the first sign and higher for the second one.

As we have found, *movement* is a significant component for *contrary signs-antonyms* too. In the pair БОЛЬШОЙ – МАЛЕНЬКИЙ (BIG – SMALL) its direction plays a crucial role for the formal difference between these two signs. A similar statement could be made about the pair ДЛИННЫЙ – КОРОТКИЙ (LONG – SHORT), nevertheless the type of movement is one more feature that distinguishes these signs (the palm orientation is changed in SHORT). In the antonym pair СТАРЫЙ – МОЛОДОЙ (OLD – YOUNG) not only the direction of movement, but also the *handshape* is different – it is closed for the first sign and open for the selected finger of the second one. Besides the direction of movement and the type of handshape, additional distinctive component for the signs ВЫСОКИЙ – НИЗКИЙ (HIGH – LOW) is the *localization* (higher – lower). As we see, the link between this parameter and the semantics of the signs is iconic. In addition to the components listed above, in the pair МАЛО – МНОГО (FEW – A-LOT-OF) one more distinctive component is the palm *orientation* that is *contrary* too (up for the first sign and down for the second). The antonyms ХОЛОДНЫЙ – ГОРЯЧИЙ (COLD – HOT) are different in all parameters including the fact that the first sign is *one-handed* whereas the second one is *two-handed*.

Conclusion

To sum up, we can say that our research is at its early stage and it is planned to analyze more antonym pairs in the future, but now we may conclude that movement can be called the most frequent component on which a formal difference between the members of an antonym pair is based. It is related to all types of antonymy, but it occurs more systematically in the vector one. Vector antonymy is based semantically on a different direction, and a sign language is able to represent this difference iconically. A great variety of formal differences can be found in contrary antonymy – different components are involved, and the difference in a handshape is the most frequent after movement. In contrast, the rarest parameter distinguishing antonyms in all types of antonymy in our data is localization, although sometimes it is still quite significant for expressing the meaning of the opposition.

Thus, unlike spoken languages, the RSL has a number of antonym pairs where antonymy is reflected not only in the semantics, but in the form of opposite lexical units (open/closed handshape, up/down movement, outward/inward orientation, higher/lower localization, etc.). This is a result of visual modality effects of Russian Sign Language, namely its iconicity and use of space.

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THE EVENT OF 2020 THAT CHANGED LANGUAGES FOREVER

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Abstract: *COVID-19* has made a lot of adjustments in people's life. This disease also contributed to the rapid appearance of new words, which were also quickly added to dictionaries. The article presents the new words appeared in speech due to the disease. So far, there is little material on this topic in the media.
Keywords: *Covid-19*; new words; the change of languages; dictionary

СОБЫТИЕ 2020 ГОДА, КОТОРОЕ НАВСЕГДА ИЗМЕНИЛО ЯЗЫКИ

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Аннотация: *COVID-19* внес много коррективов в жизнь людей. Эта болезнь также способствовала быстрому появлению новых слов, которые были зафиксированы словарями в короткие сроки. Цель статьи заключается в рассмотрении новой лексики, появившейся в период новой инфекции. Несмотря на актуальность темы словообразования новых лексических единиц, недостаточное количество материалов на эту тему представлено в средствах массовой информации.

Ключевые слова: *Covid-19*; новые слова; смена языков; словарь

Introduction

A new unknown virus broke into our quiet life at the beginning of 2020. At first, people did not attach much importance to it, but when it began to spread to the countries of Asia, Europe, etc. everyone panicked. No one thought that the disease would affect our lives so much. It affected most areas of life. In the Media, the topic of coronavirus has become (the most popular) for this year. Because of this, new words and expressions began to appear in our speech, which are actively used in communication and are heard everywhere. Also, some existing words that were not previously used in the speech of modern inhabitants of the planet have become every day. Without them, the present and future lexicon is not represented.

Theoretical framework

This year, or rather the end of 2019, brought us a new terrible disease (*covid-19*), which to this day takes the lives of many people or strongly affects them. Every person on the planet today is aware of this virus. It has not affected only some countries in Africa, Turkmenistan, North Korea and most of the countries of Oceania. But in Russia at the moment there are about 14 thousand cases, these data, unfortunately, are not constant and they are increasing every day. This topic is on the list of the most discussed topics in the media and the Internet. We believe that every modern person should be aware of the latest events and know how a new disease has changed our lives forever. The theoretical framework for the present article includes the articles from the current dictionaries.

Methods and Results

The authors of the article performed the research of online newspapers, articles, some popular websites and some interviews in the internet in order to identify the new words that are frequently used now. The review of Macmillan, Webster's dictionary, and the Oxford dictionaries was carried out in order to identify if the described vocabulary has already been registered by the dictionaries. The data obtained is presented in the current article.

All people know that *COVID-19* is a new name for a new disease, coined as an abbreviated form of coronavirus disease 2019. This disease is quite new and unknown, so its names have constantly changed, but there is a general designation that was added to the Macmillan dictionary on 14 March, 2020 (submitted to the Open Dictionary from United Kingdom). This is a coronavirus. It is the broader name for the family of viruses.

Also, we should know the important abbreviations, such as *SARS-CoV-2* or *SARS* “severe acute respiratory syndrome”[3]. This is the name of the virus itself, first identified at the end of 2019. It causes a dangerous infectious disease known as *COVID-19*. The *SARS-CoV-2* coronavirus is responsible for the ongoing *COVID-19* pandemic. There is another designation for one of the virus *MERS-CoV*. This abbreviation is not yet in the Macmillan dictionary, because it is not very popular.

More recently, these words were only included in the lexicon of doctors. And now these abbreviations are used by all ordinary people, because they are heard everywhere: in the media, on TV, on the streets, in advertising.

For example, *patient zero* is defined as a person identified as the first to become infected with an illness or disease in an outbreak.

Superspreader and the related noun *superspreading* refer to a person who is highly contagious and capable of transmitting an infectious disease to an unusually large number of uninfected people. Therefore, it must observe *social distancing* - a new term for most of us was added to the Macmillan dictionary on March 30, 2020. As well as *self-quarantine*. This means refraining from any contact with others for a certain period of time during an outbreak of an infectious disease. And so many *Superspreaders* were forced to stay at home and not go out, someone was lucky and they went to their suburban areas, but someone spent time sitting on the balcony. So, when the population of the country started to panic, people started to go almost crazy: they began to sweep away everything that was in stores, mainly toilet paper, cereals and long-stored products, and new terms “*lemon course*” and “*ginger course*” appeared because the price of these products increased.

But there were other individuals who had a completely opposite perception of the pandemic, they denied the presence of the virus and did not seek to comply with the prescribed restrictions. Due to such different people appeared a bit funny the word “*covidiot*”[1]. It was formed from two words: the new “*covid*”, which many English dictionaries -Webster's dictionary, Oxford dictionary -have already included in April, and the old familiar word “*idiot*”.

The question arises: Why did people madly buy toilet paper? And this is all because they had to work at home, sitting in their cozy bed, drinking tea, eating rolls and slowly getting fat. Because of this, the term “*self-isolating*” and “*remote work*” became relevant, as well as *“WFH”* and “*quaranteams*” (online teams created during lockdown) [2].

In self-isolation, people all over the world had to learn a new program through which they could hold meetings, communicate with colleagues, students could study, and some children could even attend children's camps! And all this thanks to the Zoom program. In this program, you can even arrange "*covideo parties*". This is an online party for those who did not want to part with their friends. It is a pity that no one has yet added the term "*covhugs*" to dictionaries so that you can hug your friend, despite the virus and distance.

All of the above helped the population deal with changing work circumstances. But some couples who were forced to spend all day long together in one sometimes small space realized that next to them there are not the people they could tolerate for days and the sad word "*covdivorce*" was used - this is a divorce provoked together by time on self-isolation. And unfortunately so many *covdivorces* took place during the quarantine that divorce statistics across the planet has increased insanely.

Other interesting terms are outside, meaning what is outside the house. *Rashlamingo* has become synonymous with "spring cleaning". Now even the owners of dogs got a new name for themselves they are called *quarantine*. The word *"crown"* has acquired an additional meaning. *"Coronapocalypse"* is a synonym for the word *"coronageddon"*.

To tell truth, *"quaranticules", "covidiot", "crown personality"* - these are all game expressions.

In order to protect themselves from harmful bacteria and reduce the incidence of diseases, all people are now required to wear masks and gloves, so the *"mask-glove mode"* has come into force.

"Self-insulation index", "go to plato" are also new phrases, which are used to describe the statistics on the incidence of [4].

Conclusion

The year 2020 is coming to an end. No one can accurately predict whether there will be a second wave of quarantine. But we already know the symptoms of covid-19, understand the speech of doctors and professors from the TV screen. As we wrote earlier, a lot of new words appeared and they were quickly added to online dictionaries. To become a *"quarantine"* dog owner, take it from the shelter: you give happiness to your Pets and they will be loyal to you, and you are not subject to quarantine. While studying or working remotely, you will have physical activity and a friend's wet nose. Remotely, people begin to learn new professions, but do not forget about the time spent in front of the monitor. Unfortunately, these words have entered into our everyday life is not a happy event, and is firmly rooted. Let new words on this topic appear less and less. Take care of yourself and your loved ones!

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ENTLEHNUNGEN UND NEOLOGISMEN DER DEUTSCHEN SPRACHE ALS SOZIOLINGUISTISCHE ERSCHEINUNG

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Abstract: In dieser Arbeit werden pragmatische und funktional-stilistische Aspekte der Entlehnungen und ihre Einflüsse auf die lexikalische Struktur der Sprache erforscht. Anhand der Vergleichsanalyse werden grundlegende Ähnlichkeiten und Unterschiede der entlehnten und ursprünglich deutschen Wörter mit synonymer Bedeutung hervorgehoben. Man gibt kurze Information über die Herkunft der Neologismen und bestimmt den Grad des Einflusses von Neologismen auf die Rede des Individuums. Zum Schluss wird das Fazit bezüglich der ständigen Ergänzung der lexikalischen Sprachstruktur angesichts der Dynamik des Sprachsystems gezogen.

Schlüsselwörter: Entlehnung; Neologismus; Synonym; Wortschatz; lexikalische Sprachstruktur

ЗАИМСТВОВАНИЯ И НЕОЛОГИЗМЫ НЕМЕЦКОГО ЯЗЫКА КАК СОЦИОЛИНГВИСТИЧЕСКОЕ ЯВЛЕНИЕ

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Аннотация: В данной работе рассмотрен прагматический и функционально-стилистический аспекты заимствований и их влияние на лексический строй языка. Посредством сравнительного анализа выделяются основные сходства и различия заимствованных и исконно немецких слов с синонимичным значением. Дается краткая

информация о происхождении неологизмов, определяется степень их влияния на речь индивида. Делается вывод о постоянном пополнении лексического состава языка на основании динамичности языковой системы.

Ключевые слова: заимствование; неологизм; синоним; словарный состав языка; лексический строй языка

Einführung

Die Sprache verändert sich ständig. Angesichts der dynamischen Struktur, die die Ergänzung des Wortschatzes beeinflusst, kann man bemerken, dass die Entwicklung der lexikalischen Sprachstruktur immer in der Bewegung ist: einige Wörter sterben ab, andere, umgekehrt, treten auf. Die Entstehung von neuen Wörtern hängt von solchen Faktoren wie, zum Beispiel, die Entwicklung der Kultur und internationalen Beziehungen, wissenschaftlich-technischer Fortschritt und historische Ereignisse ab.

Außerdem wirkt auch die Dominanz einer Fremdsprache auf die Entstehung von Entlehnungen und Neologismen. Nicht immer werden sie aus Notwendigkeit benutzt: häufig gibt es in der Sprache schon früher existierende Wörter mit synonymischer Bedeutung, aber mittels der Verwendung von Entlehnungen lässt sich die Beschreibung genauer oder moderner werden. Auch Jargonismen tragen zur Entstehung von neuen Wörtern bei: in engen Kreisen kommen verwendende Wörter manchmal in einem allgemeinen Wortschatz vor.

Die Aktualität der Arbeit besteht in der Identifizierung der Entstehungsursachen von Entlehnungen, sowohl aus linguistischer als auch historischer Hinsicht. Fremdwörter fassen den größten Teil der deutschen Sprache um. Der Prozess der Entlehnung ist ununterbrochen und widerspiegelt die Entwicklung der gesellschaftlichen Tätigkeitsfelder. Die deutsche Sprache wurde im Laufe vieler Jahrhunderte ergänzt und setzt die Entwicklung immer noch fort. Deutsch enthält große Anzahl von Wörtern aus toten Sprachen und Ursprachen: Latein, das Gallische, das Gotische usw. Heutzutage ist die größte Zahl von deutschen Entlehnungen englischer Herkunft.

Das Ziel der Forschung liegt in der Entdeckung der Eigenschaften und Arten von Entlehnungen der deutschen lexikalischen Einheiten.

Die Forschungsaufgabe besteht in der Untersuchung verschiedener Arten der Entlehnungen und in der Forschung des Entlehnungsprozesses.

Das Untersuchungsobjekt ist der Prozess der Verwendung von Entlehnungen in der Literatur, in den Artikeln, in der Rede.

Theorie

Mit pragmatischen und funktional-stilistischen Aspekten der Entlehnungen beschäftigten sich viele Philologen. So schreibt L.A. Nefedova, dass die ganze Lexik nach dem Prinzip der „inneren“ und „äußeren“ Herkunft der Wörter geteilt werden kann [7, S. 260].Die erste Wortgruppe stammt aus deutschen Wurzeln, die zweite ist von Fremdwörtern dargestellt. Dabei werden Fremdwörter als „Lehnwörter" und als „nicht assimilierte Wörter" bezeichnet. Das Problem besteht darin, dass viele Fremdwörter grundlos übernommen werden, was zur Übersättigung der Sprache führt.

Die Linguistin L.A. Skripotschka will Entlehnungen möglicherweise vermeiden und durch die Mittel der Muttersprache ersetzten [8, S. 132]. Allerdings sind Entlehnungen, die neue Erscheinungen beschreiben und keine Entsprechungen haben, nicht zu unterschätzen. Man benutzt zum Beispiel das italienische Wort *„Pizza"* oder das französische Wort „*Repertoire*". Solche Wörter nennt man Internationalismen, sie dienen der Vereinfachung der interkulturellen Kommunikation in Zeiten der Globalisierung.

Laut den Erforschungen von modernen Philologen gibt es eine bestimmte Klassifikation der Entlehnungen. Mittels verschiedener Indikatoren kann bestimmt werden, ob ein Wort übernommen wurde oder nicht. Integrationswege der Entlehnungen sind verschieden. So unterscheidet man direkte (*Talkshow, CD-Player*) und indirekte (*Wolkenkratzer*) Entlehnungen. Außerdem gibt es 3 Arten der Entlehnungen: lexikalische, morphemische und wortbildende Entlehnungen.

Methoden und Resultate

Um die gestellten Aufgaben zu lösen, wurden folgende Methoden verwendet:

1) Die Beobachtung
2) Die Vergleichsanalyse
3) Die Generalisation.

Heute in der Zeit der Globalisierung ist Englisch zur Sprache der internationalen Kommunikation geworden. Deshalb sind viele englische Wörter entweder mit ihrer ursprünglichen oder veränderten Bedeutung in die deutsche Sprache gekommen.

Anhand der Beobachtungsmethode werden lexikalische Entlehnungen betrachtet. Die meisten lexikalischen Entlehnungen werden völlig übernommen: *Import, Export, Taxi, Film, Team, Flashplayer, Computer, Internet, usw.*

Einige von englischen Entlehnungen erschienen nicht aus Notwendigkeit, sondern wegen der modischen Tendenz: *Sorry, Dad, Start-up, Womanizer, Image usw.*

Einige aus Fremdsprachen kommende Wörter ändern die Bedeutung. Das englische Wort *„Body"*, zum Beispiel, bekam in vielen europäischen Sprachen eine andere Bedeutung: Heute bezeichnet es ein Kleidungsstück.

Die phonetische Assimilation spielt auch eine große Rolle. So passen sich Entlehnungen und Neologismen an phonetische Normen der deutschen Sprache an. Dazu gehören Neologismen *„Start-up"*, *„Download"* usw.

Unter grammatischer Assimilation versteht man die Anpassung von Fremdwörtern an die Struktur der empfangenden Sprache. Das deutsche Verb

„simsen" stammt aus dem englischen Substantiv *„SMS"*, das mit der Zeit verändert wurde.

Morphemische Entlehnungen übernehmen morphemische Bedeutungen, die durch die Vergleichsanalyse in dieser Forschung analysiert werden. Dazu gehören sogenannte Lehnübertragungen: *Hörbuch – audiobook, Soundkarte – soundcard* usw. Oft werden bei der morphemischen Entlehnung Elemente aus verschiedenen Sprachen verwendet: das Substantiv „Soziologie" wurde aus dem lateinischen Wort „societas" (die Gesellschaft) und dem griechischen „logos" (das Wort) gebildet. Heutzutage gibt es einen Neologismus „*Internetcafé*", der aus dem englischen Wort „Internet" und dem französischen Substantiv *„café"* gebildet wurde.

Außerdem gibt es Lehnübertragungen, die nur teilweise entlehnt sind. Solche Lehnübersetzungen bestehen aus einem genaueren und einem freien Übersetzungsteil: *„der Wolkenkratzer"* ist eine Lehnübersetzung aus dem Englischen (skyscraper), deren Teile verschiedenerweise übersetzt wurden.

Lehnübertragungen können nicht nur morphemisch, sondern auch semantisch sein. Das sind die Wörter mit neuen semantischen Bedeutungen, die unter dem Einfluss der Semantik der Fremdwörter entstanden sind: *surfen* (to surf), *herunterfahren* (engl. to shut down), *toppen* (eng. to top) usw.

Das sogenannte „Denglisch" ist heute weitverbreitet. Solche Wörter wie, zum Beispiel, *check in, City Center, Shopping, Jogging* usw. sind heute unvermeidlich, auch wenn sie deutsche Äquivalente haben. Das englische Wort *„Management"* entspricht dem deutschen Substantiv *„Unternehmensleitungen",* aber das englische Äquivalent benutzt man heute öfter.

Im Werbungsbereich benutzt man viele englische Entlehnungen: *Promotion, Message, Marketing* usw.

Man sollte auch darauf achten, dass die englische Sprache seit langem Deutsch beeinflusst. Die oben beschriebenen Entlehnungen und Neologismen wiederspiegeln die häutige Realität. Aber auch in 18^{ten} und 19^{ten} Jahrhunderten entstanden solche Wörter wie, zum Beispiel, *Smoking, Pudding, Club, Dandy*.

Zusammenfassung

Zum Schluss möchten wir hinzufügen, dass Entlehnungen immer ein unverzichtbarer Teil aller Sprachen waren. Heute ist Englisch die Sprache der internationalen Kommunikation, die viele Fremdsprachen, einschließlich Deutsch, beeinflusst. Anhand der Vergleichsanalyse wurden grundlegende Ähnlichkeiten und Unterschiede der entlehnten und ursprünglich deutschen Wörter mit synonymer Bedeutung betrachtet. Beobachtungs- und Generalisationsmethoden ermöglichten pragmatische und funktional-stilistische Aspekte zu analysieren.

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THE STATUS AND PECULIARITIES OF FANFICTION AS A PHENOMENON OF CONTEMPORARY POPULAR CULTURE

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Abstract: In this paper we discuss the status of fanfiction as a type of modern popular literature, derived from famous literary texts. Besides the term “fanfiction”, we consider the following terms which from the fanfiction discourse: ficwriter, fandom, canon and fanon. Further on we analyze the main techniques of creating fanfiction on the level of the system of characters, plot, setting.
Keywords: fanfiction; ficwriter; fandom; fanon

СТАТУС И ОСОБЕННОСТИ ФЭНФИКШН КАК ЯВЛЕНИЯ СОВРЕМЕННОЙ ПОПУЛЯРНОЙ КУЛЬТУРЫ

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Аннотация: В статье рассматривается статус фэнфикшена как типа современной популярной литературы, производной от известных литературных произведений. Помимо термина «фэнфикшн», мы рассматриваем следующие термины, формирующие данный дискурс: фикрайтер, фэндом, канон и фанон. Далее мы разбираем основные приемы создания фанфикшн на уровне системы персонажей, сюжета, хронотопа.

Ключевые слова: фэнфикшн; фикрайтер; фандом; фанон

Introduction

The object of our study is fanfiction as a phenomenon of contemporary popular youth subculture. The paper aims at determining the status and the peculiarities characterizing fanfiction. Hence, the objectives are as follows:

1) to analyze the status of fanfiction as a derived literary phenomenon;
2) to consider the components of fanfiction discourse;
3) to consider the features of fanfiction on the literary level, namely, system of characters, plot peculiarities and setting.

Theoretical framework

The methodological and theoretical basis of the research comprises research on the topic, conducted by the following Russian and foreign scholars: Y.V. Antipina [1], K. Busse [4], A. Derecho [6], M.A. Fedorchuk [9], H. Jenkins [11], M.A. Korobko [12], K.A. Prasolova [13].

Methods and results

In the course of study we resorted to the methods of analysis and synthesis as well as the definitional analysis of the key terms.

The contemporary term “fanfiction” came up quite recently with the appearance of *“Star Track”* fans community, but the phenomenon itself is not new in the sphere of literature as there are a lot of examples of sequels based on famous literary texts and written by the authors themselves or by other people.

Fanfiction is not considered as separate genre or style in literature, it is regarded as web literature [3], paralitersture [1] and naive literature [9]. Such definitions are connected with the nature of fanfiction as derived literary work based on some original work or a superstructure on already known plots. K.A. Prosolova states that this is a massive network phenomenon, expressed in the creation of written and artistic works, based on well-known literary works, animated films, television series, and feature films [13]. As a result, plagiarism and authorship are special issues, when we deal with fanfiction texts.

The discourse of fanfiction includes the following components: fandom, ficwriter, fanfic readers, canon and fanon.

According to K.A. Prasolova fanfiction is written according to various fandoms. Fandom is an informal subcultural community, whose members are united by a common interest associated with works of art [13].

The personality of a ficwriter is characterized by the following features:

1) a ficwriter is a competent writing author with his own style, fresh ideas and with his/her own vision of certain fictional universes [5].

2) the main object of his/her creative activity is not the surrounding reality, but the world of the canon [5].

3) a ficwriter draws ideas from original works, using their characters and worlds [5].

4) there is always a connection between the ficwriters and the readers, which can affect the writing of fanfiction and the development of the plot [8].

According to E. Burns and C. Webber, the aim of fanfiction writers is to close particular gaps in the mind of readers and writers [2]. According to H. Jenkins, fanfiction is created as a result of strong emotional stress, caused by the original work [11]. H. Jenkins states: "Fan writing is built on the interpretive practices of the fan community, where the public metatext is seen as the basis for creating a wide range of stories related to a particular media product" [11].

The fanfiction reader constantly enters into a dialogue with a fiction writer, he writes detailed reviews, often for each chapter, describes his emotions, citing fragments of text that caused these emotions [8]. Readers can give the author their comments on the text and advice on how to improve it and get an answer to them, and perhaps the author will even follow this advice.

Canon is a specific set of elements of the source text that are reflected in particular fan work. Here the source acts as a kind of constructor, parts of which can potentially become the basis of new figures and constructions, while the author and the reader collectively outline the canonical basis of each individual work, agreeing on the details of the source text to be cut off and on the ones to be taken into account [13]. Thus, the very concept of a canon is realized in opposition to non-canon texts, or fanon.

Thus, fanon is "events created by the fan community in a specific fandom and widely repeated in fan texts" [10], the artistic space of fan texts themselves. In other words, it is a text created by a fan, which can become as famous as the canonical one.

There are the following main ways of creating fanfiction texts:

1) by means of manipulating with the plot in the following ways:

a) by creating a prequel – events prior to the original plot, e.g.: *"A Girl Who Loved. Tom Riddle Story" by August* narrates about Tom Riddle's life prior to the beginning of the original Harry Potter story;

b) by creating a sequel – continuation of the main plot, e.g.: *"Australia" by MsBinns* describes what happened after the original story from Ron Weasley's perspective;

c) by creating a midquel – the plot developing parallel with the original story, e.g.: *"A Call to Arms" by My Dear Professor McGonagall* narrates the last part of "Harry Potter" from the perspective of minor characters;

2) by means of manipulating with the system of characters in the following ways:

a) by means of pairing [12]: a technique which is based on focusing on a couple of characters who enter into a relationship according to:

- canon, i.e. as described in the original artwork, e.g.: *Jenny Weasley/Harry Potter, Hermione Granger/ Ron Weasley in fanfiction "It's Our Destiny";*
- fanon, i.e. when relationships are noticed by fans but not hidden by the author, e.g.: *Harry Potter/Tom Riddle pairing in "Brocken Clocks";*
- random, i.e. when the couple is selected at random, e.g.: *Hermione Granger/Fred Weasley in "A Different Kind of Magic".*

b) by means of the crossover technique, when characters from different literary universes meet as protagonists in one story, e.g.: "*Of Wizards and Heroes" by storyforsomeone* narrates about the adventures of Harry Potter and the super hero Loki from the Marvel Universe;

3) by means of manipulating with the setting (time and place of the story):

a) by means of the crossover technique, which deals with creating an alternative universe based on combining two or more universes of different genres, e.g.: *"Doors Close. Other Opens" by sarhea* combines "Harry Potter" adventure universe and "Twilight" romantic fantasy universe;

b) by means of the mashup technique, which is based on combining classical and modern pieces [7]; *"Swept Away" by Niacin* combines modern "Harry Potter" settings and "The Wizard of Oz".

Conclusion

Thus, scholars treat fanfiction as texts derived from famous works of fiction which have gained popularity and resulted in such phenomena of popular culture as: fandoms, ficwriters, fanon. The main techniques of creating fanfiction are revealed by means of analyzing the following components of the text: plot peculiarities (prequel, sequel, midquel), system of characters (pairing, crossover) and the setting (crossover and mashup).

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MULTIMODAL REPRESENTATION OF SYMPATHY IN FILMS: LINGUO-CULTURAL ASPECT

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Abstract: in the article verbal and non-verbal means of expressing sympathy in the films «The King’s Speech» and «Led» are examined. The means are primarily similar and include positively coloured words, verbs of action, smiles, affect displays and deictic gestures.

Keywords: sympathy; verbal means; non-verbal communication; culture; multimodal analysis

ПОЛИМОДАЛЬНОЕ ВЫРАЖЕНИЕ СОПЕРЕЖИВАНИЯ В ХУДОЖЕСТВЕННОМ КИНЕМАТОГРАФИЧЕСКОМ ДИСКУРСЕ: ЛИНГВОКУЛЬТУРОЛОГИЧЕСКИЙ АСПЕКТ

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Аннотация: в работе рассматриваются вербальные и невербальные средства выражения сопереживания в кинофильмах «Король говорит!» и «Лёд». В основном, используются одинаковые средства, такие как мелиоративно окрашенные слова, глаголы действия, улыбки, жесты-аффекторы и указательные жесты.

Ключевые слова: сопереживание; вербальные средства; невербальное общение; культура; полимодальный анализ

Introduction

This article is devoted to studying verbal and non-verbal means of sympathy expression. According to Cambridge Dictionary, sympathy is «(an expression of) understanding and care for someone else's suffering» [2]. The relevance of the article may be explained by the importance of such a phenomenon as sympathy in modern society. Nowadays, the predominance of communication via text messages over the face-to-face communication can be observed. Due to this fact, interlocutors have some difficulties in perceiving negative emotions of each other and expressing sympathy. So, the in-depth analysis of sympathy as a linguistic and psychological phenomenon can contribute to the better understanding of mechanisms of sympathy and its expression. The aims of the article lie in detection, analysis, classification and comparison of the verbal and non-verbal means of sympathy speech acts in the English and Russian languages. The sample volume (22 units) is collected from the films «The King's Speech» (2010) by T. Hooper and «Led» (2017) directed by O. Trofim. The choice of the films is explained by their plots; in both films the protagonists face some challenges which provoke the expression of sympathy from them and towards them. The results of the analysis could be used in the course of pragmatics, cross-cultural and multimodal studies of the English and Russian languages.

Theoretical framework

The research has been based on the works by J.R. Searle, S. Norris, A.A Kuznetsova and N.D. Arutyunova in the fields of pragmatics, multimodal studies, psycholinguistics and linguistics.

According to Anna Kuznetsova, the term «sympathy» may be translated as «soperezhivanie» in Russian, since it comprises not only sympathy itself, but also understanding, condolence and consolation. The latter includes soothing, mitigation, dissuasion and encouragement [1, p.11-12].

Methods and results

In the process of research, the following methods have been applied:

– general methods: methods of observation, generalization and quantitative analysis;

– specific methods: methods of multimodal, linguostylistic, linguopragmatic and contextual analyses.

Having analysed 9 illocutionary sympathy acts in the film «The King's Speech», we obtained the results described below.

Concerning the verbal means of expressing empathy, we may observe the predominance of verbs of actions which are used in three speech acts: *Just take your time* [4, 00:02:04]. With the help of such verbs the speaker suggests the listener performing acts capable of solving the problem and improving the person's emotional state.

Equally, modal verbs *can* and *can't*, positively coloured adjectives, particle ***just*****,** etiquette set expression *I'm sorry* and grammatical negation were used (2 acts). Usage of modal verbs of possibility demonstrates the addresser's desire to support an addressee, showing the hope of the former in the latter: *Bertie, you can* *do it* [4, 01:38:29]. Positively coloured adjectives characterise an interlocutor or an object in a better way so that the listener feels better: *I'm sure you'll be splendid* [4, 00:02:02]. When using negation, a person transforms the negative meaning of their sentence and makes it sound positive so as to provoke positive emotions in the listener.

The multimodal analysis of auditory and visual signs in the film has provided the following results.

1. The analysis of auditory signs.

A. Intonation. While considering stressed syllables, it is possible to notice High Heads (3 acts), Rising Heads (2 acts) and Falling Head (1 act). High Head is employed in illocutionary speech acts expressing encouragement and soothing: *I'm sure you'll be splendid* [4, 00:02:02]. We assume that High Head is chosen by the speaker since it makes a phrase sound cheerful. Among nuclear tones Low Fall (6 acts), High Fall (2 acts) and Low Rise (1 act) were identified. The most frequently used nucleus is employed in all types of acts of sympathy except for understanding which was not there. Such a frequent use of Low Fall might be explained by its unambiguity; it facilitates direct expression of one's words: *I, too, dread this apparatus* [4, 01:39:47]. High Fall, in its turn, was used in the acts of encouragement and condolence; this nucleus provides the phrase with more expressivity.

Thus, some combinations of heads and nuclei have been discovered. For instance, the intonation pattern High Head + Low Fall is used thrice. High Pre-Head + Low Fall was noticed in two speech acts, as well as the pattern Rising Head + High Fall.

2. The analysis of visual signs.

A. Facial expressions. In all speech acts the addresser looks at the addressee at some point of the speech act. It could be explained by the speaker's desire to address the listener and convey the message to them. In 4 empathic speech acts — reassurance, dissuasion, and two acts of condolence — the addressee's eyebrows are drawn together. This position of the eyebrows shows the sadness of a person and their concern with the problem of the interlocutor. In 2 speech acts the addressee's eyebrows are raised. In both acts, it demonstrates an addresser's urge to pay attention to their words. In illocutionary acts of condolence, a slight smile was noticed along with the eyebrows drawn together. The person was aware of the tragedy of the situation, but they tried to make the sad interlocutor feel better with a smile.

B. Proxemics. During the majority of speech acts the speaker keeps personal distance (up to 1,2 m) with an interlocutor. This fact might be explained by close relationships between particular characters and the demands of the situations, in which words are uttered quietly.

C. Gestures. Having analysed the gestures, we came to the conclusion that there were used 9 illustrators, 4 adaptors, 2 affect displays and 1 emblem. Illustrators are primarily employed at the moment of the speech; at this time an addresser nods, puts their eyebrows down or lifts their head a bit when pronouncing stressed syllables or nuclei. These gestures amplify the emotional effect of the phrase. With the help of adaptors, the person copes with anxiety; one adjusts their clothes, closes their eyes, shifts the weight from one leg to the other and lowers their head. Affect displays are such gestures as stroking a head or a hand or clinging to the interlocutor (Fig. 1). These gestures are of great help in stressful situations. In one speech act the person raises his glass. It is an emblem used to urge a listener to drink.

Fig. 1 The speaker's affect displays in the act of soothing in «The King's Speech» [4, 01:15:53]

In addition, it is necessary to mention music and cinematographic codes. With their help the director is capable of drawing the audience's attention to the characters and provoking sympathy towards them.

Music is present during the enunciation of 3 speech acts. In one of the acts it is calming and provokes sympathy in the audience; in two others it is tense and creates the atmosphere of discomfort, capturing the audience's attention.

Composition is one of the main contributors to sympathy emphasis. In the majority of speech acts we may observe gloomy and cold colours which lead to the audience feeling frustrated and prone to feel sympathy.

Lastly, shots of the film were examined. 5 speech acts were filmed in close-up type of shot. With the help of such a shot it is possible for a director to demonstrate the emotions of interlocutors.

Verbal and non-verbal means of expressing sympathy have been analysed in a Russian film «Led» (2017) directed by O. Trofim. The selection comprises thirteen speech acts.

While examining verbal means of expressing sympathy, we have come to the following conclusion. The speakers primarily (in 4 speech acts) use positively coloured nouns, adjectives, numerals and adverbs: *«Plat'e budet. Samoe krasivoe»* [3, 00:07:00]. The usage of such means allows the speaker to describe the listener or their future in a favourable way, which improves the emotional state of the latter. Furthermore, future tense used in 3 speech acts facilitates the sympathy expression: *«My tebya perevezem»* [3, 00:51:41]. Future tense may be observed solely in the encouragement speech acts in which the speaker talks about forthcoming positive events, which makes the utterance sound encouraging and supportive. Likewise, intensifiers *samoe* and *ochen'* are parts of 2 sympathy speech acts: *«Irina Sergeevna skazala, chto ty katalas' ochen' talantlivo»* [3, 00:10:34]. In both cases the intensifiers are employed with a positively coloured adjective or adverb. Such a combination makes it possible for the speaker to increase the emotional effect of their words and change the listener's mood for the better. In 2 speech acts we can note verbs of action.

As for the non-verbal communication, sympathy has been transmitted via auditory and visual signs.

1. The analysis of auditory signs.

A. Intonation. After the analysis conducted on auditory signs we were able to infer that sympathy is expressed thanks to intonation. Since the majority (6 acts) of selected speech acts are the acts of encouragement, the nuclei in such sentences are High Falls, and they sound tender and reassuring. However, in some cases it is possible to notice Low Falls which sound affirmative and blunt. With the help of such intonation patterns the speaker is capable of expressing support, albeit in a direct manner.

2. The analysis of visual signs.

A. Facial expressions. While speaking, the addresser always looks at the addressee. It gives the opportunity for the speaker to express their emotions and convey the meaning of their words in full. As for the facial expressions, it is possible to notice a slight smile on a speaker's face. By using this facial gesture, a person attempts to provoke positive feelings in an interlocutor. During some speech acts the addresser looks down; this gesture means that the speaker feels bad for the interlocutor. In two illocutionary sympathy acts the speaking person frowns. However, this facial expression has two different meaning in these acts; in one of them frown was caused by the addressee's words with which the addresser does not agree. In the second act the frowning person had this expression because of overexcitement: his whole body was tense, so was the face.

B. Proxemics. Analysing proxemics in the selected communicative situations, we realized that in all of the acts interlocutors stand close to each other, keeping the personal distance. Supposedly, such a distance facilitates the expression of sincere emotions quietly.

C. Gestures. Gestures are vital in expressing sympathy during the speech acts in the film «Led». Mainly, affect displays are used in these speech acts (Fig. 2); we can observe the addressers stroking the hand, head, face and back of the addressee; clinging to them; shortening the distance. With the help of these gestures a person finds it possible to placate or encourage the listener. Likewise, the speaker employs deictic gestures. As a rule, this kind of body movements and the words uttered are used simultaneously. In one act a deictic gesture is used in pointing at others and comparing them to the addressee; the interlocutor is presented as a better person.

Fig.2 The speaker's affect displays in the act of soothing in «Led» [3, 00:42:08]

As for music and cinematographic modes, they contribute to emphasizing sympathy.

Music was used in 5 speech acts, and in the majority of them the music was slow and peaceful. This type of music lets the audience feel the atmosphere and sympathize with the characters. In one of these acts music was slow and sad; it was meant to create the right atmosphere of a dramatic situation.

Concerning the role of cinematographic modes in the communicative situation involving sympathy, it is important to look into the type of visual frame. Shooting the majority of sympathy speech acts, O. Trofim decided to keep the camera close to a speaker's face. Such a technique – close shot – allowed him to draw the audience's attention to the actors' emotions in dramatic situations.

Conclusion

Thus, having compared verbal means of expressing sympathy in a British and Russian films, we may conclude that there are some means used in both materials. For instance, in both movies the rate of usage of positively coloured words is quite high. Furthermore, verbs of action play an important role in expressing sympathy in the Russian and British language. With the help of the means described above an addresser is capable of supporting a listener and improving their emotional state. Nevertheless, there are differences in usage of some verbal means. For instance, characters in «Led» do not use negation, whereas British characters in «The King's Speech» use no intensifiers. Presumably, it is so due to different situations and specific types of prevailing sympathy speech acts in both films.

As for non-verbal means of sympathy expression, it is possible to infer that in both movies speakers use nuclei High Falls which sound friendly, soothing and encouraging. As well as High Falls, the speakers of both films frequently use the nucleus Low Fall to unambiguously convey their message to the listener. One more similarity is the frequent close distance between the interlocutors. Moreover, speakers of both movies tend to look at the listener at the moment of speech. Some facial expressions are the same as well; addressers smile, look down and/or draw their eyebrows together frequently in «Led» and «The King's Speech». Affect displays and deictic gestures are characteristic of sympathy expression in both films.

We may notice adaptors and an emblem in the British film, but not in the Russian one. All mentioned non-verbal means help the speakers express sympathy.

Music is employed in dramatic situations, since it becomes easier for the audience to sympathize with the characters. Both T. Hooper and O. Trofim use close-up shots to show the emotions of the characters.

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FOREIGN LANGUAGE ACCENT IN THE INTERCULTURAL ENVIROMENT OF A MODERN UNIVERSITY

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Abstract: The article examines the relations between the concepts of intercultural communication and accent in the framework of possible phonological deviations in bilingual speech being produced in an intercultural environment using the example of Chinese, English and Russian languages.

Keywords: intercultural communication; bilingualism; transference; phonetic accent

ИНОЯЗЫЧНЫЙ АКЦЕНТ В МЕЖКУЛЬТУРНОЙ СРЕДЕ СОВРЕМЕННОГО ВУЗА

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Аннотация: В статье рассматривается связь понятий межкультурной коммуникации и акцента в контексте возможных фонологических отклонений в речи билингва в межкультурной среде на примере китайского, английского и русского языков.

Ключевые слова: межкультурная коммуникация; билингвизм; трансференция; фонетический акцент

Introduction

In the modern process of globalization and foreign-policy development, the connection between concepts of "intercultural communication" and "foreign accent" are attracting more considerable interest as the demand for qualitative communication in English as lingua franca requires the reduction of foreign accent. This paper is based on a study on the connection between the terms of “accent” and “intercultural communication” and presents the comparative analysis of possible phonological deviations in the Russian and English pronunciation of Chinese native speaker.

Theoretical framework

In the dictionary of intercultural communication I.N. Zhukova, one of the definitions of “intercultural communication” emphasizes the relation of this term to “the process of cultural and linguistic interaction of participants in a communicative act belonging to different cultures” [10, p.172]. Consequently, representatives of different cultural groups interact with each other in a certain intercultural environment using a universal tool - language.

English is commonly used as a tool for international cooperation. Representatives of different cultural groups who learn English in addition to their native language can be considered "bilingual" [3, p.313]. According to the work of U. Vaynraykh, the phenomenon of a bilingual speech containing “a deviation from linguistic norms that arise as a result of the fact that he (bilingual) speaks foreign languages is called “interference” [7, p.22]. Thus, the speech of a person whose language repertoire includes two or more languages is characterized by processes of positive and negative “transfer” of linguistic elements from one linguistic system to another. Linguists generalize the phenomena of transference, and consider “interference” to be the result of its negative manifestation.

The phenomenon of transference can be carried out both at the lexical and grammatical and phonetic (segmental and prosodic) units. The formation of the phonological system and pronunciation skills in the native language occurs in early childhood and becomes automated and unconscious. Subsequently, the pronunciation skills formed in the native language become a barrier to learning a new language.

Phonetic transference occurs when the bilingual correlates the phoneme of the secondary system with the phoneme of the primary one and reproduces it according to the phonetic rules of the primary language. The sounds that a bilingual actually utters are in a neutral zone between the two systems of phonemes, so it is always difficult to determine their phonological functions.

Prosodic transference, which is distinguished in the system of phonetic transference, is associated with the incorrect implementation of stress, tone characteristics, phrasal accents in the target language under the influence of the prosodic norms of the native language.

G.M. Vishnevskaya defines the result of linguistic (phonetic) transference in the speaker's non-native speech as an accent, “the “alien” quality of oral speech, which can cause an ambiguous (positive or negative) reaction of the participants in the speech community” [8, p.187]. A.A. Reformatsky also means by accent “the introduction of the skills of one's phonological system into someone else's phonological system” [5, p.155]. In addition to the definitions above, foreign accent studies also indicate that accent can be interpreted as a broader concept, since it is often the result of not only transference, but also a variety of other linguistic and extralinguistic factors. For example, F.O. Bayramova in her research distinguishes between the concepts of "individual" and "group" signs of a speech accent. A certain sign of speech deviation "... can both indicate the native language (or a group of languages) of the speaker ..." or be an indicator of an "individual accent characteristic" [3, p.97]. An accent is frequently assessed by a native speaker negatively, since the perception of bilingual speech, saturated with accent errors, as deviations from the norm, is difficult and leads to a decrease in the native speaker's interest in the process of intercultural communication.

In the modern process of communication in English language, as an interlingua, develops between representatives of different cultures and languages, therefore, the study of the accent is carried out not only in terms of the interaction of native and non-native English speakers, but between non-native ones as well. This communication context requires new approaches to the study of a foreign language accent.

The perception of a foreign language accent in the context of the “phonetics of the listener” (and his perception) and the “phonetics of the speaker” is also of great importance. According to E.L. Barkhudarova, errors in pronunciation can be divided into errors "by result" and "by origin." In the errors "by result", for which the "phonetics of the listener" is significant, phonological errors are contrasted with articulatory and phonetic ones. The presence of phonological errors leads to a violation of the meaning of the spoken information, since the perceiver cannot identify the specifically spoken lexical unit, because the context cannot always help to determine the unit pronounced by a bilingual under the influence of the transference.

In turn, articulatory errors do not lead to a complete distortion of the meaning of the word and only concern the norms of its pronunciation [1, p.58]. To achieve successful intercultural communication, the speaker needs to state his thought as closely to the existing pronunciation norm as possible, and the listener needs to carefully process the received information, focusing on the language belonging of the bilingual, which is a great difficulty in conditions of a real conversation.

Methods and results

Within the framework of this study, we will focus on the description of the problems of phonetic (segment) interference in the field of intercultural interaction in English and Russian as interlinguas in Far Eastern Federal University.

The intercultural environment of the university represents an extensive platform for studying the problems of a foreign language accent in various aspects, since the university offers a variety of international educational programs, international conferences and exhibitions which are annually held on its websites, attracting foreign students from all over the world.

A large percentage of students entered the university from China on account of the active foreign policy of Russia with the Asia-Pacific Region countries. FEFU for Chinese students is a platform for practicing of not only English, but also Russian as a foreign language. Consequently, we are already talking about a multilingual intercultural environment, where the mutual influence of Chinese, Russian and English language systems represents a broad field of study.

At the initial stage of this study, there was a comparative analysis of the phonemic composition of the Russian, English and Chinese languages based on the works of M.A. Kolesnichenko [4, p.39], E.L. Barkhudarova [2, p.30] and V.L. Zav'yalova [9, p.96]. The analysis was carried out to make it possible to predict the following phonetic deviations in the Russian and English speech of a native Chinese speaker. (Table 1 and Table 2):

Table 1

Comparative characteristics and possible deviations in the pronunciation of a native Chinese speaker

Russian language pronunciation standard	**Possible deviation in the pronunciation of Chinese speaker**
1. The usage of trills and lateral consonant phonemes: [р] and [л], [р’] и [л’]	1. The substitution of trills and lateral consonants : мо/р/е = мо/л/е
2. The usage of fricative voiced phonemes: /з/, /з’/, /ж/	2. The substitution of fricative voiced /з/, /з’/, /ж/ by Chinese retroflexed /zh/

3. The usage of labio-dental voiced fricative phoneme /в/	3. The substitution of labio-dental voiced fricative phoneme /в/ by labial-velar /w/
4. The clear distinction between voiceless and voiced consonants	4. The substitution of voiceless and voiced consonants /п'/ёт=/б'/ёт
5. The clear distinction between palatalized and non-palatalized consonants	5. The elision of palatalized consonants тётя-/тота/, the addition of an epenthetic vowel after palatalized consonants: бельё как бел/i/ё
6. The usage of voiceless non-aspirated sounds; /п/, /ц/, /к/, /т/	6. The substitution of voiceless non-aspirated sounds by Chinese aspirated phonemes: /ph/, /ch/, /kh/, /th/
7. The usage of mid rounded phoneme: /o/	7. The substitution of mid rounded phoneme /o/ by rounded /u/: /у/стрый

Table 2

Comparative characteristics and possible deviations in the pronunciation of a native Chinese speaker

English language pronunciation standard	**Possible deviation in the pronunciation of Chinese speaker**
1. The possibility of consonant clusters: craft-/krɑːft/	1. The addition of an epenthetic vowel between consonants /the elision of consonants: craft-/kurafutu/-/kaf/
2. The production of plosive /p/, /t/, /k/ phonemes with light aspiration	2. The plosive /p/, /t/, /k/ phonemes sound overaspirated by the additional /h/ sound-/ph/, /th/, /kh/
3. The clear distinction between voiced and voiceless phonemes: глухие - /p/, /t/, /k, /s/, /f/ звонкие - /b/, /d/, /g/, /z/, /v/	3. The substitution of voiced and voiceless phonemes: cold=gold /d/ay-/t/ay
4. The combination of th produces fricative interdental voiceless phoneme /θ/ and voiced /ð/	4. The substitution of interdental phonemes by apical Chinese /s /or /d/
5. The consonant phonemes are never palatalized	5. The palatalization of consonants: Po/l/i/t/ics-po/l'/i/t'/ics
6. The phonemes / ʃ/, / t ʃ /, / ʒ /, /d ʒ / are fore lingual palate-alveolar ones	6. The phonemes / ʃ/, / t ʃ /, / ʒ /, /d ʒ / are produced as retroflexed ones
7. The w and v letters produce bilabial phoneme /w/ and labia-dental phoneme /v/	7. Undifferentiation of phonemes /w/ and /v/, their substitution: /w/ay=/v/ay
8. The usage of diphthongs and triphthongs: /au/, /ai/, /ei/, /oʊ/, /oi/, /ie/, /eu/, /ɛe/, /ʊe/, /aie/ и /aʊe/.	8. The elision of diphthong and triphthong's components: j/eu/king=j/e/king
9. The clear distinction between long vowel	9. The substitution of long and short vowel

phonemes and short vowel phonemes: l/i:/ve-l/i/ve	phonemes: leave=live
10. The n и l letters produce occlusive-constrictive /n/ and occlusive /l/ phonemes	10. Undifferentiation of phonemes /l/ and /n/, their substitution: night=light

Conclusion

The analysis shown in Table 1 and Table 2 is a promising area for further research within the Association of Russian and Foreign Students (ARIS FEFU). The working languages of the Association are Russian and English. Foreign students have to overcome the language barrier and face the difficulties of interlanguage communication, where the phonetic factor is often the main obstacle to clear understanding.

The study of phonological deviations will reveal significant interference zones that require special training in teaching Chinese speakers in foreign languages

(Russian and English) at the university. In addition, this will make it possible to successfully adapt Chinese students to intercultural environment of the university, where the difficulties of correct pronunciation are one of the barriers to successful communication and interaction.

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DEFINING PHRASEOLOGY IN CHINESE LINGUISTICS: TYPES OF PHRASEOLOGICAL UNITS IN CHINESE AND RUSSIAN LINGUISTICS

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Abstract: The article discusses the differences of the term "phraseology" in Chinese and Russian linguistics, analyzes Russian and Chinese approaches to classifying the phraseological units and reveals the similarities of these two linguistic traditions.

Keywords: phraseology; phraseological units; classification of phraseological units; Chinese language

ОПРЕДЕЛЕНИЕ ФРАЗЕОЛОГИИ В КИТАЙСКОЙ ЛИНГВИСТИЧЕСКОЙ ТРАДИЦИИ: ВИДЫ ФРАЗЕОЛОГИЧЕСКИХ ЕДИНИЦ В КИТАЙСКОЙ И РОССИЙСКОЙ ЛИНГВИСТИКЕ

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Аннотация: В статье рассматриваются различия термина "фразеология" в китайской и российской лингвистической традиции, анализируются подходы отечественных и китайских исследователей к классификации фразеологических единиц и раскрываются сходства и различия данных подходов.

Ключевые слова: фразеология; фразеологические единицы; классификация фразеологических единиц; китайский язык

Introduction

Phraseology might be a highly complex sphere of linguistics. Despite a large number of studies in phraseology, there are still many debates in this field concerning such issues as: the definition of the term "phraseology", the basic characteristics of phraseological units and what expressions should be included in classification. One of the main problems lies in the terminological differences of linguistic traditions in various countries. In this paper, we intend to analyze the difference in approaches to phraseology in Russia and China and make an attempt to find similarities in these two linguistic traditions.

The said issues also concern pedagogy. A teacher without a deep theoretical insight into the subject is incapable of teaching and guiding students efficiently. Knowing the differences between Russian and Chinese approaches to classifying phraseological units a teacher is able to create effective methods of teaching lexico-phraseological material.

Theoretical framework

In Russian linguistics phraseological unit is defined as «…Semantically indivisible and reproducible linguistic unit, which contains two or more stressed components and has a fixed structure» [1, p.143].

According to V.V. Vinogradov the components of phraseological units have different collocation limits. For instance, the Russian phrase “закадычный друг” consists of two elements “закадычный” and “друг”. The word “закадычный” collocates only with the word “друг” and with no other.

Consequently, Russian researchers V.V. Vinogradov and N.M. Shansky classify phraseological units into four broad groups according to the degree of fixity and the level of word motivation: phraseological fusions (*e.g. бить баклуши*), phraseological unities (*e.g. выпустить пар*), phraseological combinations (*e.g. закадычный друг*), phraseological expressions (*proverbs and aphorisms*) [1].

There are two terms in Chinese that correspond with the Russian term “phraseology” – 固定语 *gudingyu* and 熟语 *shuyu*.

Gudingyu literally means “fixed expression”. According to Chen Xi gudingyu has several main features: fixity 固定性 gudingxing, frequency 复呈性 fuchengxing, constancy 定型性 dingxingxing, semantics integrity 语义整体性 yuyi zhengtixing, metaphoricity 双层性 shuangcengxing.

Chen Xi argues that gudingyu generally consist of two or more words but in the sentence gudingyu functions as one word, in this way we can also use the term 固定词组 *guding cizu*, which means fixed phrases [6, p.113].

Unlike the Russian term “устойчивое выражение” (fixed expression), which implies only fixity, the Chinese term gudingyu includes fixity as well as metaphoricity. The main feature of gudingyu is their metaphorical meaning. In Chinese this feature is called two-layered (double) nature 双层性 *shuangcengxing*, i.e. the combination of both literal and metaphorical meaning [6, p.113].

Another term is 熟语 *shuyu*, which literally means “familiar phrases” (знакомые фразы). Chinese linguist Sun Weizhang states that “Shuyu is not a traditional term in Chinese linguistics, it is originated from either Russian term “фразеология” or English term “phraseology”.

The Russian term has three meanings: 1) the linguistic discipline; 2) the set of all phraseological units of a language; 3) the set of unique individual expression belonging to a particular group or an author.

Sun Weizhan points out that Chinese term shuyu includes only the first and the second meaning, i.e. 熟语学 *shuyuxue* – phraseology and 熟语 *shuyu* – phraseological units [5, p.1].

Shuyu has several distinctive features: fixed structure, semantic unity, functional unity and national coloring [5, p.22].

Sun Weizhan also suggests the classification of phraseological units in Chinese language, which has become the most common classification in Chinese linguistics. He distinguishes five units: *chengyu, guanyongyu, xiehouyu, yanyu and geyan* [5, p. 66].

1) 成语 *chengyu* "ready expressions". Chengyu are fixed four-character expressions with the highest degree of fixity. Out of all phraseological units, this type has the most stable and fixed structure, which means that the characters cannot be omitted or replaced.

These expressions are originated mostly from ancient history records, philosophical treatises, myths and legends. This fact explains why chengyu kept the traces of ancient Chinese grammar *wenyan* 文言 and why chengyu are mostly used in formal style.

For example, 指鹿为马 *zhi lu wei ma*. Our literal translation of this chengyu is as follows: *"to point at a deer, to say it is a horse".* It is quite difficult to understand what this expression really means, judging from the literal meaning of the characters. This chengyu goes back to the legend of the Emperor's eunuch Zhao Gao who wanted to seize the power during the Qin dynasty. To do so he needed to know who would support him in the court. According to the legend, Zhao Gao brought a deer to the Emperor, saying that he wanted to present him with a horse. The Emperor did not believe Zhao Gao and laughed at him. Therefore, Zhao Gao asked the officials in court if he was really mistaken. Some of the officials remained silent, but others, knowing of Zhao Gao's cunning and cruel character, lied out of fear, saying that Zhao Gao made no mistake. Later, when Zhao Gao got the power, he executed the officials who did not support him. Since then, this expression is used to describe the situation when people deliberately distort the facts.

2) 惯用语 *guanyongyu – "habitual/common expressions"*. From the point of view of stylistics, guanyongyu are used mostly in colloquial language, unlike chengyu. Guanyunyu are comparisons based on the Chinese traditional cultural images [2, p.23]. For example, 人中龙 *renzhong long*, this expression literally means *"the dragon among people"*. This comparison is usually used to describe an outstanding and noble person, who does not boast of his or her talents and do not pursue power and fame. The original and traditional image of the dragon implying

“benevolent heavenly creature” and “the symbol of the Emperor” has transformed into a more abstract image symbolizing a highly moral person with outstanding abilities [4, p.328].

3) 歇后语 *xiehouyu* – allegorical expressions. Xiehouyu consist of two parts, allegorical and explanatory. The second part is mostly represented by chengyu, which is optional in speech.

For example, 王羲之手书 —— 一字千金 *Wang Xizhi shoushu – yi zi qian jin*. This xiehouyu can be translated in the following way: *The handwriting of Wang Xizhi – every character is worthy of gold*. Wang Xizhi was a famous Chinese calligrapher, who became a symbol of the highest skill in the Chinese traditional art of calligraphy. The first part of the expression is an allegory of the calligraphy master, represented by the real historical figure of Wang Xizhi. The second part consists of the chengyu 一字千金 *yi zi qian jin*, which explains that the skill of this calligrapher is priceless.

4) 谚语 *yanyu* – the proverbs. According to I. V. Voytsekhovich yanyu are the folk sayings. Therefore, yanyu have certain features: they are mainly used in colloquial language and characterized by an average degree of fixity of the elements in the structure. Moreover, yanyu-proverbs have didactical nature baring a moral aspect. These features distinguish yanyu from chengyu, guanyongyu, folk songs etc. [3, p.79].

For example, 三个臭皮匠，赛过诸葛亮 *sange chou pijiang, saiguo Zhu Geliang.* We offer the following translation: *The wits of three cobblers will surpass the wisdom of the great Zhu Geliang.* During the Three Kingdoms period Zhu Geliang was a famous politician and a military strategist, who was famous for his victorious military strategies. The expression indicates that collective thinking is better than individual (одна голова хорошо, а две лучше).

5) 格言 *geyan* – aphorisms. Geyan have moralizing and didactical nature as well as yanyu-proverbs and are short in structure [3, p.80]. The difference between yanyu-proverbs and geyan is that the former are the collective folk product and the latter are the product of individuals. However, in many cases it is difficult to say who is an original author of the geyan-aphorisms. Consequently, geyan may be easily confused with yanyu-proverbs.

For example, Confucius’ geyan: 三人行必有我师 *san ren xing bi you wo shi (among three people there is always a teacher).* This expression means that people always have someone to learn from.

Methods and results

Thus, summarizing the above said, we argue, that, on the one hand, the given Chinese classification illustrates the broad understanding of phraseology (广义熟语 *guanyi shuyu*), which includes several types of phraseological units (*chengyu, guanyongyu, xiehouyu, yanyu and geyan)* [2, p.15–16]. On the other hand, there is a narrow understanding of phraseology including only *chengyu* (狭义熟语 *xiayi shuyu* – narrow understanding of phraseology), which, according to Chen Xi is outdated and not scientific enough [6, p.114].

The article is an attempt to find similarities in Russian and Chinese approach to the classification of phraseological units. The result of this analysis is suggested in the table below.

Table

Russian and Chinese classifications

Chinese classification	Russian classification
Chengyu	Phraseological fusions (фразеологические сращения)
Guanyongyu	Phraseological unities (фразеологические единства)
Xiehouyu	Phraseological expressions / Phraseological fusions (фразеологические выражения/ фразеологические сращения)
Yanyu	Phraseological expressions (фразеологические выражения)
Geyan	Phraseological expressions (фразеологические выражения)

1. Phraseological fusions have the highest degree of fixity, as well as Chengyu. The components of phraseological fusions and chengyu cannot be omitted or replaced. Therefore, chengyu is a fusion of fixed structure and meaning.

2. The degree of fixity of phraseological unities and guanyongyu components is lower and weaker than that of phraseological fusions and chengyu. Moreover, the components of guanyongyu are movable, which means that they can change their position. Therefore, the structure of guanyongyu is flexible. For example, guanyongyu 钻空子 *zuan kongzi* literally means *to drill a hole*, and metaphorically it means *to exploit a loophole*. The following examples illustrate the use of this expression in the sentence: **钻**了一个**空子** *(The loophole has been exploited.)*, **钻**了我们的**空子** *([they/he/she/you] is/are taking advantage of us.)*

3. Xiehouyu are allegoric expressions having similar features with phraseological expressions. However, this type of phraseological units can also correspond to the phraseological fusions, because xiehouyu consist of two parts. On the one hand, xiehouyu are phraseological expressions because the first part of xiehouyu includes the components, which have a low degree of fixity. However, on the other hand, xiehouyu belong to the phraseological fusions due to the fact, that the second part of xiehouyu is an explanatory part, usually represented by chengyu, which corresponds to phraseological fusions.

4. The main features of yanyu-proverbs and geyan-aphorisms are the same as phraseological expressions in Russian classification.

Conclusion

Chinese phraseology is a relatively new field of study. In the past, there was a very narrow understanding of this phenomenon, which was mostly described with the term chengyu. However, the 20th century saw a rapid development in linguistics, which triggered theoretical research in the sphere of Chinese phraseology. It is still unclear whether the term “phraseology” was borrowed from Russian or western scholars. However, with the appearance of this term in Chinese science there came a broader vision of this phenomenon. Nowadays the broad understanding of phraseology is more common in modern Chinese linguistics due to Sun Weizhang who developed a classification of phraseological units, which is considered to be one of the most accurate. Although there are many different approaches to classifying phraseological units, we have found terminological similarities in Russian and Chinese phraseology.

The research in this field can also be seen from the perspective of pedagogy as it contributes to the development and implementation of innovative methods of teaching phraseology to the Russian-speaking students. With a deep theoretical background a teacher of Chinese can explain similarities between Chinese and Russian phraseological units, draw some analogies and trigger certain associations, which will help the students both to remember Chinese phraseological units and use them freely in their own speech.

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УДК 341

INTERNATIONAL LEGAL TEXT AS AN EXAMPLE OF A MULTICULTURAL DIALOGUE

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Abstract: This article deals with the nature and specific features of international legal documents considering two UN Conventions as an object of study. The author places emphasis on linguistic peculiarities of English and Russian UN Conventions' translation.
Keywords: the UN; Conventions; legal text

ОСОБЕННОСТИ МЕЖДУНАРОДНОГО ПРАВОВОГО ДОКУМЕНТА КАК ЧАСТНЫЙ СЛУЧАЙ МУЛЬТИКУЛЬТУРНОГО ДИАЛОГА

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Аннотация: Цель данной стати – рассмотрение характерных особенностей текстов сферы международного права на примере двух действующих Конвенций ООН. Автор статьи уделяет особое внимание лингвистическим особенностям английского и русского переводов текстов Конвенций ООН.
Ключевые слова: ООН; Конвенции; юридический текст

Introduction

The UN is one of the most important and significant international organizations which deals with production and further development of various conventions which, in fact, have their legal power over all member countries. Additionally, documents published by the UN have several official translations from the beginning. Actually, there are six languages, which have an official status in this organization: Arabic, Chinese, English, French, Russian and Spanish. All this makes UN Conventions an object of particular linguistic interest, because reading and analyzing these written documents is the best way to provide an insight into the art of translation and they can serve as an example of proper legal translation.

The aim of this article is to find out how it is better to translate English legal documents into Russian and which of their peculiarities deserve paying special attention to. Two UN Conventions will be taken into consideration within the framework of this article – International Convention on the Elimination of All Forms of Racial Discrimination and Convention on the Rights of Persons with Disabilities.

Theoretical framework

As this article deals with peculiarities of legal texts, the works of notable Russian linguists and scholars such as I.S. Alekseeva, R.F. Pronina and P.V. Rybin will be cited as well as some official UN documents which are used to give a brief description of how the organization works. Additionally, R.F. Pronina's classification of legal terms will be used to combine particular professional words and word-groups used in legal texts.

Before moving on to the practical part it is vitally important to stress an important idea underlying international law – it is based on *rules of law* instead of *laws*. Rule of law is created by a mutual agreement of subjects of law (states); it establishes rights and duties for participants. Legal mechanism guarantees its implementation [2, c.77].

Methods and results

In this research a method of comparative analysis between official UN Conventions' texts in English and Russian will be used in order to identify which transformations may be applied in the process of legal translation. Furthermore, this can help to list general peculiarities of legal texts.

To start with, the main aim of any legal text should be clearly defined, although it may seem excessive. An international organization, as it has been already mentioned before, creates a convention or any other document of legal power to regulate relations between states. Furthermore, it has an official status and a corresponding style. Mostly it has got an imperative nature. That is the ground between using words with special semantics to distinguish between *binding, empowering* and *prohibiting* [4, c.15].

Basically, the first group of words which are used to declare different forms of obligation include such words as *duty, be obliged/obligated, order, undertaking, etc.* "Each State Party *undertakes* to…" [6; 4, c.15].

Then comes empowering group with the following words: *right, be entitled, authorize, empower, etc. "…*every human being *has* the inherent *right…"* [6; 4, c.15].

Last but not least, a group of words with the strongest semantic meaning in the legal field, which state that this or that action is forbidden, shall also be taken into account. They are presented through numerous words, some of which can be found in common speech: *prohibit, forbid, preclude, restrain, etc*. "Each State Party shall *prohibit* and bring to an end" [6; 4, c.15].

Probably, the most notable feature of legal sphere texts is that they are full of terminological words and collocations. These words have an official status and some specific features differentiate them from other words used in a text and even in a sentence. A term tends to have the only one meaning, thus they cannot be interpreted differently. They are always of neutral style so their use *shall* not be depending on the particular context. And the last feature of terms which has a tight connection with the previous ones is that they do not depend on the context [1, c.327]. To illustrate this feature of a legal text we can consider the very first article of the UN Convention on the rights of persons with disabilities: "The *purpose* of the present Convention is to *promote*, *protect* and *ensure* the *full and equal enjoyment* of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity – Цель настоящей Конвенции заключается в *поощрении, защите* и *обеспечении полного и равного осуществления* всеми инвалидами всех прав человека и основных свобод, а также в поощрении уважения присущего им достоинства” [5].

Previously it was mentioned that legal texts include separate terminological words as well as collocations. These compound set word combinations can include two or more components. According to R.F. Pronina’s classification, such combinations may vary according to the origin of its components. “They may include two or more elements which are both related to the legal or common language. Other ones can consist of one particularly legal term and a word of common use” [3, c.10-12]. For instance, a fragment taken out of the Article 12 from the International Convention on the Elimination of All Forms of Racial Discrimination shows how legal and common words form a sentence: “…the Chairman shall *appoint an ad hoc* Conciliation *Comission*… – Председатель *назначает* специальную Согласительную *комиссию*…” [6]. It is peculiar that in the official Russian translation there is no translation for *ad hoc* (Latin “to this”), it was just eliminated.

All these elements are arranged according to a particular system, depending on the particular type of document taken into consideration. Both Conventions we referred to have a preamble and a number of articles. Some of these points are divided in a list with Latin letters and some are ordered with numerals (they may be both Arabic and Roman). That is of special importance that Latin letters used in the list are not translated into Russian: “*f) the right to access to any place – f) права на доступ к любому месту…*” [6].

Finally, when all important linguistic features of international legal texts have been mentioned, we can turn to their importance for a cultural dialogue. As it has been stated in the theoretical framework, international law has got no laws but rules of law which is a result of a collective discussion between states, because it regulates relationship between them. This can be proved by a Preamble’s fragment: “*…that all Member States have pledged themselves to take joint and separate action, in co-operation with the Organization, for the achievement of one of the purposes of the United Nations which is to promote and encourage universal respect for and observance of human rights and fundamental freedoms for all…*” [6].

Conclusion

Thus, due to a number of reasons, countries are able to create documents that regulate relations between states and together these documents form a sphere of international law, which is an illustrative example of a multicultural dialogue. What is more, it takes place in our times, at present, as new Conventions and other UN regulations are being published. And as this sphere of law is constantly expanding, it requires knowing peculiar features of these texts to translate them properly, because, as we have seen, they are quite different from other written documents of law. Furthermore, every human being is a subject to these rules of law and every person should know their rights and duties that are fixed in a number of international documents.

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VERGLEICHE MIT FARBBEZEICHNUNGEN IN DER MODERNEN DEUTSCHEN SPRACHE

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Abstract: Das Ziel der vorliegenden Forschung ist es, Vergleichsobjekte deutscher vergleichender Konstruktionen, die Farbbezeichnungen enthalten, zu bestimmen und zu klassifizieren. Im Artikel ist eine Klassifizierung der ermittelten Vergleichsobjekte nach thematischen Gruppen dargestellt.

Schlüsselwörter: individueller Vergleich; gemeinsprachlicher Vergleich; Farbbezeichnung; thematische Gruppen; Vergleichsobjekt

СРАВНЕНИЯ С КОМПОНЕНТОМ-ЦВЕТООБОЗНАЧЕНИЕМ В СОВРЕМЕННОМ НЕМЕЦКОМ ЯЗЫКЕ

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Аннотация: Цель нашей работы – выявление и классификация объектов сравнения в сравнительных конструкциях с компонентом-цветообозначением в современном немецком языке. В статье предложена классификация объектов сравнения по тематическим группам.

Ключевые слова: авторское сравнение; устойчивое сравнение; цветообозначение; тематические группы; объект сравнения

Einführung

Der Vergleich ist eine der Hauptoperationen der Denktätigkeit, die auf Gegenüberstellung zweier Realien basiert, die ein gemeinsames Merkmal haben. Wenn man die umgebende Realität erkennt, analysiert und vergleicht, schafft man sein System von Vorstellungen über die Welt. Es ermöglicht einem, die vergleichbaren Objekte und Phänomene lebendig darzustellen und sie besser zu erfassen. Ein besonderes Augenmerk ist dabei auf Farbbezeichnungen zu richten. Nach der Ansicht von A. Vezhbitskaya demonstrieren die Farbwörter eine wichtige Rolle des Vergleichs oder, genauer, den universellen Begriff der Ähnlichkeit bei der Übertragung von visuellen Empfindungen [9, S. 234]. Der Vergleich ermöglicht es, die Ergebnisse der Welterkenntnis in Kultur und Sprache zu verankern.

Theorie

S.I. Ozhegov definiert den Vergleich als ein Wort oder einen Ausdruck, das / der die Angleichung eines Gegenstands an einen anderen, einer Situation – an eine andere beinhaltet [6, S. 627].

Im Nachtrag zu S.I. Ozhegov erklärt O.S. Akhmanova den Vergleich nicht nur als ein abstraktes Konzept, sondern auch als ein stilistisches Mittel zur Steigerung der Ausdruckskraft einer Aussage [1].

In der deutschen Sprache stellen vergleichende Konstruktionen eines der Mittel dar, die Vergleichskategorie zum Ausdruck zu bringen. Als einer der ersten schenkte V.V. Vinogradov seine Aufmerksamkeit einem besonderen Typ von phraseologischen Konstruktionen mit *wie*, *genau wie*, in denen die innere Bedingtheit der Redewendung von traditionellen kulturspezifischen Bildern geprägt ist [11, S. 15].

V.S. Vinogradov behauptete darüber hinaus, dass es in der Sprache viele Wortverbindungen gibt, die nicht in der Rede entstehen, sondern sie werden darin als fertige verbale Einheiten verwendet. Dies sind die sogenannten stehenden (unfreien) Wortverbindungen [10, S. 180]. Auf dieser Grundlage stellte er eine Gruppe von stehenden Wortverbindungen heraus – komparative Phraseologismen, die in der Sprache als gemeinsprachliche Vergleiche verankert sind: *schlau wie ein Fuchs, rot wie ein Krebs, hart wie ein Stein* usw.

Unter dem gemeinsprachlichen Vergleich versteht man eine stehende Wortverbindung, die ein bildliches Mittel der Sprache (ein Sprachbild) und normalerweise das Ergebnis eines jahrhundertelangen Gebrauchs ist [4, S. 4-5]. Außerdem ist ein solcher Vergleichstyp ein Mittel, die umgebende Wirklichkeit zu beurteilen. Er basiert auf einer Gegenüberstellung von zwei Gegenständen oder Phänomenen, die auf eine präzise, bildhafte Beschreibung eines von den beiden abzielt [6, S. 229].

Es muss erwähnt werden, dass V.N. Teliya gemeinsprachliche Vergleiche als traditionelle bezeichnet, d.h. es wird unterstrichen, dass sie von Generation zu Generation reproduzierbar sind. Darüber hinaus fasst V.N. Teliya gemeinsprachliche Vergleiche als ein System von Vorbildern auf. Vorbildliche Vorstellungen in gemeinsprachlichen Vergleichen legen in gewisser Weise Leitvorstellungen von Gesundheit, Schönheit, Dummheit usw. fest [8, S. 242-243]. Die Erscheinung, die als Vorbild dient, wird zu einer Kategorie der Kultur, weil sie nicht von der Welt spricht, sondern von einer durch eine bestimmte Kultur geprägten Weltanschauung.

Neben den gemeinsprachlichen Vergleichen unterscheidet man auch individuelle oder freie Vergleiche.

Freie Vergleiche sind das Ergebnis eines völlig kreativen Sprechakts. Sie werden täglich in der spontanen Rede geprägt und tragen den Stempel der individuellen Kreativität [5, S. 5]. Diese Vergleiche sind oft zufällig und merkwürdig, deshalb ziehen sie Aufmerksamkeit auf sich. Die Formbildung solcher Konstruktionen ist nicht beschränkt, sie muss nur mit den allgemeinen logischen Bedingungen des Vergleichs übereinstimmen [5].

Zu individuellen Vergleichen gehören auch Vergleiche, die Schriftsteller als Mittel des künstlerischen Ausdrucks schöpfen. Solche Vergleiche sind eine Grundlage für die Bildung gemeinsprachlicher Vergleiche. Manchmal kann man in der mündlichen und schriftlichen Rede Variationen von gemeinsprachlichen Vergleichen finden, die von einem Autor absichtlich geändert werden, um die Ausdruckskraft zu steigern.

Im Folgenden betrachten wir das Konzept der Farbezeichnung. Die Linguisten B. Berlin und P. Kay führten eine typologische Forschung grundlegender Farbbezeichnungen in verschiedenen Sprachen der Welt durch. Sie stellten fest, dass 11 grundlegende Farben ein universales Inventar der Farbbezeichnungen ausmachen. Dazu gehören unter anderen die wichtigsten Farbennamen: rot, schwarz, gelb, weiß, braun, grau, grün, blau.

Yu.V. Zol'nikova unterstreicht die Eigenartigkeit der Farbbezeichnungen, denn sie bringen wesentliche Merkmale des Weltbildes eines Volkes zum Vorschein ebenso wie den Einfluss kultureller, mythologischer, sozialhistorischer Faktoren auf die Herausbildung abgeleiteter Bedeutungen [12].

Methoden und Resultate

Als Forschungsmaterial der vorliegenden Studie dienen 121 lexikalische Einheiten – deutsche Vergleiche, die Farbbezeichnungen beinhalten. Diese Vergleiche sind dem digitalen Korpus der deutschen Sprache DWDS entnommen worden [2, 3] und stammen aus der deutschen schöngeistigen Literatur des 21. und 20. Jahrhunderts. Es sei erwähnt, dass nur Vergleiche, die dem Modell „Vergleichssubjekt + wie + Vergleichsobjekt“ entsprechen, im Mittelpunkt unserer Aufmerksamkeit stehen. Außerdem sind wiederkehrende Vergleiche nicht berücksichtigt worden.

Das Ziel der Forschung besteht darin, Vergleichsobjekte deutscher vergleichender Konstruktionen, die Farbbezeichnungen enthalten, zu bestimmen und zu klassifizieren. Dazu sind solche Methoden wie Komponentenanalyse, semantische Analyse, quantitative Analyse eingesetzt worden.

Als Ergebnis sind die Vergleichsobjekte wie folgt klassifiziert worden (siehe auch Abb.):

1) "Natur“: 56% der Vergleichsobjekte bezeichnen Phänomene der Tier- und Pflanzenwelt, sowie Phänomene der unbelebten Natur.

Dazu gehören sowohl gemeinsprachliche Vergleiche (*weiß wie der Schnee, rot wie das Feuer, gelb wie eine Zitrone, grün wie die Blätter* u.a.m.), als auch individuelle Vergleiche (*blau wie die Südsee, grün wie eine riesige Kröte* u.a.m.) und Variationen gemeinsprachlicher Vergleiche (*weiß wie das paar seltsamerweise Wattewolken* u.a.m.). Es ist zu erwähnen, dass gemeinsprachliche Vergleiche deutlich überwiegen.

Es muss betont werden, dass jede Farbe bestimmte Objekte als Vergleichsgrundlage hat, so dient z.B. die dunkle Farbe der Wacholderdrossel im individuellen Vergleich *schwarz wie Krammetsvögel* als Vergleichsgrundlage. In einem anderen individuellen Vergleich - *gelb wie die Mimosen* - dient die gelbe Farbe von Mimosenblüten als ein Vorbild für den Vergleich.

2) "Artefakte": 21% der Vergleichsobjekte sind Gegenstände, die von Menschen erstellt wurden.

Dabei überwiegen individuelle Vergleiche (*schwarz wie Pulver, rot wie der Grund eines Kinderschwimmbassins* usw.). Gemeinsprachliche Vergleiche sind da auch vertreten: *schwarz wie Tinte, weiß wie die Wand* usw., ebenso wie Variationen der gemeinsprachlichen Vergleiche: *weiß wie Sichtmehl.*

3) "Mensch": 12% der Vergleichsobjekte bezeichnen Menschen je nach Geschlecht, Beruf, Aussehen, körperlichen Zuständen.

So z. B. diente die Hautfarbe einer Bewohnerin des Südens im individuellen Vergleich *schwarz wie eine Südländerin* als Vergleichsgrundlage.

Auch gemeinsprachliche Vergleiche sind in dieser Gruppe anzutreffen*: weiß wie eine Tote, rot wie ein junges Mädchen* usw. In dieser Gruppe sind keine Variationen der gemeinsprachlichen Vergleiche entdeckt worden.

4) "Abstrakte Konzepte": 7% der Vergleichsobjekte haben abstrakte Semantik, z. B. im gemeinsprachlicher Vergleich *rot wie die Wut*.

In dieser Gruppe gibt es auch individuelle Vergleiche: *schwarz wie das Chaos, schwarz wie die Flüche der Mutter, schwarz wie Silhouetten* usw.

Als Beispiele für Variationen der gemeinsprachlichen Vergleiche können folgende angeführt werden: *rot wie lebendige Glut* (Variation) ← *rot wie Glut* (gemeinsprachlicher Vergleich); *schwarz wie ausgefressene Löcher* (Variation) ← *schwarz wie Löcher* (gemeinsprachlicher Vergleich).

5) "Mythologische Konzepte": 4% der Vergleichsobjekte haben mit körperlosen übernatürlichen Wesen sowie religiösen Konzepten zu tun, z. B. gemeinsprachliche Vergleiche: *schwarz wie die Hölle, weiß wie ein Engel* oder auch individuelle Vergleiche: *rot wie ein Kobold, weiß wie ein Geisterauge*. In dieser Gruppe gibt es keine Variationen der gemeinsprachlichen Vergleiche. Die Abbildung unten zeigt Ergebnisse der quantitativen Analyse:

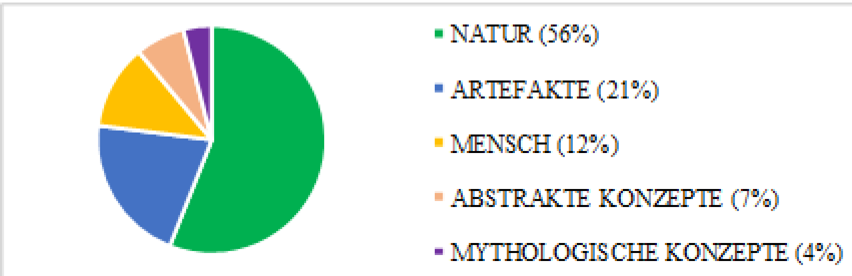

Abb. Ergebnisse der quantitativen Analyse

Zusammenfassung

Abschließend sei hervorgehoben, dass Vergleiche mit Farbbezeichnungen in der deutschen Sprache die folgenden Merkmale aufweisen:

1. Die absolute Mehrheit der Vergleiche mit den Farbbezeichnungen korreliert semantisch mit Naturphänomenen (siehe Abb.). Es könnte in erster Linie dadurch bedingt sein, dass die Farben für Menschen ursprünglich mit deren Umwelt verbunden waren, d.h. Tieren, Vögeln, Pflanzen sowie naturhaften Objekten.

2. Für jede Farbe sind bestimmte Vergleichsobjekte typisch. Naturhafte Objekte sind für grüne, gelbe und blaue Farben charakteristisch. Rot wird in seinen verschiedenen Erscheinungsformen am häufigsten mit Feuer verglichen. Dabei ist

es problematisch, charakteristische Objekte in den Vergleichen mit schwarzer und weißer Farbe zu verallgemeinern, da sie sehr vielfältig sind.

3. Am häufigsten kommen in allen thematischen Gruppen individuelle Vergleiche vor (52), gefolgt von gemeinsprachlichen Vergleichen (47), und am seltensten sind Variationen der gemeinsprachlichen Vergleiche anzutreffen (15).

4. In der Mehrzahl der Fälle dienen die Gattungsnamen als Vergleichsobjekte, die Eigennamen sind sehr selten (6).

Die Untersuchungsergebnisse können bei der Beschreibung des Farbweltbildes der Deutschen verwendet werden, ebenso wie bei deren Gegenüberstellung mit den Farbweltbildern der Vertreter anderer Sprachen und Kulturen. Im Landeskunde- und Sprachunterricht könnten die vorliegenden Ergebnisse auch eingesetzt werden.

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СИМВОЛИКА ЧИСЕЛ В РУССКОЙ И КИТАЙСКОЙ КУЛЬТУРЕ

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Аннотация: Данная статья посвящена исследованию символики чисел в русской и китайской культуре, выявлена универсальность и национальные особенности использования чисел в русском и китайском языках с точки зрения лингвокультурологии.

Ключевые слова: число; символика; русская культура; китайская культура

SYMBOLISM OF NUMBERS IN RUSSIAN AND CHINESE CULTURE

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Abstract: This article focuses on the symbolism of numbers in Russian and Chinese culture. The article is devoted to clarifying the universality and national specificity of the use of numbers in Russian and Chinese from the perspective of cultural linguistics.

Keywords: numbers; symbolism; Russian culture; Chinese culture

Введение

Числа широко используются во всех странах мира. Хотя в разных языках научное понятие числа одинаково, но в разных культурах числа имеют различную коннотацию. В межкультурной коммуникации такая культурная разница нередко приводит к недопониманию собеседника. Так, недоумение у россиян вызывает любовь китайцев к числу «восемь», а китайцы не понимают, что четные числа воспринимаются россиянами отрицательно. Поэтому овладение символикой чисел в разных культурах становится актуальным и необходимым.

Обзор литературы

С развитием общества число служит не только математической единицей, но и символом культуры. Символика чисел недаром привлекает внимание таких китайских и российских ученых, как Мэн Цинжун, Хуан Цинхуа, Гулимижэ Абабайкэжи и т.д. Как отметил Цуй Хун Ень в своей диссертации: «Семантика количества – абсолютно объективная и общая для всех языков, но трансформируясь в речевом употреблении, может приобретать оттенки оценочных значений, многие из которых культурно обусловлены» [2, с. 5], поэтому в межкультурной коммуникации использование чисел часто отличается ярким национальным колоритом.

Методология и результаты

Число в русской и китайской культуре имеет специфическую коннотацию и у каждого числа сложились определенные лингвокультурологические значения. По нашим наблюдениям, в языковой практике русские и китайцы предпочитают использовать разные числа.

Россияне предпочитают нечетные числа, которые считаются счастливыми и благополучными. Например, в России принято дарить цветы кому-либо только в нечетном количестве. Число «три» рассматривается как святое число, потому что оно олицетворяет христианскую идею Триединства. Известная икона «Троица» и традиционный образ «три коня» также связываются с этим числом. А четные числа в глазах русских приносят беду, несчастье. Число «два» значит зло и часто связывается с дьяволом, так что в русском языке имеется выражение «*черта с два*» (крайнее несогласие).

Но китайцы относятся к четным числам совершенно иначе. По древней китайской философии «Дао» нечетные числа от одного до девяти выступают знаками Неба, а четные от двух до десяти считаются манифестациями Земли. В «И цзин» (易经) подчеркивается, что четное число – это символ Земли, мягкости и женского начала, что приносит благополучие [3, с. 13]. Таким образом, китайцы больше поклоняются четным числам, в частности, числу «два». Китайский народ считает «два» символом двуединства и взаимного дополнения Инь и Янь, рожденных из единого начала. «Удвоение» значит сотрудничество или партнерство. Так, на свадебных церемониях часто можно увидеть сдвоенный иероглиф «囍», который обозначает семейное счастье. Кроме числа «два», число «восемь» также входит в число предпочтительных чисел в китайской лингвокультуре, так как в китайском языке его произношение похоже на слово «发», которое означает «стать богатым». Под влиянием символики чисел китайцы выбирают «счастливые» даты для важного события, надеясь, что «счастливые» числа принесут удачу и успех. Даже начало церемонии открытия Олимпиады-2008 в Китае назначено на восемь часов утра 8 августа 2008 года. В этом числе мы видим три «восьмерки».

Кроме четных и нечетных, еще следует отметить, что одни и те же числа могут иметь разные коннотации в русской и китайской культуре. Среди них число «семь» четко показывает, что русские и китайцы по-разному используют числа.

«Семь» произошло от еврейского слова «савах», что значит «быть наполненным или удовлетворенным, иметь достаток» [1, с. 407]. В русской культуре число «семь» тесно связано с православием. Эта цифра считается божественной и счастливой, часто встречается в русских пословицах и фразеологизмах. Например: фразеологизм «*быть на седьмом небе*» выражает высшую степень радости, счастья. «Семь» еще имеет значение «много». В пословицах «*семь раз отмерь, один раз отрежь*» (перед тем как сделать, надо серьезно, тщательно обдумать), «*семь пятниц на неделе*» (человек много раз изменяет свои намерения), «*семеро одного не ждут*» (решение принимается всегда большинством), «семь» содержит значение «много». Но здесь «семь» не является точным количеством, а неопределенным.

В то же время в Китае «семь» считается несчастливым числом. Китайцы верят в семь перевоплощений человека и соблюдают семь недель траура. В народе даже июль по лунному календарю называется «злым месяцем», и 15-ое июля – «Днем мертвых». В китайском языке имеется много фразеологизмов с числом «семь», которые имеют отрицательную коннотацию. Например: во фразеологизмах “*乱七八糟*”(вверх дном)“*七手八脚*”(в суматохе, в спешке)“*七嘴八舌*”(наперебой, перебивая друг друга) число «семь» выражает значение «беспорядок», имеет негативную оценку.

С развитием Интернета в последние десятилетия как в России, так и в Китае наблюдается новая тенденция: молодежь использует число для замены словосочетания или фразы. Такой способ выражения основан на слове-омофоне (омофония), т.е. произношение числа похоже на одно и то же словосочетание. Так, в Китае число «88» звучит как «бай-бай» (Bye-bye), и оно может выражать прощание; число «521» звучит как «Wo ai ni» и выражает «я люблю тебя». Такое выражение простое, интересное, экономит время, и уже обретает популярность в интернет-коммуникации.

Сравнив символическое значение чисел в китайской и русской культуре, можно сделать следующие выводы:

1) Числовая культура является важной частью человеческой культуры. С одной стороны, в русском и китайском языках есть много пословиц, фразеологизмов с числами, которые имеют разные оттенки; с другой стороны, народ обеих стран верят символическому значению чисел и число играет важную роль в жизни народа, влияет на его поведение.

2) Восприятие чисел в различных культурах различается. У русской и китайской нации разные обычаи, традиции, религия, разная географическая среда и языковые привычки, что является экстралингвистическими факторами, влияющими на коннотативное значение числа. И такая разница отражает

социальную и культурную психологию народа, а также неповторимые особенности национального менталитета.

3) Культурная коннотация чисел – «живая» и динамичная, и постоянно обогащается в ногу со временем.

Выводы

Число является универсальным понятием в науке, но обретает различные коннотации в культурах разных стран. Исследование различий в символике чисел между Китаем и Россией помогает преодолеть культурные барьеры в общении, способствовать межкультурной коммуникации и укрепить дружбу между народами двух стран.

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CULTURAL AND LINGUISTIC FEATURES OF BRITISH AND AMERICAN HUMOR

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Abstract**:** The article has an interdisciplinary character and includes studies from the fields of linguistics and culture studies. The article compares the national features of American and English humor, as well as their linguistic features such as contamination, references and puns. The author gives quotations from the "The Office" sitcom as examples of American and British humor.

Keywords: American humor; British humor; sitcom; national character

КУЛЬТУРНО-ЛИНГВИСТИЧЕСКИЕ ОСОБЕННОСТИ БРИТАНСКОГО И АМЕРИКАНСКОГО ЮМОРА

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Аннотация: Данная статья, написанная на стыке исследований в области культурологии и лингвистики, имеет междисциплинарный характер. Статья сравнивает национальные черты американского и английского юмора, а также их лингвистические особенности, такие как контаминация, аллюзии и каламбуры. Автор приводит в качестве примеров американского и английского юмора цитаты из ситкома «Офис».

Ключевые слова**:** американский юмор; английский юмор; ситком; национальный характер

Introduction

Millions of people around the world are faced with the specifics of national humor every day, through viewing entertainment content, reading books, communicating with carriers of other cultures and so on. The similarities or differences in the linguistic consciousness of the communicators are the main reason for understanding/misunderstanding in intercultural communication. The aim of the study is to explore the linguistic and cultural aspects of humor, which can facilitate translation in the future. The objectives of the scientific article are to review the scientific literature on the topic, analyse the differences and similarities between the two cultures, and identify the specifics of humor using the sitcom as an example.

Theoretical framework

The article is concerned with research by Russian linguists and culture studies scientists: M.A. Kulinich, E.L. Freidina, E.E. Zhuk, I.A.Sternin and M.A.Sternin. The article also reviews the American version of the sitcom "Office". Humor is one of the most important tools of human communication (the way emotions are expressed, the development of connections between people, etc.), involving many aspects of life. First and foremost, it reflects society's everyday issues and illustrates the specifics of national relations. Studying humor enables us to comprehend the cultural peculiarities of a certain nation, as well as to identify differences in the interpretation of images of our own and those of other cultures. The way and means of joking around the world are reflected in the general principles of their daily lives [1, p.34]. On this basis, it can be concluded that the study of the field of humor must be accompanied by studies of national character, self-consciousness and culture.

British humor has come a long way from simple, folk to complex and intellectual one. The comic culture of the English takes its origin from the folk carnival culture, which was characterized by cruelty and rudeness. England has a deep-rooted class system, which is often satirized and mocked in its humor. Things started to change only in the 20th century, when the popularity of the most complex and intellectual types of humor gave rise to a huge variety of entertainment content [2, p.206]. In addition, humor becomes an essential part not only in English everyday communication, but also in national identity. British humor is distinctive and extremely difficult to perceive by people from other cultures. In English speech practice irony and other forms of humor are so widespread that one can often find mockery, exaggeration, sarcasm and so on even in the most ordinary situations.

Beside the fact that in English culture humor is appropriate in any situation, the objects of a joke can also be absolutely anything. Self-irony and absence of any framework allows the Englishman to make jokes even in the most serious moments. The English are equally tolerant of jokes that may be perceived as offensive in other countries, such as racist or sexist. Very often the objects of their jokes are pompousness and arrogance of Americans [2, p.210]. Because of the complex forms and devices of comedy used by the British, as well as their imperturbability, humor can be invisible to non-native English speakers. Pretty common jokes bottom on puns or wordplays. This is due to the plurality of words and homonymity in English.

Compared to British humor, American one is more clear and obvious. American jokes are simple and straightforward, often accompanied by gestures or some kind of action. It is not acceptable to openly laugh at foreigners, their speech characteristics or improper use of the language [3, p.166]. American humor is more optimistic when compared to English. Some British jokes may seem too self-critical and pessimistic to the American. They don’t value subtlety and wit to the same degree as Brits; being big, bold, and charismatic is more esteemed than cracking clever jokes. Researchers of English humor have noted that the British in themselves are highly prone to pessimism and apathy, which can be a source of regret and sympathy among Americans.

Methods and results

The national feature of Americans is their tendency to be competitive and to succeed personally. Reviewing the differences between American and English humor, the author takes the adapted and original version of the sitcom "The Office" as an example. The original series was released in England and further adapted in America. Looking at the protagonists, their behavior and people's reactions to them, you can notice the differences in perception of humor between the two cultures. In the American version of the sitcom, the main character Michael Scott is the regional manager of the paper sales company. Very often this character is distinguished by his self-centered behavior. In the British version, this behavior seems funny and interesting. Such characters are often the objects of jokes in British comedies. The focus of the joke in the American version is mainly on his desire for success and self-affirmation at the expense of others. As an example, there is a scene from Season 1 Episode 1 where Michael shows a mug with the words "World's best boss" and talks about his success as the company boss: «*I think that pretty much* *sums it up I found it at Spencer Gifts*». The joke is that Spencer Gifts is a souvenir shop and he bought the mug himself, which says little about him as a brilliant boss.

American communication behavior involves pranking colleagues and even the boss. In American workforce, the atmosphere of playing a joke on each other is often completely imbued with communication, and this is a permanent activity. As an example there is a scene from Season 1 of the sitcom series, where the character Jim Halpert pranks his colleague and puts all his objects in jelly. The joke is picked up by other colleagues, creating puns on the subject of baking and desserts, which are demonstrated in the following dialogue: *« — And yeah, Jim, now is the time to stop pulling Dwight's personal effects into* ***jello****. — Ok, Dwight I'm sorry because, I've always been your biggest* ***«flan»****. — You should have put him in* ***custard-y****!».* We can see that this kind of behaviour is approving among his colleagues, which speaks to the openness of Americans.

Jokes may also contain links to historical figures, cult films / books / talk shows that are not recognized by a native speaker. For example: « *— I know, grumble grumble, but you would follow me to the ends of the earth grumbling all the way. Like that dwarf, from* ***"Lord of the Rings".*** *— Gimli. — Nerd. — That is why you're not on the team»*. In this dialogue, the hero refers to J.R.R. Tolkin's novel «The Lord of the Rings», a confusing name for Frodo and Gimli that creates a comic effect.

The "one-line joke" phenomenon is also quite popular in American sitcoms. Based on the Cambridge dictionary, this is "a joke or a clever and funny remark or answer that is usually one sentence long" [6]. It can also be a proverb, or a character/personality phrase, which he or she uses quite a bit in his or her speech and which has become a kind of "highlight" in his or her speech. The phrase "That's What She Said" is used by Michael Scott all the time in his daily speech, which creates a comical effect as the hero is a middle-aged single man. In his speech, too, very often you can notice contamination, which is expressed in the incorrect use of proverbs/conditions. For example: «*Tit for tit», «We work hard, we play hard»* and so on.

American humor is more massive, designed to respond to the audience. In many ways, it is considered to be plain and trivial, which is the reason why other nations, including the British, like to joke about it. American comedy in general relies on fairly flat characters who knowingly say witty things. British comedy relies more on the characters. The comedy is inherent to the character - often they don't know they are funny, we are fairly often laughing at them rather than with them, it's not just what they're saying that's funny, it's really who they are.

Conclusion

The article reviewed the main linguistic and cultural characteristics of British and American humor. In the course of the research, the author compared two versions of a popular sitcom and examined some examples showing the main differences. The differences in perception of humor, linguistic ways of expressing humour as well as the use of humor in two cultures are discussed. The article compares the optimistic approach to American humor with the pessimistic approach of the English.

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TYPES OF ALLUSIONS IN EMMA YARLETT’S ILLUSTRATED BOOK FOR CHILDREN “NIBBLES, THE BOOK MONSTER” (2016)

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Abstract: The paper considers the notion of allusion as a marker of intertextuality, as a stylistic and a literary device. The analysis is based on E. Yarlett’s illustrated book for children “Nibbles, The Book Monster”.

Keywords: allusion; pre-text; intertextuality; Emma Yarlett; “Nibbles; The Book Monster”

ТИПЫ АЛЛЮЗИЙ В ИЛЛЮСТРИРОВАННОЙ ДЕТСКОЙ КНИГЕ ЭММЫ ЯРЛЕТТ «NIBBLES, THE BOOK MONSTER» (2016)

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Аннотация: Статья рассматривает понятие аллюзии как маркера интертекстуальности, а также как стилистического и литературного приема. Анализ осуществляется на примере детской иллюстрированной книги Э. Ярлетт «Nibbles, The Book Monster».

Ключевые слова: аллюзия; пре-текст; интертекстуальность; Эмма Ярлетт; «Nibbles; The Book Monster»

Introduction

The paper aims at the analysis of allusions as devices of intertextuality (based on Emma Yarlett's illustrated book "Nibbles, The Book Monster").

To achieve this aim the following objectives are set:

a) to consider the phenomenon of intertextuality and its interpretations by scholars, specializing on literary studies and stylistics;

b) to study different approaches to the term "allusion";

c) to examine types of allusions in fiction;

d) to point out types of allusions in E. Yarlett's "Nibbles, The Book Monster".

Thus, the object of research is allusion as a stylistic device and a literary device of establishing intertextual links with other literary texts.

The material of our research is Emma Yarlett's illustrated book for children "Nibbles, The Book Monster" (2016).

Theoretical framework

Our paper is based on scholarly research on intertextuality and allusions as markers of intertextuality.

The theory of the dialogical nature of texts as elements of culture was developed by M. Bakhtin, who pointed out, that when people introduce new ideas and concepts, they still use linguistic and cultural resources inherited from the previous thinkers and speakers [1]. Thus, texts, produced by authors, are in dialogical relations with each other.

This theory became the basis for the concept of intertextuality, which characterizes relations between different texts. This term was coined by J. Kristeva [8]. According to J. Kristeva every new text is a transformation of texts that were created earlier [7, pp. 35-61]. Scholars highlight that intertextuality is not only a reference to other texts within one text, but also their interaction, their dialogue.

The key markers of intertextuality are quotations, reminiscences and allusions. In this paper we will take a closer look at allusions, their types and functions.

The term "allusion" has the following meanings:

1) "something that is said or written that refers to or mentions another person or subject in an indirect way" [10];

2) a literary device: a deliberate author's hint at a well-known literary or historical fact, as well as a popular work of fiction [13].

3) "an indirect reference, by word or phrase, to a historical, literary, mythological, biblical fact or to a fact of everyday life made in the course of speaking or writing. The use of allusion presupposes knowledge of the fact, thing or person alluded to on the part of the reader or listener. As a rule, no indication of the source is given" [5, p. 140].

Scholars point out the following types of allusions:

1) allusions as linguistic stylistic devices and literary devices. The study of literary allusions is mainly focused on literary tradition and literary influence, but it does not aim to reveal the mechanism of allusion as a stylistic device [3, p. 25]. Linguostylistic approach studies allusion only from the linguistic and stylistic perspectives. Allusion as a linguistic stylistic device is regarded as the deliberate use of certain words, phrases, and sentences in the text that are indirectly related with well-known facts of culture [9, p. 1].

2) overt and covert allusions. Overt allusion is recognized via quotations from the original text with references to the source [6, p. 65]. Besides, allusion is overt, if it refers to a well-known prototype (allusions to world-famous fairy tales, etc.). C. Perri considers this intertextual marker as a covert device, requiring background knowledge on the part of the reader [11, pp.180-290]. Besides, the issue of interpreting an allusion is dependent on the status of the referred text as a pre-text in a linguoculture;

3) nominative and citational allusions. Nominative allusions refer to any denotatum, citational allusions are represented by quotations and their denotatum is text itself [4, p. 7-8]. Unlike citations proper, allusions represent selected and incomplete borrowing of elements from a pre-text [12, p. 149].

Methods and results

In the course of our research we resort to the following methods: comparative analysis, contextual analysis, interpretational analysis.

Emma Yarlett is an award-winning author, illustrator and typographer who creates creolized books for interactive reading. "Nibbles, the Book Monster" is one of her most popular works. The main character of the book is Nibbles, a small yellow naughty monster who likes to eat books and nibble his way into books, changing the plots of famous tales. Hence the speaking name of the character ("to nibble" means "to eat something by taking many small bites" [2]). This feature of the main character keeps the storyline going and allows for a number of allusions referring to fairy tales and their characters. Besides, the main plot technique is modification of the precedent text on the linguistic and literary levels.

Allusion as a linguistic device is used to refer to:

a) fairy-tales themselves by giving their titles: *"Goldilocks and The Three Bears", "Little Red Riding Hood", "Jack and the Beanstalk";*

b) fairy tale characters by giving their names *(Goldilocks, Little Red Riding Hood, Big Bad Wolf, Jack, Mister Giant, Grandma, Three bears)* or paraphrasing / modifying their names (*someone very, very hairy* ("Little Red Riding Hood"), *a curious little yellow-haired rascal* ("Goldilocks and The Three Bears")). In the latter examples a humorous effect is produced by means of pun based on double reference to Big Bad Wolf and Nibbles (*someone very, very hairy)* and Goldilocks and Nibbles (*a curious little yellow-haired rascal*);

c) key phrases from the fairy tales, which are being changed in the following ways:

(1) *The three bears are in for a quite surprise when they return home and realize a curious little yellow-haired rascal has* ***eaten*** *their* ***chairs*** *and* ***slept in*** *their tasty* ***porridge?*** (Goldilocks and The Three Bears).

In example 1 allusion is based on paraphrasing the original text and violating the combinability of the verbs "eat" and "sleep", which produces a humorous effect.

Describing the size of the bears' porridge bowls, the author resorts to modified epithets: *the in-betweeny sized bowl of porridge, teeny-tiny bowl of porridge.*

(2) *Oh, Little Red! What* ***cute fluffy paws*** *you have! What* ***a rumbly, grumbly tummy.*** *And what* ***nibbly little teeth****!*

In example 2 the author alludes to the original fairy tale where Little Red Riding Hood was surprised to see Big Bad Wolf wearing her Grandma's clothes and thought that different parts of body (ears, eyes, hands, mouth) did not look like her Grandma's. In the extract quoted linguistic modifications reflect modifications on the plot level, when Nibbles takes the part of Little Red Riding Hood and it is Big Bad Wolf (disguised like Grandma), who is surprised by Little Red Riding Hood's appearance, saying the words, originally ascribed to Little Red Riding Hood.

Nibbles, in his turn, utters Big Bad Wolf's words, modifying them in the following way:

(3) *All the better to … NIBBLE YOU WITH!*

d) words and word combinations with epithets characterizing recognizable objects from fairy tales: *big bowl of porridge, too salty, too sweet* ("Goldilocks and The Three Bears"); *red cloak, granny's lunch basket, deep dark forest, Grandma's cottage* ("Little Red Riding Hood"); *giant, giant beanstalk, giant door, giant chair, the golden goose* ("Jack and the Beanstalk").

e) onomatopoeic exclamation of a giant in English fairy tales: *Fee fi fo fum!* ("Jack and the Beanstalk").

Allusion as a literary device functions on the following levels of the text:

a) system of characters. The characteristic feature of the book is that all key characters are present, but some of the characters' roles are changed due to

Nibbles's inteference. As a result, Nibbles deprives the protagonists of their contributions to the stories by means of: causing a mess in the Three Bear's house and discrediting Goldilocks; dismissing the main characters from the story (Little Red Riding Hood); stealing the major roles from the prototypical hero characters (woodcutter (Little Red Riding Hood) and Jack (Jack the Beanstalk);

b) plot. The humorous effect is created mainly due to the deviation or violation of the prototypical plot of the precedent texts.

In all three stories the development of the plot is connected with describing the traces and marks that Nibbles leaves after entering the story. In "Goldilocks and The Three Bears" Goldilocks tries porridges from different-sized bowls and finds that porridge is not good. What is more, Goldilocks does not manage to have a rest on chairs and sleep in the bed in the Three Bears' house because Nibbles "nibbles" them. In "Little Red Riding Hood" Nibbles steals Little Red's cloak and basket of food that is meant for her Grandma and comes into the house wearing the girl's clothes. The Big Bad Wolf cannot recognize Little Red Riding Hood because the creature looks quite strange. In "Jack and the Beanstalk" the giant is bitten by Nibbles.

The culminating point of the stories describes the scenes in which Nibbles reveals himself as the cause of previous events. In "Goldilocks and The Three Bears" Goldilocks finds Nibbles in the last *"teeny-tiny"* bowl. At the same time when the Three Bears come back home, they get mad at Goldilocks and think that she is responsible for all this mess in their house. Hence, Goldilocks is accused of something she did not do. In "Little Red Riding Hood" Nibbles eats through Big Bad Wolf and sets Grandma free. In "Jack and the Beanstalk" Nibbles steals the golden goose instead of Jack and prompts Jack to escape from the Giant, though in the original story Jack wins the Giant himself.

In the falling action Nibbles escapes to avoid trouble, as the main characters from different fairy tales become indignant because of Nibbles' interference.

Conclusion

Being part of a children's book, allusions to pre-texts of fairy-tale trigger the reader's curiosity, sustain the reader's attention

In the book under analysis most allusions are overt, representing transformations or violations of the original text, which produces a humorous effect, aiming to entertain, educate, and facilitate interpretation as a type of dialogue between the reader and the author.

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CONNOTATIVE-SYNTAGMATIC ANALYSIS OF EXPRESSIVE COLLOCATIONS IN OSCAR WILDE'S POETIC WORKS

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Abstract: The article touches upon the issues of word compatibility in expressive collocations, which are characterized by the presence of connotative components. To determine the compatibility of words in expressive collocations, the author conducts a

connotative-syntagmatic analysis. The author has taken Oscar Wilde's poems as linguistic material.
Key words: expressive collocations; connotative-syntagmatic analysis; connotation, combinatorial lexicology

КОННОТАТИВНО-СИНТАГМАТИЧЕСКИЙ АНАЛИЗ ЭКСПРЕССИВНЫХ КОЛЛОКАЦИЙ В ПОЭТИЧЕСКИХ ПРОИЗВЕДЕНИЯХ ОСКАРА УАЙЛЬДА

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Аннотация: Статья затрагивает вопросы сочетаемости слов в экспрессивных коллокациях, которые характеризуются наличием в них определенных коннотативных компонентов. Для определения сочетаемости слов в экспрессивных коллокациях авторы проводят их коннотативно-синтагматический анализ. В качестве языкового материала для анализа были взяты стихотворения Оскара Уайльда.
Ключевые слова: экспрессивные коллокации; коннотативно-синтагматический анализ; коннотация; комбинаторная лексикология

Introduction

The article is devoted to the connotative-syntagmatic analysis of expressive collocations in the poetic works of Oscar Wilde. It consists of identifying the components of connotation, which are the limiters of collocability in this type of collocation. The study is carried out within the framework of combinatorial lexicology, which investigates syntagmatic relations of words and their combinatorial potential [9].

The relevance of the study is due to the interest of linguists in the features of the functional-speech aspect of the language and the development of lexical meanings as well as the interpretation of various individual speech realizations in the poetic discourse.

The purpose of the article is to identify the formation mechanisms of expressive collocations at the level of connotative semes in the lexical meaning as well as restrictions on the combination of words that make up the analyzed collocations.

As the material for the study we used O. Wilde's poems “Ave Imperatrix”, “A villanelle”, “Greece”, “Portia”, “Ave Maria Gratia Plena”, “Theocritus”, “A villanelle”, “Roses and rue”, “The garden of Eros" from the collection "Poems" (1881) [5].

Theoretical framework

Generally, scientists define the collocation as a combination of two or more words that are characterized by joint occurrence [2]. A particularly common type of collocations in poetic works are expressive collocations – a type of combinatorially conditioned combinations of words formed for the aesthetic purpose of influencing the addressee [7]. The feature that distinguishes expressive collocations from other types is the presence of a strongly marked connotative component. At the same time, connotation is considered as a macrocomponent of lexical meaning, which contains the subjective aspects of a person's verbalized perception of the surrounding world [10]. The structure of the connotation is a set of stylistic, emotive, evaluative, expressive and intense components [8].

Next, we will dwell on each of these components and illustrate them with examples of collocations based on the material of the poetry of the outstanding English writer and poet Oscar Wilde (1854-1900), whose work is characterized by such features of symbolism as the desire for the unity of the sensual and spiritual, the improvement of the artistic form and a sense of momentary emotional experience.

1) The *stylistic* component of connotation indicates that the word belongs to a certain style (bookish, colloquial, scientific, etc.), that is, to the sphere of the word use. For example, expressive collocations from the poem "Ave Imperatrix": *fierce surmise* (the adjective contains a colloquial stylistic component), *English chivalry* (the noun refers to the lofty style), *noble dead* (the adjective also refers to the lofty style) [5].

2) The *emotive* component of connotation of a word is the expression by the word of emotion or feeling [6]. This component can be represented both positively and negatively: *senseless clay* (negative), *restless fields* (negative) ("Ave Imperatrix"), *jocund shepherds* (positive) ("A villanelle") [5], etc.

3) The *evaluativ*e component reflects the value of an object or phenomenon, or an attitude that is passed off as a feature of an object [3]. This component as well as emotive one can be approving, for example: *wonderful wings*, *passionate past* ("Roses and rue"), *fancy weaves* ("The garden of Eros"); or disapproving: *wasted dust* (disapproving), *weary race* (disapproving), *treacherous ravine* (disapproving) ("Ave Imperatrix") [5], etc.

4) The *expressive* component of connotation in linguistics is considered as information about the emphasis of a word in the language system, as an enhancement of the features included in the denotative meaning of a word [3]. The expressiveness can be presented in an amplified manner and contribute to a more vivid manifestation of some additional features of the semantics of the word, for example: *dread city* ("Ave Imperatrix"), *quickening eye* ("Greece"), *gorgeous dress* ("Portia") [5], etc.

5) The *intensive* component reflects the measure of any phenomenon or object as well as the unity of the qualitative and quantitative characteristics of the object

[4]. The intensity can be represented in the highest degree of manifestation of a trait, for example: *grim warders*, *anguished pain*, *fiery fight* ("Ave Imperatrix") [5], etc.

Methods and results

In order to identify connotative components in an expressive collocation and establish the mechanisms of its formation we use the connotative-syntagmatic analysis, which is based on the demarcation of the connotative macrocomponent into its components [8].

Then, we will carry out the procedure of connotative-syntagmatic analysis in order to identify the actualized components of connotation that form a collocation and limit collocability of words in it using expressive collocations from O. Wilde's poem "Ave Maria Gratia Plena". Its name represents the first line of the Catholic prayer to the Mother of God. The poem is religious and we can guess that the author describes the Annunciation. Oscar Wilde compares this event with two stories from ancient Greek mythology. The first comparison is the penetration of Zeus to the imprisoned Danae, the daughter of the Argos king, by whose beauty he was captivated and who subsequently gave birth to his son. The second comparison is also associated with Zeus, who at the request of his beloved Semele revealed his true appearance, and the lightning thrown out by Zeus incinerated her. Despite the fact that there are no names in the poem, we can understand that the girl means the Virgin Mary, the angel means the archangel Gabriel, and the dove means the Holy Spirit.

Next, we will analyze the following contexts:

1) *A scene of* ***wondrous glory****, as was told*
Of some great God who in a rain of gold …. [5, p.118]

In the collocation *wondrous glory*, the adjective *wondrous* means "strange and beautiful or impressive" [1]. Dividing it into connotative components let us single out in it: a) stylistic component – lofty; b) emotive – positive; c) evaluative – approving; d) expressive – amplifying; e) intensive – the highest degree. Thus, the stylistic component "lofty" blocks the compatibility of the word *wondrous* with colloquial words. The presence of expressive and intense components gives an emotional coloring to the collocation as a whole.

2) *Broke open bars and fell on Danae:*
Or ***a dread vision*** *as when Semele …* [5, p. 118]

In this case, we are interested in the collocation *a dread vision*, in which the adjective *dread* has the following meaning: "terrible and greatly feared" [1]. The above context from O. Wilde's work allows us to break it down into the following connotative components: a) stylistic – bookish; b) emotive – negative; c) evaluative – disapproving; d) expressive – amplifying; e) intensive – the highest degree. Stylistically, the words *dread* and *vision* refer to the bookish style. The negative emotive and disapproving evaluative components of the collocation allow it to be combined mainly with neutral words. The expressive and intensive components contribute to a negative connotation of this collocation as a whole.

3) *Sickening for love and* ***unappeased desire***

Prayed to see God's clear body, and the fire ... [5, p. 118]

In the expressive collocation *unappeased desire*, the adjective *unappeased* means "not appeased or satisfied" [1]. The connotative-syntagmatic analysis makes it possible to single out the following connotative components in it: a) stylistic – lofty; b) emotive – negative; c) evaluative – disapproving; d) expressive – amplifying; e) intensive – the highest degree. The lofty style of the adjective *unappeased* indicates its compatibility with similar or neutral words. Negative emotive and disapproving evaluative components also allow it to be combined with neutral words. The expressive amplifying component contributes to the actualization of the semes of despair and hopelessness in the collocation.

4) *And now with wondering eyes and heart I stand*

Before this ***supreme mystery*** *of Love* ... [5, p. 119]

In the collocation *supreme mystery*, the adjective stands for "greatest in degree, extreme" [1]. There are the following connotative components in it: a) stylistic – neutral; b) emotive – positive; c) evaluative – approving; d) expressive – amplifying; e) intensive – the highest degree. The adjective *great* in the superlative degree indicates that the word belongs to the lofty style. Its combination with the lexeme *mystery* gives the collocation a touch of mystery. Having such components as positive emotive and approving evaluative, the word can be used with words that have the same connotative components or with neutral ones. The expressive and intensive components enhance the properties of the object and give the described plot a mystical color.

5) *Some kneeling girl with* ***passionless pale f****ace,*

An angel with a lily in his hand ... [5, p. 119]

In the expressive collocation *passionless face*, the lexeme *passionless* has the meaning "empty of emotion or feeling" [1] and contains the following connotative components in its meaning: a) stylistic – neutral; b) emotive – negative; c) evaluative – disapproving; d) expressive – amplifying; e) intensive – neutral. The presence of negative emotive and disapproving evaluative components limits the compatibility of a given word with words with positive emotive and approving evaluative components. The amplified expressive component actualizes the semes "alienation" and "dispassion" in the character.

Conclusion

So, as the connotative-syntagmatic analysis has shown, in all the above examples of expressive collocations, the connotative component in the meaning is clearly manifested. All collocations contain a significant expressive component, which gives individuality to the poem. The connotative-selective semes in the analyzed words are the limiters in the compatibility of lexemes due to the several components: stylistic, emotive, evaluative, expressive, intense.

Thanks to the expressive collocations in the poem the author describes the successive mythical pictures in the most vivid and figurative way. A clearly expressed expressive component helps to abstract from reality and plunge into the mystical atmosphere of the sacrament of the Annunciation, enhances the reader's sense of the mystery and beauty of what is happening, and also activates the reader's imagination, which the symbolist poets aspired to in their works.

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LES PARTICULARITÉS DE LA CONSTRUCTION ET DE L'UTILISATION DES PHRASÉOLOGISMES DANS LE ROMAN D'ANDREÏ MAKINE "LE TESTAMENT FRANÇAIS"

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Résumé: Cet article examine les phraséologismes non-communicatifs de l'œuvre d'Andreï Makine «Le testament français». Le rôle des phraséologismes dans le texte et des modèles de leur construction sont analysés.

Mots-clés: phraséologisme non-communicatif; le rôle des phraséologismes

ОСОБЕННОСТИ ПОСТРОЕНИЯ И ИСПОЛЬЗОВАНИЯ ФРАЗЕОЛОГИЗМОВ (НА МАТЕРИАЛЕ РОМАНА АНДРЕЯ МАКИНА «ФРАНЦУЗСКОЕ ЗАВЕЩАНИЕ»)

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Аннотация: В статье рассматриваются некоммуникативные фразеологизмы из произведения Андрея Макина «Французское завещание». Анализируется роль фразеологизмов в тексте и модели их построения.

Ключевые слова: некоммуникативные фразеологизмы; роль фразеологизмов

Introduction

Aujourd'hui, le phénomène du dialogue culturel prend de l'ampleur. Dans la littérature, on peut trouver beaucoup d'exemples des dialogues interculturels, en particulier dans les œuvres d'écrivains bilinguistes.

L'un des représentants des écrivains bilinguistes est Andreï Makine. Né en Russie, mais parti pour toujours en France, il écrit ses romans en français, qui est basé à la fois sur la tradition littéraire française et russe. Ainsi, l'écrivain exprime sa conscience linguistique bilingue.

Comme nous le savons, chaque nation a ses propres traditions éthniques et culturelles, exprimées dans la langue. Par conséquent, pour communiquer avec un représentant d'un autre pays, il est nécessaire de connaître la culture de cette nation, les traditions et les particularités de la langue. Parmi les moyens linguistiques de communication interculturelle, les unités phraséologiques occupent une place particulière. C'est pourquoi il est important d'étudier les phraséologies lors de l'étude d'une langue.

Théorie

La phraséologie est une composition et une structure stables, lexicalement indivisible et holistique dans le sens de la phrase, qui remplit la fonction d'un jeton séparé [4].

Selon la classification du célèbre linguiste Nazarian, la phraséologie française peut être divisée:

Basée sur la structure grammaticale:

1. Phraséologie non-prédicative;
2. Phraséologie prédictives partielles;
3. Phraséologie prédicative.

Basée sur le degré de dépendance sémantique:

1. Idiomes;
2. Phraséologie unilatérale.

Basée sur les fonctions:

1. Phraséologie communicative;
2. Phraséologie non-communicative. [1].

Comme dans le texte du roman d'Anre Makine des unités phraséologiques non-communicatives sont plus répondues nous étudions se type de phraséologismes.

Le premier groupe d'unités phraséologiques de non-communication sont les unités phraséologiques nominative. Ils ont une fonction appelée et peuvent désigner des objets, des phénomènes, des actions, des états, des qualités, etc.

Selon la signification lexico-grammaticale, les unités phraséologiques nominatives comprennent les sous-catégories suivantes:

1. Phraséologismes substantifs, lorsque le composant principal est le nom.
2. Phraséologismes adjectivaux. Ils désignent une caractéristique qualitative du personne et de l'objet. Le composant principal de ces unités est l'adjectif.
3. Phraséologismes adverbiaux. Ils ont une signification ou un degré de caractéristique qualitative. Par sens catégoriel, ils sont corrélés aux adverbes.
4. Phraséologismes verbaux. Leur composant principal est le verbe ou le gérondif [3].

Méthodologie et résultats

Les unités phraséologiques ont été choisis par sélection aléatoire à partir du travail d'Andreï Makine "Le testament français". Et la traduction de Yahnina et Shahovskaya a été analysée.

1. Phraséologismes substantivaux.

Course contre la montre – гонка против часовой стрелки.

«J'essayais de faire taire en moi cette pensée qui insidieusement me revenait à l'esprit: «Désormais, il faudra affronter cette invisible course contre la montre. Charlotte a l'âge où chaque année, chaque mois, peut être le dernier.».

Ce phraséologisme est construit sur un modèle: Nom1 + préposition contre + article défini + Nom2. Ici, le membre dépendant est joint au membre principal de la phrase à l'aide de la préposition *contre*.

Ces phraséologismes est utilisés dans le discours du personnage principal pour transmettre la fugacité du temps et l'importance de tout réussir.

Le calque a été employé pour transférer l'image crée par l'auteur.

Bon sens – здравый смысл.

«Mais par un sournois esprit de contradiction, mélange de peur et de bon sens révolté, il me fallait désavouer ma découverte, détruire l'univers dont j'avais entrevu quelques fragments.».

Le modèle de ces phraséologismes est: Adjectif + Nom.

Cette phrase a été utilisé dans le discours du protagoniste, elle transmet le sens de la conscience qui lui est venu à l'esprit.

Le traducteur a transmis la valeur à l'aide d'un equivalent phraséologique [2].

Le fruit de toute une civilisation – плод цивилизации.

«Mais surtout, elle palpitait en nous, telle une greffe fabuleuse dans nos cœurs, couverte déjà de feuilles et de fleurs, portant en elle le fruit de toute une civilisation.».

Sur la base de la phraséologie, on peut conclure que ce phraséologisme est construit sur le modèle: article défini + Nom1 + prep + Adjectif+ article indéfini + Nom2.

Ce phraséologisme a été utilisé dans le discours du héros secondaire, dont la profession était orateur. Par conséquent, dans ce cas, le phraséologisme joue un rôle expressif dans la phrase.

Le traducteur l'a traduit à l'aide d'un analogue, modifiant ainsi la forme de la phrase, mais conservant le sens.

2. Phraséologismes adjectivaux.

Tiré à quatre épingles – подтянутая.

«Tirés à quatre épingles, le regard crâne et les godillots bien cirés – la guerre reprenait son air de parade.».

Le modèle de phraséologisme: Verbe + préposition à + Adjectif numéral + Nom. Ce phraséologisme est employé dans le discours du personnage principal pour décrire la guerre, ou plutôt les soldats qui ont participé à cette guerre. Leur esprit, leur attitude combative et leur courage.

Le traducteur n'a pas conservé le phraséologisme, mais a utilisé une traduction lexicale.

En herbe – зелёные ростки.

«Enfin, la plus fermée et la plus élitiste, la plus restreinte aussi, cette coterie dans laquelle on reconnaissait l'intelligentsia en herbe.».

La phrase se réfère à la phraséologie à une seule phrase (одновершинный) elle est construite sur le modèle: Préposition *en* + Nom. L'expression est utilisée dans le discours du narrateur pour montrer que cette «l'intelligentsia en herbe» – l'avenir de l'intelligentsia. L'auteur recourt à cette unite phraseologique pour faire voir sa vision au nouveau groupe d'adolescents qui ne se sont pas encore formé.

Et le traducteur, à son tour, a utilisé une traduction descriptive.

3. Phraséologismes adverbiaux.

De justesse – еле-еле

«Une voiture freina en m'évitant de justesse.».

Le modèle de phraséologisme: préposition *de* + Nom. Ce phraséologisme est utilisé dans le discours de l'auteur pour transmettre le moment qui a permis au personnage principal de survivre. L'auteur transmet son impression sur cette chance aléatoire.

Dans variante russe nous observions la variante lexicale.

Noir sur blanc – черным по белому.

«Le passeport de Charlotte indiquait, noir sur blanc, sa nationalité: française.».

Le phraséologisme est constitué de deux noms reliés par une préposition: Nom1 + préposition *sur* + Nom2. Il est utilisé dans le discours du narrateur pour exprimer que la nationalité de Charlotte n'était pas un secret. Le traducteur a employé la méthode de l'équivalent phraséologique, car en russe il y a un phraséologisme similaire exprimée par les mêmes mots.

Tout à coup – вдруг.

«Tout à coup, avec la rapidité sautillante des films, l'une de ses tantes s'habilla de blanc, se laissa entourer de parents...».

Dans ce cas, la phraséologie est une combinaison d'un adverbe et d'un nom à l'aide d'une préposition. Ce modèle se présente comme suit: Adverbe + préposition *à* + Nom.

La phrase est employée dans le discours de l'auteur pour transmettre la soudaineté de l'acte de sa tante. Le traducteur a utilisé la traduction lexicale.

4. Phraséologismes verbaux.

Sans croire ni au bon Dieu ni au diable - не верить ни в бога, ни в черта.

«Et pour ne pas paraître pathétiques, pensais-je, ils évoquaient le passé avec cette désinvolture un peu canaille, sans croire ni au bon Dieu ni au diable, selon un dicton russe.».

Sur la base de cette phrase, nous pouvons dégager le modèle sur lequel l'unité phraséologique a été formée: préposition *sans* + Infinitif + particule négative 1 + préposition *à* + article défini + Adjective + Nom1 + particule négative 2 + préposition *à* + article défini + Nom2.

Le phraséologisme a été exploité dans le discours du personnage principal pour montrer la vision du monde du peuple russe.

Lors de la traduction, le sens a été conservé, mais la forme a été modifiée. Par conséquent, nous pouvons conclure que le traducteur a utilisé la méthode de l'analogue.

Conclusion

Sur la base des recherches effectuées, on peut conclure que dans la plupart des cas, le phraséologisme se compose de noms et de prépositions, à l'exception des unités phraséologiques verbales, dont le composant principal est un verbe.

La fonction principale des unités phraséologiques est la fonction expressive, car dans de nombreux cas, à l'aide des unités phraséologiques, Makine a ajouté certaines caractéristiques du sujet, exprimant ainsi son attitude.

Lors de la traduction, la tâche principale du traducteur était de préserver le sens du phraséologisme, en consequence le traducteur utilisait des méthodes d'équivalent phraséologique ou d'analogue. Mais dans de nombreux cas, il n' était pas possible de conserver de l'imagerie, c'est pourquoi le traducteur a recouru à la traduction lexicale.

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TYPOLOGY OF "LECTURER -STUDENT" VERBAL REACTIONS IN CHINESE ACADEMIC DISCOURSE

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Abstract: This paper provides the description of the typical verbal reactions within the framework of lecturer and student interaction in Chinese academic discourse. The detailed feedback examination resulted in the typology of verbal reaction at high school of PRC.
Key words: verbal reaction; typical communicative reaction; Chinese academic discourse

ТИПОЛОГИЯ ВЕРБАЛЬНОГО РЕАГИРОВАНИЯ В РАМКАХ КОММУНИКАЦИИ "ПРЕПОДАВАТЕЛЬ-СТУДЕНТ" В КИТАЙСКОМ АКАДЕМИЧЕСКОМ ДИСКУРСЕ

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Аннотация: В данной статье приведено описание типичных вербальных откликов в контексте взаимодействия преподавателя и студента в китайском академическом дискурсе. Детальное изучение реагирования данного типа позволило разработать типологию вербальных реакций в высшей школе КНР.
Ключевые слова: вербальное реагирование; типичная коммуникативная реакция; китайский академический дискурс

Introduction

The current scientific research is devoted to the analysis of the Chinese academic interaction. It is at the interface between scientific and pedagogical discourse studies that can establish new understandings of communication process between teachers and students at high school. Apart from this, a wide spectrum of that kind of reactions contains important information about some typical behavioral rules in a particular academic community.

The aims of the study are the following: 1) to develop the methodology for analyzing communicative reaction; 2) to identify the types of verbal reactions within the teacher-students communication in Chinese linguistic culture; 3) to construct a typology of reactions in the Chinese academic culture.

Theoretical framework

As for the theoretical base, the paper is based on the comprehensive works of Russian linguists in the field of communication theory (M.A.Vasilik, O.I. Matyash, G.G. Pocheptsov), descriptions of the phenomenon of communicative response (N.D. Arutyunova, E.Yu.Dzhandalieva, S.A. Domysheva), discourse study (Y. Prokhorov, V. Karasik, M. Makarov) as well as in the field of academic (scientific/ pedagogical) discourses (N.A. Antonova, G.V. Dimova, A.K. Mikhalskaya).

A person receives information through all available channels, but most of the information comes through verbal means and visual images. “According to the interactional model of communication which puts forward interaction placed in the sociocultural conditions of the situation practically any form of behavior – speech, silence, action, inaction – may be communicatively significant in a certain situation" [9, p. 38-39]. Verbal communication constitutes three quarters of the communicative interaction process [8, p. 100].

Taking into account the growing interest to the dialogic nature of communication and various listening feedback, the phenomenon of reaction is an object of interdisciplinary study. It is scrutinized from the point of view of linguistics, communication theory as well as psycholinguistics. Summarizing various concepts of communicative reaction, we defined this phenomenon as reactive actions of communicants based on the "stimulus-feedback" model for the purpose of ensuring the effectiveness and efficiency of interaction.

Methods and results

The work uses scientific methods, such as comparison and introspection to compare the research results obtained for the Chinese linguistic culture with the patterns in the Russian academic community, logical method of induction which made it possible to develop a classification of verbal responses in the academic discourse of Chinese culture. Also, we use contextual analysis and interpretation that have become a tool for describing communication and acts of speaking and understanding. The empirical material which is scrutinized in this study is transcripts of the video lectures (overall length – 420 minutes) which took place at different universities. They are conducted by various professors in the sphere of medicine, psychology, innovation and economy.

The paper focuses on the verbal feedback that is given as a certain kind of reaction in Chinese academic discourse. However, the response should be studied together with the stimulus in order to better understand the communicative situation. Initially, all the responses are divided into two groups: lecturer's reactions to the students' actions and the students' reactions to the lecturer's actions.

1. Lecturer's reactions to the students' actions

1) Lecturer's *words of encouragement* play a great role in education process. They are the way to support students' ability of giving answers using analytical skills and comparing already known facts. This kind of reaction is widely used in the lecturer's speech. It reflects one of the teaching methodology constants of Chinese culture: encouragement is an important element to maintain the student's progress.

a) The adverb "好" ("good") is the most common form of expressing approval to the student's responses. In addition, a range of amplifying adverbs can be used in conjunction with the adverb "好" ("good"). For example, the usage of "非常" ("extremely") represents that the student's guess is absolutely correct. The highest praise to the student's action is the expression "好极了" ("excellent") formed by adding the amplifying adverb “极” (“highly”) and the phrasal particle “了” to the adverb “好” (“good”).

b) The student's excellent intellectual work is emphasized by the collocation “好聪明” (“how smart”) formed by adding the adverb “好” (“good”) acting here as an amplifying adverb and the adjective “聪明” (“smart”). Moreover, the phrasal particle “呀” (“a”) can be added to the teacher's encouraging statement as an emotional support.

c) The adverb “对” (“correct”) is used as a sign of approval to a student's response and accentuates correctness of learner’s remark. Also, Chinese teachers quite often use the phrasal particle “了” in conjuncture with “对”. It is the way to emphasize the categorical nature of their beliefs about the response correctness.

2) Along with teacher’s words of encouragement, there is a wide range of the common responses containing interjection. They are used to express different shades of meaning and convey the speaker’s attitude to the statement such as understanding, surprise, satisfaction, agreement, confirmation.

The interjection “哦” (“oh”) is used as a sign of understanding the student's thoughts.

男生：因为它给我的立体感/认为不想那个现实的项链

*老师：**哦！**/有道理！*

Another interjection “啊” (“a”) is used by the lecturers to express confirmation or satisfaction. In the meaning of confirmation, this interjection is pronounced very briefly during the quick interaction. Prolonged pronunciation of the interjection “啊” (“a”) has the meaning of satisfaction and expresses their agreement with the student’s thought. The interjection “嗯” (“well”) expresses both agreement with and confirmation of the student’s ideas.

3) Assumption is a type of reaction providing a lecturer with a possibility to confirm the correctness of student's thoughts. In addition, this kind of feedback activates productive communication. The type of reaction is formed by adding “是吧” (“so”, “isn't it”) where the final modal particle “吧” expresses a guess.

4) The reaction of the second order is a widespread phenomenon in Chinese academic discourse. If the lecturer asks the students during the lecture, students' responses will follow immediately. After each of responses, the lecturer conveys the main idea of the student’s speech more clearly and concisely using other lexical units. Such lecturer's comment with the direct reference to the student's answer is a characteristic feature of lecture at Chinese high school.

2. Students’ reactions to the lecturer’s actions

1) Brief confirmation/ denial is a result of the lecturer’s communicative intention. It is aimed at forming students’ own opinion on the topic of discussion as well as checking that the communication has not been interrupted by any external factors. This type of reaction finds its linguistic realization in a short positive/ negative answer after the lecturer’s question “是 …… 妈” / “是不是” (“isn't it”), a question with the possessive verb “有 …… 妈” / “有没有” (“is there”) or a question with the modal verb “可以吗” (“is it possible”).

a) The verb “是” (“yes”, “true”) or “不是” (“no”, “wrong”) in response to the general question “是 …… 妈” or a question built in the affirmative-negative form “是不是” (“isn't it”) allows a lecturer to find out students’ agreement or disagreement with the previous remark.

*老师：中华骨髓库**是不是 / 把那个骨髓采下来放在**这个库里边？*

*学生们：**不是***

b) The possessive verb “有” (“have”) or “没有” (“have not”) can be used as a response to the general question “有 …… 妈” or to the affirmative-negative question “有 没有”. It helps to identify whether a certain subject, a pattern or a phenomenon takes place in the described situation.

c) The modal verb “可以” (“can”) or “不可以” (“can’t”) can be used as a response to the general question “可以吗” (“is it possible”). It allows the lecturer to determine the students’ opinion about the possibility of performing a certain action.

2) It is worth recalling that responses containing interjection can be heard in students’ speech as well as in the lecturer’s talk. The interjection “啊” (“a”) is used as a sign of surprise and satisfaction of students. Quite long pronunciation of “啊” (“a”) is a special sign of genuine students’ interest to the received information.

3) Hypothetical statement as a response to the lecturer’s question is represented in an expanded narrative with the obligatory use of metacommunicative elements, for example, “我觉得” (“it seems to me”), “我猜” (“I guess "). The named introductory construction allows the student to express their own thoughts in a hypothetical form because the right to verbalize the final and only correct answer belongs to the lecturer.

4) An instant guess is an acceptable form of feedback in Chinese academic discourse. Due to its promptness and brevity in the context of fast interactive actions this type of reactive action is called a “cry from a place” in Russian linguistic culture.

5) Synchronous judgments are a frequent situation in Chinese academic discourse, i.e. several simultaneous responses after lecturer's question as a result of intellectual activity of each student. In some cases, reactions are practically identical, but sometimes they are diametrically opposite. All the received information is subsequently incorporated by a lecturer into their narrative.

*老师：那么为什么现在的白血病比 / **以前要多得多呢？***

***学生们：**辐射 // 污染*

6) Within the framework of this paper it is also possible to identify such a phenomenon as an indirect reaction. For instance, lecturer addresses a question to an audience, but does not receive a verbalized response. Instead of direct feedback, students discuss the question with each other in a whisper. Indirect reaction usually takes place when the issue touches on a little studied or youth related topics.

Conclusion

The main conclusions and findings of the research are as follows:

1) communicative reaction is the reactive actions of communicants based on the 'stimulus-feedback' model that exists for guaranteeing the effectiveness of interaction;

2) verbal lecturer's reaction includes various words of encouragement and responses containing different interjection, assumption and the reaction of the second order;

3) verbal students' reaction is expressed in brief approval/denial, responses containing interjection, hypothetical statement, instant guess, synchronously occurring judgments, indirect reaction which reflects in a student discussion in a whisper.

The research is practically significant because its results can be used in the courses on Theory of Communication and Intercultural Communication, as well as in the course of Chinese and trainings on academic mobility. As a practical matter, the study can help to optimize the process of communication between lecturer and students in academic discourse, including the communication between representatives of different linguacultural societies.

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УДК 81'272

THE LINGUISTIC MEANS OF EXPRESSING POLITICAL CORRECTNESS IN THE ENGLISH MEDIA DISCOURSE (BASED ON ANTI-ABLEIST LEXIS)

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Abstract: The main aim of the paper is linguistic analysis of the language of political correctness, using anti-ableist articles in the English media. The frequency of politically correct language use is compared with the one of politically incorrect language use and the euphemisms are systemized, being the main means of expressing political correctness.

Keywords: ableism; political correctness; linguistics; euphemism

ЯЗЫКОВЫЕ СРЕДСТВА ВЫРАЖЕНИЯ ПОЛИТКОРРЕКТНОСТИ В АНГЛОЯЗЫЧНОМ МЕДИАДИСКУРСЕ (НА МАТЕРИАЛЕ ЛЕКСИКИ АНТИ-ЭЙБЛИСТСКОЙ НАПРАВЛЕННОСТИ)

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Аннотация: Целью статьи является лингвистический анализ политически корректного языка, проведенный на материале статей анти-эйблистской направленности в англоязычных СМИ. Представлено сравнение частотности корректной и некорректной лексики и классификация представленных эвфемизмов как основной единицы политически корректного языка.

Ключевые слова: эйблизм; политическая корректность; лингвистика; эвфемизм

Introduction

Nowadays political discourse is largely directed by the liberal left, whose mores dictate adherence to political correctness (henceforth PC) observance. Since it includes avoiding and deaccelerating delicate topics, the main instrument of its language is euphemisms. The aim of the paper is to find out whether they are the only linguistic means used, which devices are prevailing in forming politically correct speech and how often politically correct language is invoked.

Theoretical framework

As defined by Hughes [3] PC is a way to purify the language by emphasizing its elements that promote equity and suppressing ones that foster prejudice. Following Allan and Burrige’s [1] line of research, I will hypothesize that the majority of politically correct terms are euphemisms, i.e. words used to veil a negatively connotated topic and avoid directly verbalizing it [6].

Solodilova and Sokolova [7] state euphemisms can be identified by three criteria being negative denotation, its refinement and preserving the content.

Rawson [5] differentiates between positive and negative euphemisms. Positive euphemisms magnify the importance of the object while negative deflate it.

Sytnyk [8] makes the distinguishing characteristic a cooperation type, thus, recognizing two types of euphemisms: cooperative, which share the whole information speaker knows, and uncooperative, which are meant to conceal it.

Warren [9] states there are four major ways of euphemism construction: word formation, borrowing, phonemic modification and semantic innovation.

Moskvin [4] also proposes the following classification of means of euphemism formation: 1. Intentional double meaning, namely, metonymy, metaphor, antiphrasis and replacement with a phonetically resembling word; 2. Intentional ambiguity: pronominalization, generalization, antonomasia, ellipsis and artificial poetism; 3. Intentional imprecision: shift in the meaning, synecdoche and meiosis; 4. Direct nomination with the help of literary lexis or foreignisms.

Methods and results

The research tools used are as follows: continuous sampling, descriptive analysis and classification. In order to conduct the research, I will analyze more than a hundred 'Disability' column articles in the New York Times newspaper, picking out the politically correct and incorrect linguistic units, then determine whether all of the PC language units are euphemisms, identify their formation method and type and compare the frequency of their occurrence and anti-PC language use.

The research showed most of the language used was PC compliant. There were 244 instances of PC language use (e.g. abled, intellectually disabled), and 92 instances of using anti-PC language (e.g. normal, feeble-minded). Out of 244 PC linguistic units, 153 were euphemistic (e.g. people of colour) and 91 were not (e.g. black people). Although Sytnyk and some others equate euphemisms and PC language, I take issue with such statement. Acceptable and widely used terms like *black, stutterer, blind* or *deaf*, are not in fact euphemisms: they do not correspond with Solodinova and Sokolova's criterion of refining the negative denotation. *'Before my **stutter** was stigmatized as shameful'* and *'people frequently insult me with "compliments" like, "I can barely tell you're **deaf**!"'* both realize the negative connotations that come with these terms but still embrace them (see Fig.1)

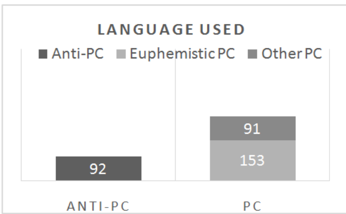

Fig.1 Use of PC language

One of the more interesting points of opinion unorthodoxy was the way authors addressed people with disabilities. While 'disabled people' was still used (27%) – *'the system is stacked against disabled people'*, some say it is a politically incorrect linguistic unit, and, according to the so-called 'People-First' rule, it is better to first name people and then their characteristics [2]: 'people with disabilities' (31%) – *'People with disabilities are the largest minority group'*. In 31% cases these phrases were interchangeable – *'People with disabilities have a long and complicated history with the medical profession. While many disabled people…'*. Only 11% of articles used 'the disabled' – '*The Nazis' First Victims Were the Disabled'*, most seeing this as a degrading way of address (see Fig.2).

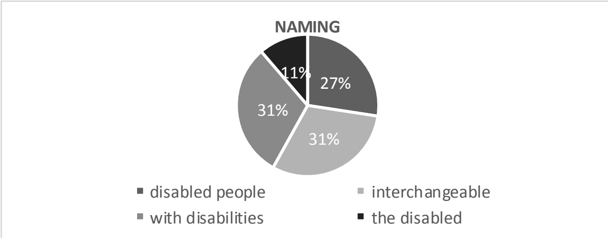

Fig.2 Naming people with disabilities

I proceeded to classify the euphemistic PC language units. According to Sytnyk's classification, 97 euphemisms fell into the category of cooperative, *e.g. use mobility aid, nondisabled, people of colour, non-walking,* and 56 – of uncooperative *e.g. take a seat* (as in use a wheelchair), *third leg* (as in cane), *atypical brain, macroagression.* Rawson's classification resulted in 38 euphemisms being positive, *e.g. fluent (*as in not stuttering), *cyborg* (as in having implantable devices), *free to walk, advantaged,* and 115 being *negative*, *e.g. challenge (*as in disability), *pass away, little people, destruction of life, emotionally delayed.*

According to Moskvin's classification, 49 euphemisms had intentional double meaning, *e.g. advantaged* as in able-bodied, *hearing, fluent, non-verbal, non-walking*, 36 were intentionally ambiguous, *e.g. issues, problems* as in disabilities, *little people, lose a limb, free to walk*, 51 were intentionally imprecise, *e.g. tensions* (as in discrimination), *limitation, imperfection, variation* (as in disability) and only 17 directly nominated the object, *e.g. mobility aid, atypical brain, macroaggression, auditory interruption* (as in hallucinations).

Only two categories of Warren's classification were represented, being semantic innovation in 119 cases and word formation in 34. There were no instances of loan words or phonemic modification. Semantic innovation mostly consisted of understatements – *'My missing arm was, that very term, an "**inconvenience**"* and '*weight of the years of surgery, bodily **alteration** and physical disability'*, metaphors – *'We Will Not Be **Exorcised**'* and *'she with three legs, I often with my "**third leg**," a cane*' and particularizations – *'The chair is nothing more than a **transportation device'*** and *'A **genetic difference** is often adaptive'*. The word formation instances involved a lot of acronyms for different disabling conditions – *'I Have **M.S.** This Is What It's Like to Be Fed by Other People'* and *'people with **XLH** don't absorb phosphorus'*, as well as compounding – *'most people with the condition have **average-size** parents'* and *'**able-bodied** is certainly a nuanced state',* and affixation – *'often left to rely on **sighted** assistance'* and *'about half the rate of **non-disabled** people'* (see Table).

Table

Ways of PC euphemisms formation (based on Warren's classification)

semantic innovation			word-formation		
understatement	metaphor	particularization	acronyms	compounding	affixation
alteration imperfection inconvenience variation limitation hardship condition with restricted mobility	*be exorcised third leg pass away take a seat destruction of life cyborg people of colour*	*transportation device genetic difference auditory interruption mobility aid atypical brain*	*MS XLH SMA CP*	*average-size able-bodied macroagressio n*	*sightless sighted able-bodied hearing abled non-verbal non- walking non- disabled*

Conclusion

Although PC remains a topic for heated debate for many people, it is not always possible to differentiate between correct and incorrect language. Many a time even people with disabilities themselves use the terms that are said to be derogatory, be it to resist the discrimination (the so-called Crip Pride), or just because these people do not think these words are diminishing. Most cases of replacing such terms feature euphemisms, which are mostly meant to downplay the issues but not confuse the recipient. Most said euphemisms are formed by means of semantic innovation and are intentionally imprecise.

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SPECIFIC FEATURES OF SOCIAL MEDIA DISCOURSE (ON THE EXAMPLE OF INSTAGRAM)

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Abstract: This article is devoted to considering the discourse of social media on the example of Instagram. Those changes that are taking place in languages nowadays are indissolubly related to changes in technology and Internet. The current article analyses data collected from some native English Instagram users' accounts. Graphic images, lexical and grammatical features of the social network discourse are in the focus of our analysis.

Keywords: discourse; Internet; social media; communication; Instagram

К ВОПРОСУ ОБ ОСОБЕННОСТЯХ ДИСКУРСА СОЦИАЛЬНЫХ СЕТЕЙ (НА ПРИМЕРЕ INSTAGRAM)

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Аннотация: Данная статья посвящена рассмотрению вопроса дискурса социальных сетей, в частности, Instagram. Изменения, происходящие в языке неразрывно связаны с изменениями, касающихся современных технологий и Интернета. Материалом для исследования послужили аутентичные тексты с англоязычных страниц Instagram. В статье приведены основные графические, лексические и грамматические особенности дискурса социальных сетей на примере Instagram.

Ключевые слова: дискурс; Интернет; социальная сеть; коммуникация; Instagram

Introduction

Nowadays, technologies are developing at an incredible speed, so it is impossible to imagine modern life without the Internet. The Internet, which appeared and developed rapidly in the 90s of the 20th century, brought with it not only access to information, but also a new way of communication. The development of social networks and fast messengers has made instant communication between people all over the world possible.

Communication on Instagram social network brings together over one billion users who differ in age, gender, occupation, education, etc.

Communication via social networks is more efficient and effective when users apply certain principles and techniques of constructing their statements. Often ignorance of the trends that are popular at the current moment may lead to collapse of communication.

Changes in technology can also lead to changes in the language, which is a means of communication. Linguists are engaged in the analysis of the language use on the Internet.

This article presents the analysis of some linguistic features of the social media discourse, namely that of social network Instagram.

Theoretical framework

The concept of discourse is interdisciplinary. Having originated in philosophy, discourse has become an object of study in psychology, sociology, cultural studies and linguistics. Within linguistics, there are also various approaches to the interpretation of discourse. N. D. Arutyunova defines discourse as speech immersed in life [3]. Discourse, as well as speech, exists in action, in communication and differs from speech by having systematic attributes (type, form, genres). The latter bring discourse closer to the concept of language. As U.L. Kshenovskaya states, discourse features of language phenomena are continuation of their cognitive features and while functioning in discourse they can convey different meanings to fulfil a certain communicative task [7]. T.A. van Dijk notes that discourse is an interactive activity of the communicants, the exchange of the information, during which the communicants influence each other with the help of their speech strategies [5].

Such concepts as Internet discourse and discourse of social networks have steadily entered the scientific world. Internet discourse is a complex of contexts, created with the help of linguistic and extra-linguistic means. Moreover, those contexts exist in certain conditions, which include psychological, social and cultural factors [4]. The discourse of social networks is a restricted area of the Internet discourse [2], which shares the same features as the Internet discourse, namely, virtuality, distance, transparency, accessibility, hypertext, equality of all the participants, specific ethics, and combination of various discourse types [6]. One of the features of the Internet discourse is the ability to combine linguistic and extra-linguistic factors (e.g. national identity of the text writer; the author's personality and their worldview; personal information about the subject of communication; social norms, economic and political background; as well as characteristics of a speech act, such as the topic, situation and its participants) [1].

Instagram as a social network allows users to register and post their personal information, communicate with other users, publish photos, video materials, and texts using their personal account. The publication itself can be in the form of a post (personal photo, picture, video with text), stories (publication of a photo or video, a link to someone else's publication within their text, etc., available for 24 hours), comments. Thus, Instagram is a social media application that is driven by user-generated content.

The next section of the current paper gives a brief overview of the methods employed for carrying out the research and its results.

Methods and results

For the current analysis, teenagers' accounts, such as *Natgeo, strangerthingstv, teenkidsnews, teenvogue, tigerbeatnow*, etc., have been selected as the research results are going to be further implemented in teaching English to Russian-speaking teenagers.

The methods of research are discourse analysis, linguistic analysis, description and observation. The analysis of the texts from the posts in the above-mentioned accounts has revealed the following discourse features.

Discourse of social networks combines written and oral communication, the texts on Instagram are accompanied by voice recordings and vice versa, stories on Instagram are often a combination of a video recording and a short text. Moreover, texts on Instagram are hypo- or hypertexts as they are linked by various links, hashtags to other texts, so, those mutual transitions lead to an extensive communicative network.

Linguistically speaking, one should note, that texts (posts) on Instagram are presented in written form, however, the register of the text is closer to oral communication, they have specific linguistic features (informal register, shortenings, elliptical structures, reduction, almost no punctuation, unless it is required to convey the speaker's emotions, etc.), as the texts are intended to evoke immediate exchange of comments. It is possible to respond to a post or comment almost synchronously, bringing communication closer to time-limited dialog-like communication. Moreover, as in written speech it is complicated for users to show their real life facial expressions, gestures, intonation; to compensate for the absence of these means, a system of special signs, emoticons or emoji, is used (see Fig.).

Fig. Comments with use of emoji

Our analysis has shown that the texts in posts by Natgeo on the official page and by above-mentioned bloggers are lexically and grammatically correct, there are no jargon or slang words, grammar or punctuation mistakes. The size of the text in a post can be up to 130 words or more, including hashtags. However, often the description of the posted photo is only one short caption, which is either a complete short sentence, or symbols only.

Unlike the texts of the posts, subscribers' comments contain emotionally charged words, slang vocabulary, jargon, emoticons. Often memes can be exploited as a commentary. Both the author of the post and the commentator use capital letters to attract attention or to simulate exclamation or a raised voice. Here are some examples to illustrate the points said above.

tigerbeatnow *Which #EnolaHolmes character are YOU most like? Hit the link in our bio to take the quiz & find out! (📷: @milliebobbybrown)*

teenvogue *Who else is STRESSEDDDT?? Follow #Election2020 along with us! Tap the link in bio to find out how to stream the election results online.*

billieeilish *"my future" OUT THURSDAY 4PM PT*

Careless pronunciation in oral conversation, reduction, elisions, errors and slips of the tongue are characteristic of teenage speech, as those occur, on the one hand, due to the high speed of speech and, on the other, they are indicators of casual remarks. Those features of teenage oral communication transfer onto written texts on Instagram. Moreover, typing contributes even more to errors and typos. Typing fewer letters on the keyboard saves time for typing the whole text faster. Teenage Instagram users do not care for proofreading as this type of communication simulates their real-life verbal discourse. Let us consider some examples to illustrate our points.

strangerthingstv *keepin' neighborhoods strange thru the years. happy halloween nerds*

brentrivera *Bike ride on the beach kinda day*

billieeilish *thank u Oscars for having mee*

billiessavedphotos *R U TEASING ORR*

eilishlovebot *I JUST CAMEWEW*

ynw_tjay21 @svr__2008 *ytf will you say that*

mootrology *I deadass thought this was a anime*

billieeilish *from rehearsal in the show i'll be bringing you inside my head in crazy xr environments. aaaaaand there's gonna be a pre-show before with trivia and a never before seen scene*

tylerkutt17 @space.idc *lmao Im arguing with someone who doesn't know what being a felony means*

In the following examples we can observe multiple letter repetitions to imitate real life conversation and approximate the written text to its oral version (stretching vowels to express emotions, intonation peaks, increase in volume, etc).

strangerthingstv *mike's in lo0oOOo00oo0ve*

billieeilish *...aaaaaand there's gonna be a pre-show before with trivia and a never before seen scene from the doc. tickets at livestream.billieeilish.com*

bellahadid *Billiiieeeee weee love youuuuuuu*

It is worth noting that though we selected Instagram accounts created by native speakers of English, and, thus, their posts are authentic, the comments to those posts can be published by the representatives of different nationalities, whose level of English varies from very basic to proficient. However, that is the specific feature of Internet discourse in general and social network discourse, namely Instagram, in particular. Instagram users make a massive impact in shaping what the application is and what language it is characterised by. Instagram texts are created by multinational users of different gender, social background, language proficiency, etc. Hence, intentional (due to language economy) or non-intentional (due to a low level of English) violation of grammar rules, typos, errors in vocabulary and register.

The examples shown below illustrate common cases of careless typing and violation of grammar, vocabulary, and spelling rules.

nnadiarivera *i stg if i see ONE hate comment for this pic i'm going off on someone*

xbillieeilishx *IM BROKE OKAY*

donut__robloxian @dwizzlehoffmann *yes but they should of gotten arrested not killed.*

Finally, as we mentioned above, social media discourse is situational, thus, Instagram texts often have references to various cartoon characters, political and cultural figures, works of art and that implies that all the users who read the text have the same background knowledge for the information to be understood and appreciated.

In the following example we can see the direct reference to a popular anime character *Korekiyo Shinguji*:

fun_sized_simp *She's the irl version of Korekiyo Shinguji, no choice but to stan* 🥴✨💞

As the example below shows, the user in their comment makes a reference to the song written by the band *Twenty One Pilots*:

twentyonepilots *takeitslow*

The examples show that the way people communicate can change drastically due to social media and Internet. Emoji, text speak and careless use of language may shape the language of the future, bridging the gap between written and oral speech.

Conclusion

So, the analysis has proved that social media discourse, in particular that of Instagram, has the features of the Internet discourse in general, and its own specific features. Instagram is thus a specific social media platform, the users of which create their own creolized hyper- and hypo-texts, combining images with signs, words, voice and video-recordings, using hashtags, links, references and cross-references. Written texts created by teenage Instagram users simulate oral communication and have specific linguistic and extra-linguistic features that bridge the gap between written and oral communication.

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АНАЛИЗ СИСТЕМЫ СУЖДЕНИЙ В РАССКАЗЕ А.П. ЧЕХОВА «ХАМЕЛЕОН»

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Аннотация: На основе теории оценки Дж. Мартина проводится текстовый анализ рассказа А, П. Чехова «Хамелеон». Такой подход позволяет выделить пять этапов изменений оценок главных персонажей рассказов, представленной в ситуации, и показать особенности социальных и классовых противоречий Царской России. Анализ показывает, что система оценки играет жизненно важную роль в понимании характера персонажей рассказа, развитии сюжетной линии и центральной идеи, помогают объяснить характер персонажей и позволяют читателям лучше понять основную идею текста.

Ключевые слова: система суждений; теория оценки; ресурсы суждения; рассказ А.П. Чехова «Хамелеон»

THE ANALYSIS OF THE SYSTEM OF JUDGEMENT IN THE STORY "CHAMELEON" BY A.P. CHEKHOV

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Abstract: The article gives a textual analysis of the story "Chameleon" by A.P. Chekhov based on J. Martin' theory of evaluation. This approach allows to identify five stages of changes in the assessments of the main characters of the stories presented in the situation, and to show the features of social and class contradictions in Tsarist Russia. The analysis shows that the evaluation system plays a vital role in understanding the characters in the story, developing the storyline and the main issue and allowing readers to better understand the main idea of the text.

Key words: system of judgment; evaluation theory; judgement resources; "Chameleon" by A.P. Chekhov

Введение

Рассказ «Хамелеон» – один из шедевров русского писателя, критика-реалиста А.П. Чехова. Хамелеон – четвероногая рептилия из класса ящериц. Он умеет быстро менять цвет, чтобы адаптироваться к окружающим предметам [7]. Писатель использует его «обесцвечивание» только для того, чтобы обобщить образ Очумелова, маленькой полицейской собаки в Царской России. Предыдущие исследования данного рассказа сосредоточены на образе персонажей, развитии сюжета и художественных особенностях. Эти исследования в основном проводятся с точки зрения литературоведения. Считаем целесообразным рассмотреть с точки зрения системной функциональной лингвистики подсистему системы отношения в рамках теории оценки систему-суждения, чтобы изучить характеристики персонажей в «Хамелеоне» и процесс изменения эмоций персонажей.

Обзор литературы

В Китае русисты исследуют рассказ «Хамелеон» А.П. Чехова с разных сторон, но условно можно разделить на два направления: первое – изучение рассказа с позиций литературоведения, второе – анализ текста рассказа с использованием лингвистических методов (См. статьи Чжан Яньцзяо, Чэнь Эрциня, Ван Чжэньхуа и др.). Система оценки представлена в исследованиях Ли Цзяни, Чжан Янь и Ма Вэньсин. Нам представляется, что анализ с использованием теории суждений позволит углубить понимание сюжета, образов и идеи рассказа «Хамелеон».

Методология и результаты исследования

Теория оценки Дж. Мартина является дальнейшим развитием теории межличностной метафункции Майкла Халлидея, которая в основном анализирует отношения, точки зрения и позиции различных ресурсов оценки в тексте. Дж. Мартин считает: «Система оценки – это набор ресурсов, использующий язык для выражения отношений, в него включается три основные системы: отношение, вмешательство и разница уровней» [11, с. 32]. Отношение является суждением и оценкой человеческого поведения, текста, процесса и явления после психологического воздействия. Предполагается, что центральным компонентом системы установок является эмоциональная система. И система суждений, и система признательности основаны именно на эмоциональной системе. Вся система отношений – это оценка характера или ценности. Среди них эмоциональная система и система суждений – ресурсы для оценки характера, а эмоциональная система и система признательности – ресурсы для оценки ценности. Выражение эмоций, суждение характера и оценка ценностей делятся на положительные и отрицательные, доминирующие и рецессивные. Система вмешательства используется для изучения источника отношений, в основном включающего самовыражение и заимствование. Заимствование может быть реализовано посредством проекции, модальности, уступки и др. средств. Увеличение и уменьшение отношения разницы уровней состоит из двух частей: силы и сосредоточения. Взлеты и падения могут быть достигнуты с помощью придаточных предложений, морфологических компонентов, метафор и заклинаний. Основное внимание при этом уделяется усилению и смягчению эмпирической категории [11, с. 33]. В данной статье в основном используется система суждений для анализа ресурсов композиции и суждений в рассказе и выражения образа персонажа и характеристик с определенных аспектов.

В исследовании считаем целесообразным определить ресурсы отношений. В результате анализа текста установлено, что ресурсы суждения, используемые в рассказе, наиболее многочисленны: всего 21 случай. Система суждения оценивает поведение пользователей языка на основе этических и моральных стандартов, реализуется двумя подсистемами, которые можно разделить на социальное суждение и социальное ограничение. Социальное суждение используется для оценки поведения, нормальности, способности и упорства людей относятся к «моральной категории», а социальное ограничение используется для оценки правдивости и уместности поведения и относятся к «правовой категории» [11. с. 34]. Ресурсы суждения в основном основаны на социальных суждениях, в основном вокруг шести изменений отношения Очумелова к собаке и Хрюкину. Это изменение отношения меняется со сменой хозяина собаки. Здесь мы используем только ресурсы суждения между Очумеловым, Хрюкиным и собакой для интерпретации рассказа.

Таблица

Ресурсы суждений в «Хамелеоне»

	Первый раз	Второй раз	Третий раз	Четвертый раз	Пятый раз	Шестой раз
Владелец собаки	владелец собаки неизвестен	вроде генерал Жигалов	не генерал Жигалов	Ердырин сказал, что это может быть генерал, а кто-то из толпы был уверен.	не генерал	брат генерала
Отношение к собакам	бешеная собака	маленькая собака	дела этого	дорогая; нежная тварь	бродячая собака	шустрая собака
Тип оценки	отрицательный доминирующий	положительный доминирующий	отрицательный доминирующий	положительный доминирующий	отрицательный доминирующий	положительный доминирующий
Отношение к Хрюкину		известный народ, черт	Ты хрюкни пострадал.	болван		Я ещё доберусь до тебя.
Тип оценки		отрицательный доминирующий	положительный доминирующий	отрицательный доминирующий		отрицательный доминирующий

Мы полагаем, что автор использует ряд ресурсов суждения, чтобы изобразить персонажей рассказа. Отношение к собаке испытало три положительных и три отрицательных стороны, при котором чередуются положительные и отрицательные циклы, ярко изображая меняющееся лицо Очумелова, что вызывает невольный смех у читателей. Отношения Очумелова к ювелиру Хрюкину делятся на одну положительную и три отрицательных оценки. При этом все вышеперечисленные оценки являются доминирующими. Прямолинейность этих ресурсов суждения может лучше отражать доминирующую силу Очумелова как человека, находящегося у власти.

В основе рассказа лежит история о том, что ювелира Хрюкина за палец укусила собака, а отношение полицеймейстера Очумелова к собаке и Хрюкину в процессе дела менялось шесть раз из-за смены хозяина собаки. Прежде всего, когда личность хозяина собаки неизвестна, Очумелов относится к собаке – бешеная (сумасшедшая), оценка полна презрения и пренебрежения к собаке. Когда кто-то в толпе сказал, что это собака генерала Жигалова, Очумелов оценил собаку, оценивая ее как маленькую. Хотя «маленький» – это нейтральное прилагательное, на этот раз по сравнению предыдущей оценкой видно, что в это время Очумелов любит и лелеет собак и полон любви к ним. Но это было всего лишь приближение Очумелова к власти, и Очумелов начинает проявлять своё «обесцвеченное лицо». Когда сержант Ердырин сказал, что хозяин собаки не генерал Жигалов, Очумелов применил для описания собаки «дело этого». Собака – живое существо. А Очумелов использовал слово «дело этого», чтобы описать собаку, показывая, что в это время он полон отвращения и презрения к собаке, даже думал, что она недостойна быть собакой. Тогда сержант сказал, что владельцем собаки может быть генерал Жигалов, и кто-то из толпы подтвердил это. Очумелов считал, что собака в это время была «дорогая собака, нежная тварь». Статус собаки поднялся до высшего уровня в сердце Очумелова, и слова, использованные в это время, сильно контрастировали с предыдущими. Этот пример ярко воплощает в себе характер Очумелова: он обижает слабых и боится сильных, стремится к свету и льнёт к силе. Сюжет продолжает развиваться, и в истории наступает поворотный момент. Генеральский повар сказал, что собака им не принадлежит, и в их семье нет такой собаки. В это время Очумелов назвал собаку «бродячая собака». Его отношение изменилось к худшему, и его слова снова полны иронии и ненависти. Наконец, когда повар сменил разговор и сказал, что собака принадлежит брату генерала, отношение Очумелова сразу изменилось, он подумал, что это собака – «шустрая собака», своего рода похвала собаке. На этом смена отношения Очумелова к собакам закончилась. В то же время сущность «хамелеона» Очумелова несомненно раскрыта, а его «обесцвечивающая» природа достигла своего апогея. Образ его стремления к власти ярко представлен в сознании людей. Читатель также получает понимание онемения российских чиновников под властью царя, представления о том, что царские интересы превыше всего.

Отношение Очумелова к Хрюкину представлено четыре раза, одно из которых положительное, а три – отрицательные. Когда впервые личность владельца собаки была неизвестна, Очумелов выглядел как представитель власти и поклялся поддерживать справедливость людей и быть хорошим слугой народа. Но на самом деле он просто хотел получить для себя определенную выгоду, в чем явно проявляются злые намерения. На этот раз Очумелов относится к Хрюкину нейтрально, без словесной оценки. В то же время описание здесь также открывает путь к развитию последующей сюжетной линии. Когда Ердырин во второй раз заявляет, что хозяин собаки является генералом, его оценка Хрюкина сразу же становится отрицательной, назвав Хрюкина «известный народ» и «чёрт», потому что Хрюкин может испортить дела, обидеть генерала и отсрочить его собственное будущее назначение. Очумелов сразу налаживает отношения с Хрюкиным и ненавидит его. Быстрое преобразование его оценки Хрюкина просто ошеломляет. Когда кто-то в третий раз сказал, что хозяин собаки не генерал, Очумелов тут же изменил отношение, выразил соболезнования Хрюкину, сказал: «Ты Хрюкни пострадал». Это омерзительно. Он делает так, чтобы показать людям справедливость. В четвертый раз Ердырин сказал, что хозяином собаки может быть генерал, и когда кто-то был уверен, отношение Очумелова к Хрюкину снова изменилось, назвав Хрюкина «болван», что вызвало невольный смех, в этом и проявляется суть «хамелеона» Очумелова. В пятый раз Очумелов отказался от комментариев. В шестой и последний раз, когда хозяином собаки определен брат генерала, Очумелов знал, что его действия будут нелепыми. После некоторой лести он даже перед отъездом научил Хрюкина: «Я доберусь до тебя!». Рассказ здесь еще больше показывает черту хамелеона Очумелова, которая заставляет людей смеяться. Автор использует эти уничижительные и даже оскорбительные выражения, чтобы называть Хрюкина, а также безжалостно высмеивает полицейскую систему Царской России в то время. В нем объяснялось, что при Царской России люди по значимости уступали собакам.

Заключение

Анализ текста рассказа А.П. Чехова «Хамелеон» на основе теории оценки Дж. Мартина позволяет определить изменения оценки действующих персонажей, опираясь на вербальные и невербальные средства, позволяя уточнить характеристики персонажей рассказа и их связи с общей композицией и фрагментами сюжета, четко определить положительные-отрицательные маркеры поведения и оценки, углубить представления и понимание противоречий, представленных в тексте, связанных с социальным и экономическим неравенством Царской России.

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LINGUOCULTURAL PECULIARITIES OF LIFESTYLE VLOGS (BASED ON THE VIDEO BLOG “THE LABRANT FAM”)

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Abstract: In the paper the definitional analysis of the terms “video blog”, “vlog” and “lifestyle vlog” is conducted. The subject matter of lifestyle vlogs is described. On the example of the video blog “The LaBrant Fam” linguocultural peculiarities are analyzed on the material, mental and behavioral levels.
Keywords: video blog; vlog; lifestyle; YouTube; linguoculture

ЛИНГВОКУЛЬТУРНЫЕ ОСОБЕННОСТИ ЖАНРА «LIFESTYLE VLOG» (НА ПРИМЕРЕ ВИДЕО БЛОГА «THE LABRANT FAM»)

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Аннотация: В статье проводится дефиниционный анализ понятий «видео блог», «влог» и «лайфстайл влог», описывается тематика лайфстал-влогов. На примере видео блога «The LaBrant Fam», анализируются лингвокультурные особенности на материальном, ментальном и поведенческом уровнях.
Ключевые слова: видео блог; влог; лайфстайл; Ютуб; лингвокультура

Introduction

Nowadays with the development of YouTube platform there has been a significant increase in the number of video-bloggers from all over the world. The vast amount of vlogs on YouTube comprises a rich body of visual and textual data, usually covering a vlogger’s daily life [12].

Thus, the object of the present research is video blogs (vlogs) on YouTube, created by native speakers of English with the focus on the topic of lifestyles. The aim of the paper is to consider linguocultural peculiarities of lifestyle vlogs as resources of real-life socio-cultural contexts as well as contexts of authentic language usage. The analysis is a preliminary stage of our research, connected with revealing the educational potential of video-blogs as authentic materials for learners of English.

To achieve this aim the following objectives are set: 1) to analyze and compare the terms “video blog”, “vlog”, “lifestyle vlog”; 2) to work out the selection criteria applied to YouTube channels, video-blogs and videos in order to use them for teaching purposes; 3) to analyze the material aspect of culture as reflected in video blogs; 4) to analyze the mental aspect of culture as reflected in video blogs; 5) to analyze the behavioral aspect of culture as reflected in video blogs.

Theoretical framework

Popularity of videoblogging has been drawing scholarly attention as a lot of research has been done in the field to analyze different aspects of this phenomenon: peculiarities of videoblogging as a genre of rhetoric discourse [15]; genre-thematic and linguistic peculiarities of video blogs [4; 13]; sentiment analysis of video blogs

[12]; forms of audience involvement in vlogs [8]; genres of video blogs [11]; functional and communicative analysis of content and speech culture of video blogs [1]; educational potential of video blogs [10]; the impact of video blogs on culture, society and economy [2]. However, there has been little research on linguocultural peculiarities of videoblogs.

To specify the peculiarities of videoblogging we have conducted the definitional analysis of the terms “video blog”, “vlog” and “lifestyle vlog” based on relevant research papers. Thus, a ***video blog*** is understood as: a) a genre of internet discourse [4]; b) a mode of communication [6]; c) a blog in an audio-visualised form [14; 15]; d) a site, where the author regularly posts stories and/or information about themselves and their thoughts and experiences in a video format [7; 9]; e) a spoken, asynchronous form of computer-mediated communication) [8].

Although the word ***vlog*** appeared as a shortened version of *video blog*, and is still sometimes used in this meaning [3; 7], there is a tendency to apply this term to a more specific type of video-blogs or videos. According to [13], the term *vlog* can also refer to videos, which are: monologue-like, brief, technically simple, informal, more or less intimate, where authors share their life through a first-person camera. We find it important to consider this tendency and use the term *vlog* in a more specific meaning.

Due to the growing popularity of other types of videos, some researchers categorize videos, which primarily aim to share author’s everyday life, as a separate group, called ***lifestyle vlogs***. A lifestyle vlog is one of the most popular genres of vlogs, where bloggers demonstrate and comment on their daily routine, locations, meals, clothes, plans etc. [11; 13]. Thus, the themes of lifestyle vlogs are diverse, but in general, they are connected with presenting the author’s lifestyle in an authentic way. Hence, we may hypothesize that the contents of lifestyle video-blogs reflect visual and verbal information, which can be private (personal), culturally determined and universal.

Socio-cultural charge of lifestyle video blogs is determined according to the three aspects of culture and types of cultural realia, pointed out by A.A. Chernobrov: material, mental, behavioral [5, p.126-146]. According to the scholar, there are the following types of realia: material denotative, material implicative, mental conceptual, mental connotative, pragmatic (patterns of behavior).

Methods and results

Besides the definitional analysis given above, we resorted to continuous sampling of videoblogs from YouTube channels, which were selected for further research according to the following criteria: a) popularity (number of subscribers); b) ethics (channels about gaming, music and prank videos were excluded); c) nationality of bloggers (only native speakers of English were selected); d) thematic selection of lifestyle video blogs only.

As a result, the following YouTube channels were selected: *Jenna Marbles, The ACE Family, Roman Atwood Vlogs, The LaBrant Fam, CaseyNeistat, Bethany Mota, The Bee Family, Zoe Sugg, Alissa Violet, Alfie Deyes Vlogs*.

Further on sample videos were selected according to some of the requirements applied to YouTube channel selection as well as to the following criteria: a) recent date; b) average length of the videos not more than 15 minutes; c) technical quality; d) socio-cultural charge.

The material aspect of culture is usually presented visually and in descriptions as the main functional semantic type of speech in this case.

The mental aspect of culture finds its expression in the blogger's comments, which may express opinions about certain situations or refer to cultural or subcultural aspects of the phenomenon described; stereotypes, attitudes, values. Thus, this aspect of culture is mainly presented verbally.

The behavioral aspect of culture is presented both verbally and visually and is aimed at describing situations, people's behavior in these situations, their reactions to these situations. Due to the dynamic nature of this aspect the main functional semantic type of speech is narration, accompanied by explanation, argumentation and description. It can also involve interaction with other people.

In order to reveal socio-cultural specificity, we analyzed the verbal content of the videoblog "The LaBrant Fam" [16], pointing out realia of material, mental and behavioral types. The visual aspect was also taken into account if it was referred to in a blogger's speech. The total number of analyzed videos is 15. Below we analyze 3 videos, comprising the following topics: wild fires as a national hazard in the USA, US municipal hospitals, preparing for Christmas in the USA.

In the video "Another Family is Moving into Our House" the vlogger shows and comments on the following culturally charged phenomena:

1) material aspect of culture: wild fires as a national hazard in the USA, and California in particular; evacuation zone:

(1) *It has been eventful past twenty four hours here in California <…> We get fires all the time here in California, <…> it's tragic and devastation follows <…> and yesterday morning a really bad fire started up*;

(2) *Our best friend sent us the video: "our house is right here, this is so crazy, oh my gosh, look at all the ash falling! There is a voluntary evacuation down the street. Oh my gosh it was scary, we can't even see anything. Oh my gosh! He hit the car!"*

2) mental aspect of culture: people's ambivalent attitude to hazards:

(3) *It's sad, because you don't know what you are going to go back to, you don't even know if your house is gonna be there*

(4) *everybody here knows that **fires are just a way of life**, it's tragic and devastation follows, but **it's something we just learned to deal with***

3) behavioral aspect of culture: measures in extreme situations, other people's assistance and support:

(5) *Obviously* ***her family is put into mediatory evacuation zone*** *as well as thousands of other people. <…> So* ***we let them know where we are it's fine and they packed up bags and come over to our place****".*

In the video "Our baby is in the NICU" the vlogger shows and comments on the following culturally charged phenomena:

1) material aspect of culture: US municipal hospital:

(6) *We are at our pediatrician, because* ***24 hours after you have a baby you usually have a checkup*** *<…>* ***they have to stay overnight at the hospital so the nurses can monitor him*** *and do light therapy to boost his blood levels.*

2) mental aspect of culture: vlogger's attitude to doctors:

(7) *Obviously, at the end of the day all we wanted was baby to be safe and healthy. <…>****I trust the doctors****. As long as we can get little baby healthy it's all that matters. That is probably the saddest thing I ever had to deal with.*

3) behavioral aspect of culture: people thinking positively, being overprotective to their child:

(8) *The results are not so good as we were hoping. So, I spend the last 4 hours crying my eyes out <…>. But we know it could have been a lot worse and* ***don't want to look at the bad side*** *[smiling]* ***and stay positive****.*

(9) *With everything going on with Covid* ***a lot of parents are not able to stay with their babies*** *<…> Savannah told me* ***she was going to sleep in a car.***

In the video "Everleigh Let This Happen While Watching Posie" the vlogger shows and comments on the following culturally charged phenomena:

1) mental aspect of culture: people's attitude to Christmas:

(10) *Oh, my goodness! It's happening! It's Christmas! It's the best time of the year! <…> It's so pretty, it makes you feel so happy and then you get so sad when the house is empty and you don't have decorations.*

2) behavioral aspect of culture: consumerism and obsession with Christmas:

(11) *We are going to the store to have more Christmas stuff. Even though we save stuff from previous years we still do it every year.*

(12) *We are those people who decorate for Christmas before the Thanksgiving, I know. We have 1, 2 <…>13 (boxes with decorations)! I can never have enough Christmas stuff.*

(13) *We have little tree in Everleigh's room and then we have this tree and then we have our main tree. I kinda wanna have one more tree.*

Conclusion

Linguocultural analysis of videoblogs is conducted according to three aspects of culture: material, mental and behavioral. Although all aspects of culture find their reflection in videoblogs, our research shows that it is the mental and behavioral aspects which are prevalent. It can be explained by the subject matter of vlogs, as their main aim is to share opinions, emotions and give evaluative comments concerning different everyday situations that worry the vloggers and which in their opinion can be interesting for viewers. Thus, lifestyle vlogs can be treated as culturally charged authentic material, which, if properly selected, can be adapted for the English language classroom, which is the prospect of our further research.

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LINGUISTIC FEATURES OF ADVERTISING TEXTS (BASED ON RUSSIAN, ENGLISH AND GERMAN TEXTS ON INSTAGRAM)

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Abstract: The article focuses on the definition, functions and structure of advertising texts in general and identifies the linguistic features of advertising texts on the social network Instagram. As a result, linguistic features have been identified in Russian, English and German texts at the graphic, syntactic, lexical and morphological levels.
Keywords: advertising text, linguistic features, Instagram

ЛИНГВИСТИЧЕСКИЕ ОСОБЕННОСТИ РЕКЛАМНЫХ ТЕКСТОВ (НА МАТЕРИАЛЕ РУССКИХ, АНГЛИЙСКИХ И НЕМЕЦКИХ ТЕКСТОВ В ИНСТАГРАМ)

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Аннотация: В данной статье рассматриваются определение, функции и структура рекламных текстов, определяются их лингвистические особенности в социальной сети Инстаграм. Исследование выявило лингвистические особенности в русских, английских и немецких рекламных текстах на графическом, синтаксическом, лексическом и морфологическом уровнях.

Ключевые слова: рекламный текст, лингвистические особенности, Инстаграм

Introduction

According to the marketing terminology dictionary, an advertisement is any paid form of non-personal offer and presentation of ideas, goods and services on behalf of a well-known sponsor [6]. At the same time the process of making and spreading ads is called advertising.

Due to the fact that researchers use different lexical units to refer to the advertising text it is not so simple to define it. But according to Feshchenko L.G., advertising text is a communicative unit that promotes a product or service and also has one or more brand components [4, p.115], i.e. its name, slogan, symbol or feelings that it evokes in consumers [7].

As a communicative unit, the advertising text has an impact on its recipients. Moreover, the aim of the advertising text is to induce people to buy a product or service by making them aware of its benefits.

In order to successfully achieve this result, advertising began to appeal to the emotional and psychological experience of potential clients, adapt to technical progress, as well as to improve its structure and language, making them understandable and closer to the consumer [5, pp. 96-97].

Therefore, in this work we will take a closer look at the features of advertising texts as such, namely, their functions, structure and linguistic features of advertising texts on Instagram.

Theoretical framework

Functions of advertising texts influence their structure and linguistic features, that is why we need to enumerate them first [3]:

– informative;
– regulating;
– the function of influencing the consumer's behaviour;
– the inducement function (prescriptive);
– aesthetic;
– expressive.

This list is far from complete, but still we can say that the functions of advertising texts are interconnected and united by one purpose: to make a recipient take certain actions after reading a text (buy, order, etc.).

Speaking about the structure of the advertising text, according to Bernadskaya Yu. S., there are four parts of it [1, pp.6-8]:

- slogan;
- title;
- main advertising text;
- echo phrase.

Nazaykin A. N., in his turn, speaks of only three parts: the title, the text itself and the code, which in his understanding is the same as Bernadskaya's echo phrase [2, p.347].

As a rule, advertising texts on Instagram do not have slogans, so we will omit their detailed description.

Methods and results

In the course of the study we turned to descriptive and comparative methods of linguistic analysis.

The headline of the advertising text is very important, as about 80% of readers will not read the main text after they have read the heading. For this reason, it must attract attention, generate interest, identify the target group of customers, identify the product or service and sell it [2, p.348], [1, pp. 6-8].

Among the headlines, the following types can be distinguished [2, p.352]:

– informative – promises the benefits of buying the goods (*"**Get flawless makeup that looks airbrushed and smooth** with the @beautyblender Rocket to Flawless Blend & Clean Sponge Set!"*);

– motivational – aimed to have an emotional impact ("*С 1 по 10 ноября в SEPHORA **невероятные скидки на любимые ароматы!"***);

– questionable – can make a person read a text to find an answer to a question, but if the answer is already known, such headlines can make the text uninteresting for a reader ("***Хочется кофейного разнообразия?"***);

– intriguing – excites interest ("***PARTY READY SKIN"***).

The main advertising text is a logical continuation of the headline. It can be emotional or rational. Often such texts can be seen in advertisements for inexpensive and everyday items or for young people and women. *E.g., "**It's getting hot in here! Meet Mary Jane, our new Lip Blaze that will have you feeling like fire, babyyyyyyyy!** Shop now by clicking the link in our bio."*

A rational text provides the reader with accurate information that answers questions raised by the customer. For example, where to buy a product, how much it costs, what its advantages are, why it is worth buying [2, pp.355-358]. *E.g., "The 18V LXT Brushless Drywall Screwdriver (XSF04R) **delivers 2,500 RPM with increased torque**, making it ideal for high-demand applications. Push Drive™ Technology **creates a quieter work environment** and **helps save battery power**. The depth-adjustable nose piece delivers **consistent screw drive performance**."*

The main function of the echo phrase (code) is to inspire action. It may contain a phrase urging to buy a product or explaining how to do it. It may also indicate a reason to make a purchase as soon as possible [2, p.379]. *E.g., "Сегодня последняя возможность приобрести продукты Lime Crime с скидкой 20%"; "Для заказа и по всем вопросам пишите в direct, Telegram или WhatsApp"; "Shop link in bio"; "Run to the link in our bio to shop."*

As the main part of this study, we will analyse advertising texts in Russian, English and German published on Instagram by accounts of several brands, and find out what linguistic features they have.

The advertising texts of the Russian accounts of the brands Sephora, Lime Crime, Philips and Barilla are primarily characterized by the use of verbs in the form of the first person (*"**Мы любим ее**"* about a pallet of eye shadows) and addresses to the second person in the singular ("***Ты уже успела попробовать*** *этот заряд витаминов?"*; *"**Ты можешь рассчитывать** на Philips OneBlade Pro"*; *"Превосходный помощник **для тебя"***), they are often combined with the use of verbs in the imperative mood ("***выбери*** *одну из 14 настроек длины от 0,4 до 10 мм*, ***делай*** *чёткие контуры*, ***подравнивай*** *волосы на самых сложных участках лица и шеи или* ***брей*** *щетину"*).

In addition, Russian advertising texts are characterised by an abundance of emotionally coloured words with positive connotations, *E.g., "**идеальный цвет**"; "**воздушная"**; "**искрящаяся"**; "**нежная"**; "**ароматный соус"**.*

The English language certainly has an impact on Russian, so we see anglicisms in the texts: "***маст-хэв"***, *"**микс"**, "**хедлайнер**."*

Thanks to Instagram's technical capabilities, some hashtags (keywords) appear in advertising texts. They may be integrated in the structure of the sentence of the main text or placed at the very end of it. *E.g., "Трио маст-хэв Pixi из коллекции **#colourtreats** помогут создать идеальный цвет и сияние лица, щек и губ"; "**#sephorarussia**"; "**#тольковsephora**"; "**#опестонеспорят**"; "**#Филипс**."*

During the analysis of advertising texts published on English accounts of Sephora, Lime Crime, Makita and Ikea brands on Instagram, it became clear that there is such a graphic technique as a combination of lower and upper case. It attracts the reader's attention and makes the text more emotional. *E.g., "Okay this combo is **EVERYTHING**", "The Holidays came **EARLY**", "**PLUS** we're offering 65% off **SITEWIDE** until 11/14."*

Speaking of lexical means, English advertising texts contain youth and internet slang, it gives them the character of informal communication. Taking into account that in the English language there is no distinction between formal and informal address to the second person, the use of informal vocabulary helps to reduce the distance between a seller and a consumer. *E.g., "**Perf** for the colder weather", "Which one is your **holy grail**?", "for your beauty obsessed **bestie**."*

Emotionally coloured words with positive connotations are also an important part of advertising vocabulary: *“**glowy** and **natural** looking”, “**flawless** coverage for your skin.”*

Obviously, an advertising text cannot do without using verbs in the imperative mood: *“**Click the link** in our bio to not miss out on this unbelievable deal!!”* However, English texts rather inform about the possibility of making a profitable purchase. *E.g., “Well, **now's your chance**, because she's 50% OFF.”*

In addition, the use of articles is important in English. For example, the definite article always points to the exclusivity and uniqueness of a product: *“**the** iconic beautyblender.”*

Among other things, English texts have even more hashtags than Russian texts. Hashtags are integrated into the structure of sentences or found at the very end of texts. *E.g., “This limited-edition set contains holy grail products formulated with the brand's exclusive patented Bond Maintenance System **#CleanAtSephora**.”, “**#makitausa #makitatools**”, “**#homedecoration #homedecor #interiors #interiordesign #inspiration**.”*

After reviewing the advertising texts posted on German-language Instagram accounts of Sephora, Bosch, Ikea and Dr. Oetker brands, we also found examples of combining lower and upper case to attract attention: *“Das Set der neuen **YVES SAINT LAURENT** Holiday Collection umfasst...”*

We found examples of advertising texts written in the first person plural (*“**Wir lieben** die Farb-Kombi!”; “**Wir haben** tolle Rezepte”*), addresses to the second person plural or singular (*“Was **meint Ihr**?”; “**Du hast** schon einen Kalender?”; “Mit ihm **bist du garantiert** immer richtig”*) and a large number of imperative verb forms (*“**Markiere** Deine beste Freundin”; “**Markiere** jemanden, der Dir den Kalender oder das Set schenken soll”*).

As for the vocabulary, German advertising texts also often use emotional words with positive connotations: *“Mit der **luxuriösen** Collection”; “**intensive** Farbe”; “**festliche** Stimmung”; “**gemütliche** Atmosphäre.”* It is remarkable that the number of anglicisms in German texts is higher than in Russian texts. Also in German texts they retain the original spelling: *“**Look**”; “**Beauty-Queen**”; “**Boyfriend**”; “**MUST-Have**”; “**Winter-Dessert**”.* We can also find whole phrases or sentences in English: *“**TIME TO SHINE!**”; “**GET THAT LOOK**”; “**SINGLES' DAY, LADIES!**”*

Articles play an important role in German too, so the use of the definite article with a product name indicates its uniqueness (*“**Der** SHEGLAM LACQUER ALLURE Lip Glos”*).

As we know, the syntactic structure of the German language is characterised by a strict word order, however, even strict rules can be broken on social networks. That is why sometimes verbs are omitted in sentences: ***“Und unter uns noch ein weiterer Pro-Tipp.”***

German advertising texts contain hashtags as well: *“#NeuAufSephoraDE”; “#NurBeiSephora”; “für Dich und Deine #Bestie”; “#TechnikfürsLeben.”*

Conclusion

Summing up all of the above-mentioned, the following conclusions can be drawn:

1. Advertising texts explain the advantages of products and how they can be useful to the consumer to promote and sell them.

2. The structure of the advertising text is subordinate to its functions; it may be changed in online communication.

3. Advertising texts considered in all three languages have much in common. They use verbs in the imperative mood, first-person narration, address to the second person singular or plural. They contain emotional vocabulary with positive connotations, also there are anglicisms in Russian and German texts. In addition, English and German texts use graphic techniques and definite articles to attract more attention. And the last, but not the least is the fact that the possibilities of Instagram provide the widespread use of hashtags.

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ЛИНГВОКУЛЬТУРОЛОГИЧЕСКИЕ ОСОБЕННОСТИ ЯЗЫКА РОССИЙСКОЙ РЕКЛАМЫ

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Аннотация: Данная статья посвящена исследованию языка российской рекламы; выделены лингвистические особенности; показано взаимодействие языка российской рекламы и культуры.

Ключевые слова: язык рекламы; лингвистические особенности; культурные особенности; межкультурная коммуникация

LINGUISTIC AND CULTURAL FEATURES OF THE RUSSIAN ADVERTISING LANGUAGE

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Abstract: This article is devoted to the study of the main features of the Russian advertising language, making an analysis of the linguistic and cultural features of the Russian advertising language.

Keywords: advertising language; language characteristics; cultural characteristics; intercultural communication

Введение

С развитием ИТ-технологий и торговли реклама проникает в нашу жизнь и отражает все изменения в современном обществе. Лингвистические и культурные особенности языка российской рекламы оказывают существенное влияние на перевод рекламных текстов. Таким образом, изучение лингвокультурологических особенностей языка российской рекламы поможет нам лучше понимать и переводить российскую рекламу на китайский язык.

Обзор литературы

Начиная с 1970 года, с развитием общества и экономики, российскими лингвистами уделяется большое внимание языку рекламы. Их исследования сосредоточены в основном на грамматике и прагматике языка рекламы, на культуре и психологии, выраженной в рекламе. В Китае активно ведутся исследования рекламы, большинство работ связано с языком рекламы, в тоже время ощущается недостаток исследований культурных особенностей рекламы. Язык рекламы является источником обмена информацией в процессе социальной деятельности людей и их речевого общения и имеет свои яркие особенности [1, с.148-149].

Методология и результаты

I. Основные лингвистические особенности языка российской рекламы

1. Фонетические особенности

1.1 Рифма – это созвучие в окончании двух или нескольких слов. В русском языке рифма означает употребление одинаковых или похожих по звучанию слов, в основном учитываются окончание слов. С помощью рифмы многие тексты реклам достигают хороших результатов. Например,

1) *Пельмешки без спешки.* (Сочетание букв «шки» образует рифму.)

2) *Снимаешь жильё? Купи своё!* (Конечная буква «ё» формирует рифму.)

1.2 Анафора – стилистическая фигура, состоящая в повторении начальных элементов: звуков, слова или группы слов в начале каждого параллельного ряда. Использование анафоры в российской рекламе не только подчеркивает значение слов, но и повышает музыкальность слов. К примеру,

1) *Есть идея – есть Ikea.*

2) *Народная мебель – народные цены.*

2. Лексические особенности

2.1 Заимствованные слова

В российской рекламе имеется две формы использования заимствованных слов: первая из них – употребление латинских букв, вторая – транслитерация или транскрипция. Использование заимствованных слов может, с одной стороны, передать необходимую информацию о продукте, а с другой, сделать язык более модным, повысить привлекательность товаров. Приведем примеры:

1) *Мегафон, скажи всем о'лайт.* («о'лайт» – выражение на английском языке «all right»)

2) *Одежда SECOND HAND, Европейские бренды по доступным ценам!* (Выражение «Second hand» известно почти всем россиянам; слово «бренд» заимствовано из английского языка, означает марку товара.)

2.2 Прилагательные и наречия с положительным значением

Общие требования к рекламе заключаются в новизне, точности, популярности и краткости. Поэтому в языке рекламы в основном используются прилагательные и наречия с положительным значением, чтобы вызвать у покупателей положительные ассоциации с данным продуктом [2, с.80-87]. Несколько примеров:

1) *Свежее молоко – секрет хорошего настроения!*

2) *Пчелиный мед – здоровье круглый год!*

II. Взаимодействие языка российской рекламы и культуры

Язык рекламы и культура связаны двусторонними отношениями взаимодействия и взаимовлияния: язык рекламы не только отражает постоянно развивающуюся культуру, но и влияет на социум. Наиболее важными факторами, влияющими на развитие языка российской рекламы, являются массовая культура (знаменитости и региональная культура), поп-культура (фильмы и песни), художественная культура (литературные произведения) и др. [3, с.35-36]. Например:

1) *Пётр I — всегда первый!* (Это реклама сигарет. В этой рекламе качество сигарет сравнивается с авторитетом Петра Первого. В этом примере отражается влияние массовой культуры на язык российской рекламы.)

2) *Думайте сами, решайте сами.* (Это реклама туристической компании. Текст рекламы является заимствованием слов из песни к кинофильму «Ирония судьбы», означает, что туристы могут путешествовать свободно и весело. В этой рекламе отражается влияние факторов поп-культуры на язык российской рекламы.)

Выводы

Лингвистические особенности самого языка российской рекламы являются важной причиной ее непрерывного развития и прогресса. Взаимное влияние языка российской рекламы и культуры, а также постоянное поглощение лучших достижений национальной и зарубежной культуры – другая причина развития российской рекламы.

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CONCEPTUAL METAPHOR AS AN EFFECTIVE PERSUASIVE TOOL IN THE TED TALKS

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Abstract: The paper considers conceptual metaphors as an effective persuasive tool in the TED Talks. The aim of the research is to identify and analyze conceptual metaphors in the sample speeches at the TED-platform dedicated to the problem of climate change.
Keywords: climate change; communication; conceptual metaphor; discourse; linguopragmatics

КОНЦЕПТУАЛЬНАЯ МЕТАФОРА КАК СРЕДСТВО ВОЗДЕЙСТВИЯ В ТЕКСТАХ TED-ПЛАТФОРМЫ

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Аннотация: В данной статье рассматриваются концептуальные метафоры как средство воздействия в текстах TED- платформы. Целью статьи является выявление и анализ концептуальных метафор на материале выступлений на TED-платформе, посвященных проблеме изменения климата с точки зрения их персуазивной силы.
Ключевые слова: дискурс; изменение климата; коммуникация; концептуальная метафора; лингвопрагматика

Introduction

It is common knowledge that our life is based on communication. In various situations we should be able to convey our thought to the listener clearly and fully. Who else but the most well-known speakers, leaders and politicians realize that in order to deliver a message (thought) to the audience, a spokesman needs to possess various speech skills, including metaphors.

Peculiarities of communication and speech acts are studied by Linguistic pragmatics. In this work we use a linguopragmatic approach to analyze conceptual metaphors in persuasive discourse aiming to convince an addressee that the author's thoughts are right, as well as to build a constructive dialogue.

In this article a practical study of metaphors is based on the English-speaking orators' talks at the TED-platform concerning the climate change – one of the most urgent topics in the modern world.

The theoretical background involves works of such famous linguists as George Lakoff and Mark Johnson "Metaphors We Live By" (1980) and Philip Wheelwright "Metaphor and Reality" (1962).

The aim of the research is to identify and analyze conceptual metaphors functioning in the talks of TED-platform presenters- who are different from each other in several ways, as well as to compare the style of their presentations.

In this work we used the following methods: information systematization, recording of video-files in a text version, random selection, contextual and interpretational analyses as well as some elements of multimodal approach.

Theoretical framework

Metaphor is a figure of speech consisting in the usage of words and expressions in transferred meaning based on some type of analogy. The notion of metaphor was defined in antiquity. Linguo-cognitive research of metaphors began with the fundamental work of the linguist George Lakoff and the philosopher Mark Johnson "Metaphors We Live By" in 1980.

Many people perceive metaphors as a poetic image, or a literary device. However, the authors claim that metaphor is vital to our daily life. It permeates people's mental activity. Our ordinary conceptual system, in terms of which we both think and act, is essentially metaphorical [3, p.3].

The authors point out that each systematical structure allows us to interpret an aspect of one concept in terms of another.

G. Lakoff and M. Johnson single out the following metaphors:

1. Orientational metaphors

Orientational metaphors represent the process in which one system is structured in terms of another. Metaphors become the system of concepts relative to each other.

As an example of such a metaphor, we can consider an expression UP – DOWN. Philip Wheelwright in his book "Metaphor and Reality" (1962) explains the nature of this metaphor. He suggests that everything in our world undergoes the gravity law. Going up is always harder than going down. That is why we associate climbing with our achievements, the idea of superiority, privileged position and power. Everything that seems rational, good and vast orientates to UP [7, p.82-119].

2. Ontological metaphors

A person subconsciously delimitates and clearly classifies objects that surround him, for example, streets, walls, hedges, houses, etc., this is necessary for a human to be able to orientate objects in space. This way we perceive material things as entities which are limited by a surface. We present the data of our experience in the form of substances and objects. We appeal to them, classify, combine into categories, i.e. discourse upon them. The experience which we get interacting with physical objects is a foundation for a variety of ontological metaphors (interpretation of events, actions, emotions, ideas). The range of ontological metaphors is wide. Using metaphors, we can systemize one concept in terms of another. As an example the authors mention such a metaphor as INFLATION IS AN ENTITY. This conceptual metaphor is connected with human experience which relates to a price growth; therefore, we consider inflation as an autonomous entity.

One more prime example is THE MIND IS A MACHINE. In this case the metaphor refers to a mental aspect of life. The metaphor "MACHINE" creates a picture of a human mind as a mechanism which has its own power, energy source, and construction.

In addition, it is appropriate to point out a notion of personification, which represents an instance of an ontological metaphor. Personification allows us to comprehend a wide variety of experiences with nonhuman entities in terms of human motivations, characteristics, and activities [3.p.33]: "*The wind howled its mighty objection*"; "*Life has created me*".

A special place among ontological metaphors is occupied by the so called container metaphors. A person is a physical being that is separated from the environment by the surface of the skin, and everything that is around him is the external world.

Each of us is a container, bounded with own body, while all the objects which surround us is something located outside. Thus, a person imposes his/her "inside-outside" orientation on external physical objects.

For instance, a car is a container. Every time we drive somewhere, we move from one destination point to another, sitting in the car as in the container. Substances can be regarded as containers as well. For example, a bathtub filled with water. A bathtub is a container object and water is a container substance. Moreover, a visual field can be represented as a container, too. Bounded physical spaces is a container, and our visual field correlates with this space: "*The ship is coming into the view*" – in this example "the view" is regarded as a container – space.

3. Structural metaphors

Structural metaphor is a metaphorical system with one complex concept (usually an abstract one) in which an aspect of one concept is perceived in terms of another. A structural metaphor may not be clearly defined, it leads to the meaning and action in a discursive context where it can be found: ECONOMIC ACTIVITY IS A WAR. The concept of an initial domain WAR transforms to a target domain, since a physical conflict is universal for us it has a good structure and we can understand it easily. This concept structures relations between distinctive factors of an economic activity, i.e. we perceive the relations that form the basis of an economic activity as a battle field, as a war.

Methods and results

In our work we analyzed the talks of Per Stoknes and Greta Thunberg on the TED – platform highlighting the problem of climate change.

TED (an abbreviation of the words *technology, entertainment, design*) – a media organization founded in the USA in 1984 which is famous for its conferences. The major goal of the platform is the spread of ideas worth sharing.

Per Espen Stoknes is a Norwegian psychologist and politician of the Green party. Earlier he used to be a representative of the Norwegian Parliament in Oslo. Stoknes has received a rank of "The Best Professor" several times for his ingenious teaching methods. For this work we chose his speech titled "How to transform apocalypse fatigue into action on global warming".

During his speech the orator "works" with the audience: he gesticulates, changes his intonation and face expression – this makes the listeners feel relaxed and be on the same page with the speaker. Stoknes often resorts to using ontological metaphors, particularly those of personification: "We are heading to an uninhabitable earth: *monster storms, killer floods, devastating wildfires, crazy heat waves* that will *cook us* under a blazing sun…". Monster storm (storm is a monster), killer floods (a flood is a killer), devastating wildfires (wildfires that destroy life), crazy heatwaves (heatwaves that cannot be controlled), etc. Thus, Stoknes tries to say that uncontrolled natural disasters threaten to make the Earth an inappropriate place for life. Another illustrative example used by the orator is "We will soon live in a *boiling earth, a hellhole*" – this is a concept of the burning world and a hellhole where people can get. We associate hell with darkness, pain, chaos, and death. The use of the metaphor brings the problem of climate change to a philosophical and religious levels. In this context the boiling earth is comparable with *a hellhole* – an example which helps us see how one concept is systemized in terms of another. Moreover, since for English-speaking people the word "hell" associates with the idea of "a hole" we can also regard this metaphor as a spatial one (about something that is DOWN).

So, for Per Stoknes metaphorical means appear to be the major tools for communication with the audience. He tries to make people realize that faced with the global warming, we are all equal, there is no escape. The speaker identifies himself with the listeners. The language he uses is easy, it helps people to draw the exact picture of the disasters which take place in the world. Considering the way he represents the information, we can say that the orator's intonation is even, rising only occasionally; he makes pauses and gives the audience an opportunity to think his words over. Stoknes' face expression is quiet with an overlay of pensiveness; from time to time he smiles or becomes intentionally serious.

Turning to Greta Thunberg's speech, we should mention that she is a 17- year-old environmental activist from Sweden. In 2018 she came up to the building of the Swedish Parliament claiming that until the government paid attention to the climate change issue and started complying with the terms of the Paris Agreement, she would not attend lessons at school. Such newspapers as The Guardian, The New Yorker and many others wrote about her activities. In this work we analyzed her talk titled "The disarming case to act right now on climate change" (2018).

Unlike Per Stoknes, the girl does not try to interact with the audience. Her face always keeps the same serious and strict expression, she does not smile, her eyesight is grim as if she looks through everyone who listens to her. We found that in her speech container metaphors prevail: "The greenhouse gases already *locked* in the system" (the verb "to lock" is used figuratively implying the no-way-out problem), "The extinction rate today is between 1000 and 10 000 times higher than what is seen as normal, we are *in the midst of the sixth mass extinction*".

Presumably, Thunberg speaks about 10 levels of the mass extinction process and points out that nowadays our world is on the sixth, every day getting closer to the end. The message she wants to get across to everyone is that we are running out of time and must help the world right now. However, despite many negative aspects mentioned, she ends up her talk on a positive note: "*Once we start to act, hope is everywhere*". In this metaphor Greta resorts to the use of personification in order to instill in the people the idea that our planet is an alive organism. Due to these metaphors and such words as "between, in the midst, everywhere" the speaker immerses us into oppressive atmosphere and makes us feel despair over the whole problem, which can be solved only through active cooperation of people, adults in the first place.

Conclusion

After watching and analyzing both presentations, we can say that each speaker has their own approach to disclosing the topic of climate change and building a dialogue with the audience. What makes their discourse persuasive and unique is their effective speech skills, appropriate use of conceptual metaphors, their non-verbal behavior, and the kind of personality they are.

During the analysis we paid attention to the degree of the speakers' being categorical. Greta Thunberg is certainly higher on this scale – with her strict and harsh judgments, the girl gives people no time for thinking – we must start acting right away. She resorts to using container metaphors in order to make the listeners feel as if they were in deadlock.

Per Stoknes, on the other hand, is trying to establish a rapport with the audience helping them picture the devastating process of climate change if not dealt with. In doing this he is using all kinds of ontological metaphors.

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INFORMATION TECHNOLOGIES
IN TRANSLATION PRACTICE

УДК 821.111

EQUIVALENCE OF TRANSLATION OF ADVERTISING TEXT (BASED ON ADVERTISING TEXTS FOR PERFUME AND COSMETICS PRODUCTS)

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Abstract: The intent of this paper is to study the equivalence of advertising text translation, its lexical, grammatical and stylistic features based on the example of perfume and cosmetic products.

Keywords: equivalence; slogans; advertising texts; transformation; perfume and cosmetic products

ЭКВИВАЛЕНТНОСТЬ ПЕРЕВОДА РЕКЛАМНОГО ТЕКСТА (НА МАТЕРИАЛЕ ТЕКСТОВ, РЕКЛАМИРУЮЩИХ ПАРФЮМЕРНУЮ И КОСМЕТИЧЕСКУЮ ПРОДУКЦИЮ)

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Аннотация: Целью данной статьи является изучение эквивалентности перевода рекламного текста, лексических, грамматических и стилистических особенностей текстов на примере парфюмерной и косметической продукции.

Ключевые слова: эквивалентность; слоганы; рекламные тексты; трансформация; парфюмерно-косметическая продукция

Introduction

This research is devoted to the study of the equivalence of the translation of advertising text based on the example of perfume and cosmetic products, its lexical, grammatical and stylistic features. Each type of texts has certain features, so one of the important conditions for successful translation is the translator's knowledge of the features of the text being translated.

The object of this research is advertising texts of perfume and cosmetic products.

The subject is equivalence, methods and results of translation of advertising texts on the basis of perfume and cosmetic products.

The goals of this study are as follows:

1) to study the theoretical foundations of advertising text translation;

2) to detect the types and stylistic characteristics of such advertising texts;

3) to consider the equivalence of translation of advertising texts and its levels.

Theoretical framework

Stylistic characteristics of the advertising text of perfume and cosmetic products

Even not being professional, we can determine translation as the expression of what was said in one language by means of another language. The term "text" is understood very broadly, and it is very common in everyday life. It means source words of something written, printed, or spoken that are combined by different types of lexical, grammatical, and logical links.

According to V. Komissarov, translation is a complex and multifaceted phenomenon, as its individual aspects can be a method of research in different sciences. [7, p.10] In the modern world, literary, scientific, ethnographic, and advertising translations are studied as part of translatology. Due to high demand for perfume and cosmetic products in the world, one of the leading places was given to the translation of advertising texts.

The advertising text of perfume and cosmetic products consists of three main product elements that are most often used in advertising:

- headline;
- body copy;
- slogan.

The headline is considered an important element in advertising, as it attracts attention and interest to the text. This element is the core of advertising, and is a very strong message to the customer.

Advertising texts of perfume and cosmetic products contain emotional, operational, cognitive and aesthetic information. They are distinguished by linguistic features: verbal-visual communication type; multimedia communication type; adding of video sequence mobility, creating different attention zones. The audio-verbal communication type is a complication of the text structure by connecting a new communication channel, namely speaking and listening.

Freedom of choice in the translation of advertising texts is related to the concept of "equivalence" because one of the main tasks of the translator is to transmit the information of the original text as fully as possible.

According to V. Komissarov's research, translation equivalence is the real semantic proximity of the source and the target texts achieved by the translator during the translation process. [7, p. 150]

As a result, the equivalence of the translation of an advertising text is the achievement by the translator of the most actual semantic proximity of the source and the translation, while preserving more accurate semantic emotional information that characterizes such types of advertising texts.

In such a way, we can conclude that advertising texts of perfume and cosmetic products have a communicative value. In my opinion, the translation of every advertising text should be carried out from the point of view of its communicative value, because the main features of correct transmission of the original text into the translated target language are the power of influence and expression that can cause a strictly defined reaction of the recipient.

Methods and results

There are 5 levels (types) of equivalence both for translations of advertising texts and for translations of other texts.

1. Keeping only part of the original content that is the purpose of communication in translating.
2. Transmitting not only the same purpose of communication contained in the general part of the source and the translation of the advertising text, but also reflecting the same extralinguistic situation in the translation.
3. It is characterized by the level of detail of the description; the way of combining the described objects in the text, and the distribution of individual features in the text.
4. A significant part of the meaning of the syntactic structures of the original is reproduced in translation.
5. The translation keeps the stylistic characteristics of the original.

If there are no ready-made correspondences in the advertising texts of perfume and cosmetic products, the translator resorts to using the necessary transformations, which means restructuring at the lexical, grammatical or textual level.

I. Alekseeva distinguishes four basic types of transformations:

-transpositions;

-replacements;

-omissions;

-additions.

Omission is understood as passing a word or phrase if there is an objective reason.

The method of adding is adding some information if the word for word translation does not fully convey the meaning of the original text.

The method of transposition or changing the thematic- rhematic division is the translator's change of words within the original sentence, that is, parts of speech. For example, the translator changes the subject to the object or vice versa in translation.

Using the replacement method or method of contextual replacement, we use a Russian word that is not a lexical match for the English language, but which well conveys the meaning of this word and its stylistic coloring.

Here we will consider pre-translation analysis and transformation methods using examples: Lancome powder advertisement. Powdered sugar. *Dedicated to the sweet tooth: loose powder shades of cinnamon, vanilla, honey and cappuccino - on* *a platter» («Vogue»» 2008, No10)/ Сахарная пудра. Сладкоежкам посвящается: рассыпчатые пудры оттенков корицы, ванили, меда и капучино –на блюдечке» («Vogue», 2008, No10).*

1. External information: the advertising text is listed on the famous British website “Beauty Bay” from 10.01.2020

2. The source is collective, it contains features for a wide range of people. The nature of the source is shown in the placement of the advertising text on a world-famous cosmetics website.

3. The recipient is a collective one. This recipient manifests itself in the use of expressive terms in the text of advertising in order to attract public attention.

4. The communicative task of the text is to demonstrate the advantages of the powder, persuade to buy it.

5**.** Types of information in the text. The text of this advertisement contains two types of information: emotional and cognitive.

Emotional information at the level of subjectivity is shown in the use of terms denoting emotional and evaluative connotations or concepts of individuality and originality. At the level of concreteness, emotional information in this case is manifested in the existence of intertextualisms in the text, namely, the existence of a quote: *«Powdered sugar./Сладкоежкам посвящается».*

Cognitive information at the level of objectivity is manifested in:

1. The terms *(loose powder shades of cinnamon, vanilla, honey and cappuccino – on a platter/рассыпчатая пудра оттенков корицы, ванили, меда и капучино - на блюдечке)*

2. Atemporality, shown in the use of the present tense of the verb in Russian (*Dedicated/Посвящается).* Existence of a term (*Dedicated to the sweet tooth/Сладкоежкам посвящается),* which shows that in this text there is verb that represents modal reality.

3. Direct word order (*loose powder shades of cinnamon, vanilla, honey and cappuccino – on a plate/ рассыпчатые пудры оттенков корицы, ванили, меда и капучино – на блюдечке).*

At the level of abstraction, a logical way of constructing a text is found, which manifests itself in the use of syntactic constructions with various types of connection in terms. *(Dedicated to the sweet tooth: loose powder shades of cinnamon, vanilla, honey and cappuccino - on a platter/ Сладкоежкам посвящается: рассыпчатые пудры оттенков корицы, ванили, меда и капучино –на блюдечке).*

The density of cognitive information in this text is transmitted when some information is enclosed in brackets and numbers are indicated. (*Vogue, 2008, No10).*

Next, we will consider the advertising text of the fragrance from Cindy Crawford «Dalia».

«I believe that every woman is beautiful, and I believe that everyone should be proud of what makes her unique»/«Я верю, что любая женщина прекрасна, и считаю, что каждой нужно гордиться тем, что делает ее неповторимой».

1. External information: the text is listed on the famous American website "FragranceX" from 15.05.2020.

2. The source is collective, it includes features for a wide range of people. The nature of the source is shown in the placement of advertising text on the world-famous perfume website.

3. The recipient is collective. This recipient manifests itself in the use of terms in the advertising text, the semantic idea of which is addressed to the female audience, in order to attract the world's female attention.

4. The communicative task of the text is to interest the female half of the population in purchasing this product.

5. Types of information in the text are operational. The specificity of the operational situation in this advertising text can be traced in the implicitness, as well as in the fact that there is no clear call from the author to purchase this fragrance. However, the phrase *be proud of what makes her unique»/что каждой нужно гордиться тем, что делает ее неповторимой* implies the meaning of the uniqueness of this fragrance. This advertisement gently demonstrates the advantage of this fragrance, or rather its concept of " unique ".

The analysis of transformations.

Lancome powder advertisement. Powdered sugar. *« Dedicated to the sweet tooth: loose powder shades of cinnamon, vanilla, honey and cappuccino - on a platter» («Vogue»» 2008, No10)/ Сахарная пудра. Сладкоежкам посвящается: рассыпчатые пудры оттенков корицы, ванили, меда и капучино –на блюдечке» («Vogue», 2008, No10).*

The translator used the transposition method translating the text of this advertisement. It means changing of the word order in the sentence, which is caused by the difference in the Russian and English thematic-rhematic division: Powdered sugar/Сладкоежкам посвящается.

As a result of the considered pre-translation analysis and transformation method, it follows that in the translation of this text, the equivalence of the translation of the fourth type is traced. In other words, a significant part of the meaning of the syntactic structures of the original translation language is reproduced in translating from the source language.

In the second example of the text translation Cindy Crawford "Dalia", the contextual replacement method was applied. A word *unique/уникальный* is replaced with the equivalent *неповторимы(ой)* in translation. In other words, the source word and the translation word have the same meaning.

As a result of the considered pre-translation analysis and transformation method, we can conclude that the text of this advertisement can be traced to the fourth (type) of equivalence in translation. In other words, a significant part of the syntactic meaning structures of the original translation language of equivalence is reproduced in translating from a similar language.

Conclusion

Summing up, the work shows that the main typological properties of advertising texts of perfume and cosmetic products are due to the predominance of emotional information. However, these examples have shown that such advertising texts also include cognitive and operational information. At the same time, in order to achieve translation equivalence, the translator searches for correspondences for the units of the source language among the linguistic means of the translation language, and in the absence of an unambiguous or variable equivalent, he is forced to use a variety of translation transformations and techniques. An important condition is keeping the lexical, stylistic, and grammatical norms that characterize the advertising style of speech in the translation language.

In advertising texts of perfume and cosmetic products, adjectives, adverbs, comparisons, etc. are often used. These parts of speech contribute to giving advertising texts the greatest emotional coloring and expressiveness. As mentioned above, in the advertising texts of this type of product, cognitive and operational information can be traced, which is not only to discover information about the product but also to attract the attention of recipients with generalized phrases that emphasize the advantages of the product. The purpose of advertising that contains cognitive or operational information is to attract attention to a particular product and persuade to buy it.

Due to the characteristic emotional coloring in advertising texts of perfume and cosmetic products, the translation process itself is a very creative process. The translator must have a good imagination and figurativeness of the language

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FEATURES OF TRANSLATION COMICS AS CREOLIZED TEXT

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Abstract**:** This article examines the features of translating verbal and non-verbal components in comics as a special type of creolized text, highlighting the problems of comics as a poorly studied area in Russian-language culture and the difficulties that translators face when they translate comics.

Keywords**:** comics; creolized text; features of translation; verbal components; onomatopoeic words

ОСОБЕННОСТИ ПЕРЕВОДА КОМИКСОВ КАК КРЕОЛИЗОВАННОГО ТЕКСТА

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Аннотация: В данной статье рассматриваются особенности перевода вербальных и невербальных компонентов в комиксах как особого вида креолизованного текста, освещая проблемы комиксов как малоизученной области в русскоязычной культуре и трудности, с которыми сталкиваются переводчики при переводе комиксов.

Ключевые слова: комикс; креолизованный текст; особенности перевода; вербальные компоненты; звукоподражание

Introduction

Nowadays lots of people read comics, not only children, but also adults and this is because the function of comics is not limited to entertainment. Comics stand out for their thoughtful approach to the plot, touching on current social issues such as bad habits, social injustice, and environmental disasters. And it takes high-quality work of a translator to make an adequate translation that meets all the requirements.

Theoretical framework

The article deals with the research of such authors like Sorokin Yu. A., Tarasov E. F. and Anisimova E.E. The article reviews the comics «Umbrella Academy» by Gerard Way.

Comics are insufficiently studied and highlighted in science today as a result of the linguistic and cultural features of this genre, which is not widely spread in the

Russian-speaking culture, as a result of which readers do not always receive a high-quality translation which will make obstacles and misunderstanding for readers.

The creolized text is a text characterized by two components - verbal (speech) and non-verbal. The specific nature of the creolized text is reflected in the unity of both components of the text functioning as a single semantic unit, being impossible for one of them to be interpreted without the other [3, p. 181]. The popularity of creolized texts is associated with the growth of using visual information in modern communication.

Comics is a special way of narration, where the text is a sequence of frames containing, in addition to the drawing, a verbal work that conveys mainly the dialogue of characters and is enclosed in a special frame [2, p. 4]. At the same time, the drawing and the verbal text enclosed in this form as an organic semantic unity.

The verbal components in comics are the author's speech and the character’s speech, which is placed in special text "bubbles" [4, p. 18]. The non-verbal components in the comics are graphics and paragraphs.

The translator has to do a lot of work in order for the narration and the action depicted in the drawing to be perceived as a unit. It includes several complex stages: a detailed analysis of the context, working out the logical structure of the material and selecting a font similar to the one used in the original.

Methods and results

Comics as a type of creolized text have a number of features that directly affect how the translator will approach its translation. Thus, the translation of comics stands out as a separate type of translation activity. The translator analyzes the received material, focuses on the characters wordplay, proper names, neologisms, onomatopoeia and everything that can cause problems in further translation.

Due to the specifics of the comic book as a creolized text it has a special structure: space limitations on the page of the comics and, consequently, limitations in the volume of translation; syntax characteristic of colloquial speech, which is manifested in language compression; onomatopoeic words, abbreviations, common words, slang and jargonistic words [4, p. 18].

This example shows limitations on the page (Fig. 1). Usually Russian versions of translation takes more place and translators try to make it shorter. Here it is shown that the Russian version takes even less place than original. Although everything is saved and the meaning of the sentence is not lost. But it doesn’t mean that a translator can remove part of the sentence to save some place. The translator has to find the most appropriate translation and save all constructions and the main idea of the sentence.

Fig. 1 An example of the limitations in the volume of translation

The main difficulties in translating creolized texts are understanding the general meaning of the text, determining the emotions and selecting appropriate language tools.

The translator should keep the features of the functional style of the character's speech. As for proper names, it should be noted that it is necessary to stick to the established translation of proper names of the main characters, and at the same time transmission preference of the charactonyms. That is why you need to be well aware of the content of the translated comics.

Sound effects serve as a transition stage between text and non-text elements of comics. Comics contain onomatopoeic words that are placed on the background and fit into the composition of the drawing. Such sound effects like «boom», «crash», «bang», «clap» etc. are drawn in the background, and often they fit into the frame, what make problems for the translator, because in addition to translate the effect itself correctly, the translator has to choose the appropriate font for such words and the words have to be placed as in the original version (Fig. 2).

Fig. 2 The absence of translation of onomatopoeic words

From this example it follows that onomatopoeic words were not translated into Russian language and this can be found in different chapters through all comics «Umbrella Academy». The translator might remember that there are readers who don't know English language and such readers won't understand what these onomatopoeic words mean.

One of the features that distinguish creolized text in comics is that some important words are highlighted in italics or bold (Fig. 3). And the translator has to keep this in mind, because in comics, more attention is paid to the transfer of intonation in the letter. If you don't follow this rule the whole dialogue or author's speech will be monotonous and emotionless and the reader of the comics in translation won't understand what the author focuses on although in the original version this is clearly expressed.

The example below shows that only one word («every») is highlighted in the original version, but in the Russian version, the translator decides to highlight the entire sentence, therefore emphasizing the importance of the meaning of the sentence.

Fig. 3 An example of highlighting significant words

In the next example the translator decides to make footnotes considering that reading people may not know what "Faust", "La Bohème" and "Messiah" are, but such footnotes are inappropriate, because for every mention of famous people, works, and so on, there may not be enough space and the effect of space limitation will be violated (Fig. 4).

Fig. 4 An example of inappropriate footnotes which may cause limitations on the page

The process of translating a creolized text involves creating a new text that should be equivalent to the original version, contain the result of decoding the visual series and analysis of the content of the indirect version. Because there is nothing more important than to convey the full meaning of comics and the translator has to take into account all details of the text, the characteristics of the characters and the meaning that a particular comic book carries.

Conclusion

After making the analysis of the features of translating comics and giving some examples from «Umbrella Academy» there were presented several mistakes or defects which the translator made. These mistakes make affect the perception and understanding of the text which will disturb the reader. The translators work is a hard one. It takes a lot of time, skills, eruditions and experience baggage to make a high-quality translation that will meet all requirements in the translated material and readers won't have misunderstanding the message.

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LUDIC FUNCTION OF AUTHOR'S TOPONYMS IN THE ORIGINAL AND TRANSLATED VERSIONS OF STORIES FROM V. PELEVIN'S COLLECTION '4 BY PELEVIN: STORIES'

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Abstract: The article describes the functioning of author's toponyms. The paper provides definition of the 'toponym' and an interpretation of the term 'language game'. The research presents translation analysis appropriate to individual proper names created by the author. In accordance with its results, the study investigates the author's toponyms in the source and target languages.
Keywords: author's toponym; language game; ludic function

ИГРОВАЯ ФУНКЦИЯ АВТОРСКИХ ТОПОНИМОВ В ОРИГИНАЛЕ И ПЕРЕВОДНОЙ ВЕРСИИ РАССКАЗОВ ИЗ СБОРНИКА В.О. ПЕЛЕВИНА «4 BY PELEVIN: STORIES»

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Аннотация: В статье описывается функционирование авторских топонимов и дается определение «топонима». Выведено определение «языковой игры», разработан переводческий анализ индивидуально-авторских собственных имен, в соответствии с которым разобраны авторские топонимы на исходном и переводящем языках.
Ключевые слова: авторский топоним; языковая игра; игровая функция

Introduction

Victor Pelevin is a popular Russian writer. He has achieved a wide readership; some of his books have been adapted into films. The majority of his works have been translated into English. The acknowledged translator of Pelevin's prose is a British Slavicist Andrew Bromfield.

The relevance of the research is determined by the lack of analysis concerning the functioning of the author's toponyms in the presented collection of stories.

The aim of the article is to analyze the language game within toponyms in the stories from the collection '4 by Pelevin: Stories' and their translations, thus, deriving the definition of the author's toponym.

The term 'language game' is still in the process of clarification. The authors of monographs do not give a single definition of the language game. In this regard, this article, as a result of studying various approaches to the described concept in the chronological aspect, proposes its own definition. The language game is a system of techniques used by the author at various levels of the language, directed to the reader who knows how to decipher them.

A toponym is a proper name belonging to the geographical object [2].

The material of the study includes four stories from the original book 'The Blue Lantern' by V. Pelevin [5] and their translations in the collection '4 by Pelevin: Stories' into English by A. Bromfield [7].

Theoretical framework

The first to use the term 'language game' in his works was the Austrian philosopher Ludwig Josef Johann Wittgenstein. B. V. Markov writes in his article that L. Wittgenstein understands 'game' as a unified scheme of words' usage, and its gradual complication clearly demonstrates the development of the language system [3]. Language games are extremely diverse, new ones are constantly appearing, and others are falling out of use [8].

The classification of E. A. Nakhimova distinguishes possible functions of the precedent names (which include author's toponyms): evaluation function, simulation function, pragmatic function, aesthetic function, password function, ludic function and euphemistic function [4].

N. N. Bol'shakova notes that 'game-units' can be expressed in the following forms: textual and intertextual, each of which is divided into subtypes [1].

T. B. Tsyrendorzhieva identifies the following ways of expressing allusive markers: nomination, reference, citation, mimetic repetition, and stylization [6].

Examination of the theoretical foundations made it possible to define the main mechanisms for translating the language game with proper names, which coincide with classical ones, described in D. I. Ermolovich's methodology: the direct graphic transfer, hybrid method, transcription, transliteration, euphonic transmission, morphogrammatic modification, restriction of a proper name's variability, semantic explication, use of traditional naming, transposition, calque, functional analogy, onymic substitution and deonymization [2].

Methods and Results

Toponyms that perform the ludic function are of particular interest. All these toponyms are created by the author himself.

All cases of language game with toponyms described in this article are the explicitly marked intertextual form of the language game [1], transmitted in a nominative way [6], due to the fact that they represent the same type of the language game.

Besides, the author's toponyms belong to the category of individual toponyms [2].

The translation analysis appropriate to individual proper names created by the author, proposed and developed in the study, consists of the following stages:

1) determine the type and subtype of the toponym;

2) figure out the source of the language game and give a comment;

3) identify the method of transferring the toponym when translating;

4*) if necessary, give recommendations for improving the quality of translation.

According to this analysis, the following results were obtained.

• *Шестипалый… кинулся куда-то вслепую, пока со всего разгона не треснулся головой о…* ***Стену Мира****. – Six-Toes… set off running blindly… until his head slammed at full speed into* ***the****…* ***Wall of the World****.* 1) Toponym / urbanonym (used for inner-city objects); 2) echoic allusion to the Wailing Wall (a place of prayers in the Old City of Jerusalem). Just like the pilgrims, Hermit and Six-Toes pinned all their innermost hopes to the Wall. The phrase is constructed according to the substantive model identical to the original (in Russian this ancient wall is called Stena Placha /the Wall of the Wailing/ – a noun + a masculine noun in the genitive case, the dependent noun in the author's name Stena Mira /the Wall of the World/ has the same case, gender, and ending -a); 3) calque. The conceptual nature of the individualizing component of the urbanonym manifests itself in concretizing it with the article. When translating, the connection with the prototype [the Wailing Wall] is lost; 4*) to preserve the associative connection, the following translation is possible – *the Veiling Wall*. This variant is semantically linked with the idea of the world's boundaries with other realms being hidden beyond them.

• *Где-то дальше… был* ***Пулеметный бульвар****… – Beyond that… there was* ***Machine Gun Street****…* 1) Toponym / godonym (used to indicate the names of streets, including boulevards, passages); 2) by analogy with Rocket Boulevard in the North-Eastern Administrative District of Moscow. The fictional boulevard is consistent with the machine gun armament of the tank 'that had been there since the war' [7, p.100], in which Ch'an recognized Moscow from his vision; 3) calque + functional analogy. A. Bromfield retains the military theme and translates the toponymic denotatum 'boulevard' with the general determinant 'street'.

• *…дальше –* ***первый*** *и* ***второй Гусеничные проезды****. – …further out,* ***the First*** *and* ***Second Caterpillar Track Passages****.* 1) Toponym / godonym; 2) reference to Tank Passage in the South-Eastern Administrative District of Moscow (a tank is a caterpillar-tracked combat vehicle). The passages invented by V. Pelevin correlate with the construction of the real Japanese tank in the backyard owned by Ch'an; 3) calque. The translator also accurately describes the design features of the tank structure, namely two tracked belts.

• *...тайные продовольственные лавки на* ***Трупной площади****. (Так она на самом деле называлась, но чтобы не пугать трудящихся, на всех вывесках вместо буквы «п» была буква «б».) – ...the secret food stores on* ***Corpse Street****. (That was its real name, but in order not to frighten the workers, all of the signs there had the "r" missing.) // ...Чжан узнал два бульвара, сходившихся у* ***Трупной площади****. – ...Ch'an could see the two boulevards that came together at* ***Corpse Square****.* 1) Toponym / agoronym (denotes the names of squares in cities); 2) the author himself gives an indication of the real Trubnaya Square in the Central Administrative District of Moscow, but renames it as 'Trupnaya / Corpse', anticipating the denouement of the story, where the square turned out to be the corpse of a tankman. The language game manifests itself on the verge of common and onomastic vocabulary with the addition of alternation at the phonetic level – paronomasia; 3) calque + functional analogy. The translator passes the definition of the denotatum in two ways /street, square/ (both options correspond to the context) and for the name of the square comes up with a new language game 'corpse – copse'. This example shows high professionalism of A. Bromfield.

• *...Китай... доходит... на западе... до* ***Франкобритании****. – ...China extends... in the west to the boundaries of* ***Franco-Britain****.* 1) Toponym / cratonym (designates the names of states); 2) non-existent country. The author's cratonym is formed by merging two roots: 'Franco' (i.e., referring to France) and 'Britain' with the help of a hyphen, emphasizing the fantastic nature of what is happening – a nonce word; 3) transposition. English-speaking readers, along with Russian-speaking ones, understand the nonsense of such a geographical name.

As the analysis showed, an author's toponym is a name created by a writer, according to the existing models in the language, in order to generate the language game. Author's toponyms have a special impact on the audience – the writer sets a riddle, and the reader looks for an answer to it. Despite the fact that the transfer of these names to another language involves different types of transformations, the translator follows the general algorithm based on preserving the author's implications.

Conclusion

In the texts under consideration, the toponyms invented by V. Pelevin perform a single function – ludic, that means, their use is playful. This peculiarity makes A. Bromfield focus on the semantic content of the toponyms, so in the vast majority of cases, he uses a calque (and even creates the unique language game), sometimes combining it with a functional analogy. The translator applies transposition only once, since this method is based on similarity in form.

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THE PROBLEM OF IDIOM TRANSLATION IN AUDIOVISUAL TRANSLATION (BASED ON THE FILM "THE PARENT TRAP" AND ITS TRANSLATION)

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Abstract: People use idiomatic expressions every day. They are one of the problematic parts of the language, especially when being translated. This article is aimed to analyze the translation of English idioms in a dubbed film "The Parent Trap". Also, it focuses on the types of idiomatic expressions in this movie and the challenges in translating such expressions.

Key words: idioms; dubbing; audiovisual translation; phraseology

ПРОБЛЕМА ПЕРЕДАЧИ ИДИОМ В АУДИОВИЗУАЛЬНОМ ПЕРЕВОДЕ (НА МАТЕРИАЛЕ ФИЛЬМА «ЛОВУШКА ДЛЯ РОДИТЕЛЕЙ» И ЕГО ПЕРЕВОДА)

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Аннотация: Люди используют идиоматические выражения каждый день. Они являются одной из проблемных зон языка, особенно при переводе. Целью данной статьи является анализ перевода английских идиом в дублированном фильме "Ловушка для родителей". Кроме того, работа посвящена выяснению типов идиоматических выражений и трудностям перевода идиом.

Ключевые слова: идиомы; дубляж; аудиовизуальный перевод; фразеология

Introduction

English is the worldwide speaking language that people learn in order to communicate with each other. It is very important to understand foreigners and be understood by them in return. English speakers use different idiomatic expressions while speaking. It is worth mentioning that nowadays the cinema is one of the most demanded areas of our life. English movies are shown across the world mostly. Thus, people should pay special attention to the translation of films when they are being dubbed. Movie translation is very hard work. Films always contain a certain amount of different expressions which may be interpreted differently. Thus, based on the things mentioned above, the relevance of the topic of the work is that translating idioms can be quite difficult. Foreign language speakers must learn them. Moreover, speaking about audiovisual translation, there exist different ways and challenges to translate such expressions. This research analyzes the film "The Parent Trap", an American family comedy which was released in 1998. It is about two twin girls, Hallie and Annie, who were separated at birth because of their parents' divorce. This is a remake of the 1961 film of the same name. This work deals with the dubbing and translation taken from the Russian "СТС" channel.

The object of the work is idiomatic expressions themselves.

The subject is the translation techniques of English idioms in dubbed movies.

The aim of this work is to analyze the translation of idioms in dubbed movies, and find out more about types of idioms, their features and ways of translation.

To achieve this goal, the following tasks must be completed:

1. Study the theory related to phraseology and idioms.
2. Describe AVT features, particularly dubbing.
3. Identify the types of idioms. Classify them.
4. Analyze the ways of translating idioms in AVT.

Theoretical framework

Audiovisual Translation

Audiovisual translation (AVT) is one of several overlapping umbrella terms that include 'media translation', 'multimedia translation', 'multimodal translation' and 'screen translation' [3, p. 141]. Therefore, AVT is the translation activity which deals with transferring multimedial texts into another language.

The most common and popular forms of audiovisual translation are dubbing and subtitling. Subtitles are usually added on the screen in written form and they serve as a linguistic aid that allows viewers to follow what is happening on the screen. Written text should be shorter than the audio, simply because viewers need time to read the subtitles, while not knowing what they are actually reading. There are other forms of AVT such as voice-over, free commentary and others. Our research is focused mostly on dubbing. That is why we are going to pay more attention to this type of audiovisual translation.

Dubbing

Dubbing is a process of recording voices replacing the speech part of the original with a translation into another language ideally in synch with the film image. Essentially, it means that when a film is dubbed, the visuals remain the same, while the conversational fragments are translated into another language and visually adapted to lips movements and actors' gestures. The remaining tracks are kept inviolable (the soundtrack – including music and special effects – and the track containing the images) [2, p. 6].

The goal is to create the illusion that different characters really speak the target language, so that viewers will actually enjoy foreign products and get more pleasure from watching them.

Traditionally, there are four main steps which are involved in the process of dubbing a film. Firstly, the translation of the script. Secondly, its adaptation to sound as natural in the target language as possible and fitting in with lip movements of the actors on the screen. Thirdly, the recording by the actors of a new, translated script. Lastly, its mixing with the original recording [3, p. 145].

As for advantages and disadvantages of dubbing, it can be concluded that dubbing is a more complex, time-consuming process compared to subtitling. In addition, dubbing requires a lot of money, because you need to hire a decent number of workers, such as translators, actors, dubbing director, etc. However, the advantage of such form of translation is that with dubbing the audience can actually watch the whole film, because they do not need to focus on reading dialogues, which can be quite distracting.

Idioms

An idiom is an expression that has a particular meaning which is not determined by the value of words included in it. The translation of idioms is complex and it is a higher level of translation because idioms are related to culture.

One of the difficulties a translator faces while translating an idiomatic expression is a variable equivalent. It should be as expressive as the original, correspond to its style and connotations, as well as convey adequate meaning. Speaking about connotations, they may be different in the original idiom and its target language equivalent. For example, in Russian «спасти свою шкуру» has a negative connotation, whereas in English it is quite neutral: the expression may be used both for positive and negative meaning [5, p. 141].

Another problem is called false friends of the translator. When translating, idioms may have a different, or even opposite meaning compared to the original.

Local coloring is another interpreter's trap. This includes the ethnic characteristics of countries, so it is very important to pay attention to the translation and not to attribute the ethnic characteristics of one country to another foreign culture [5, p. 141].

Translation in general is complicated, and translation of idioms is even more challenging. The translator must know about the presence of an idiom in the text and find the best strategy for its translation, so it is important that they know the cultural origin of the source language and the target language.

Types of idioms

According to Seidl and McMordi, idioms are classified into the following groups:

a. Key words with idiomatic uses

1. Adjective and adverb: *bad news, in short, a good deal*
2. Noun: *by the way, in the end*
3. Miscellaneous: *after all, how on earth*

b. Idioms with nouns and adjectives

1. Noun phrases: *a breath of fresh air*
2. Adjectives + noun: *a clean slate*

c. Idiomatic pairs

1. pairs of adjectives: *safe and sound*
2. pairs of nouns: *fun and games*
3. pairs of adverbs: *in and out*
4. pairs of verbs: *toss and turn*
5. identical pairs: *all in all*

d. Idioms with prepositions: *(up) in the air*

e. Phrasal verbs: *go on, put off*

f. Verbal idiom;

1. Verb + noun: *throw a party*
2. Verb + prepositional phrase: *come in handy*

g. Idioms of comparison: *as cold as ice, fit like a glove* [6].

Methods and results

The aim of the research was to find out types of idioms and analyze their translation in a dubbed film. There were different types of idioms mentioned above in our work. However, not all of them were included in the film. There were only 7 types of idiomatic expressions which were found in "The Parent Trap" movie, namely 26 phrasal verbs, 5 idioms with prepositions, 21 verbal idioms, 3 idioms with noun, 8 idioms with adjective, 1 idiom of comparison and 8 miscellaneous idioms.

Idioms are not easy to translate, that is why different methods of translation were used in order to translate them correctly without changing the whole meaning of dialogues. Here are some examples of translation of idioms:

1. Phrasal verb is a combination of words which consists of a verb with a preposition or adverb, or both, the meaning of which can be different from the meaning of its separate parts [1].

- Russian equivalent of this phrase verb is "разводиться", as shown in the translation example. Full equivalents were found in 25 cases, mostly with phrasal verbs.

2. Verbal idiom

A verbal idiom is a group of words containing a verb whose meaning differs from that of an individual word.

- I'll ***take a whack*** at it [8, 13:50']. – *Я* ***попробую*** [9, 13:50'].

Take a whack means to try to do something [7]. This example illustrates literal translation of the phrase as "попробую". This translation technique was used in most cases, particularly 28 times.

3. Idiom with adjective

- Ooh. ***Ice Woman***! [8, 1:01:02']. – ***Ледяная женщина***! [9, 1:01:02'].

Ice woman is a woman without affection or warmth of feeling [7]. The translation uses the phrase "ледяная женщина". In this case, the calque technique is used. Such method is needed when equivalents and analogues cannot be used. This translation technique occurred 3 times.

4. Idiom of comparison

Such idioms are mostly used in description of people, their appearance, character, mood, actions, or behavior. In this research, only 1 example of this expression was found.

- Or why, all of a sudden, ***you're neat as a pin***... [8, 1:03:20']. – И почему вдруг ***стала такой аккуратной***… [9, 1:03:20'].

Basically*, neat as a pin* means being tidy or orderly [7]. This is the only example where a descriptive method was used. This method isn't about translation of idioms themselves, but rather their explanation. Such technique is carried out through interpretations or descriptions [4].

5. Idiom with noun

- Do we have any challengers? Oh, come on. Ladies, let's not be ***damsels in distress here*** [8, 10:17']**.** – Кто-нибудь хочет сразиться? Прошу дамы, ***кто продолжит игру***? [9, 10:17'].

A damsel in distress is a young woman who is in trouble [1]. As it can be seen from the example, the sentence structure has been completely changed. It was decided not to keep the idiom, because there is no such set expression in the Russian language, and other methods of translation were excluded, precisely because this phrase does not carry a strong semantic load. If it had been translated literally, the phrase would sound unnatural, but in English this is a fairly often used phrase.

Conclusion

This research was aimed at identifying types of idioms in the dubbed film "The Parent Trap" and their translation. To sum up, it can be concluded that idioms are diverse and can be translated in different ways, for example, by using a suitable equivalent in another language, or the structure of the phrase can be completely changed, which was shown in the example above. In this research, different methods of translation were used. However, after analyzing the idioms, it can be concluded that methods which were used most frequently were literal translation (28 cases) and substitution with analogue (15 cases), as well as the use of a full equivalent. The translators tried to adapt to the audience, since the idioms themselves are culturally specific. According to this analysis, the idiomatic expressions were translated accurately to provide the same effect as the source language. The main reason why this translation strategy was used was not to lose the original meaning of the source language. Moreover, it is important to remember that in the dubbing process conversational fragments are visually adapted to lips movements. Thus, one must be able to properly produce the translation of the idiom to maintain that effect that was intended in the original version of the movie, which can be time-consuming.

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WAYS OF CONVEYING SPEECH PECULIARITIES OF THE CHARACTERS IN THE NOVEL "THE ADVENTURES OF HUCKLEBERRY FINN" BY M. TWAIN

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Abstract: The article is devoted to the problem of translating the speech of fictional literary characters. In the article the classification of speech peculiarities is presented; the comparative analysis of the fragments of the original text and translation is made and the ways to achieve the equivalence are discovered.
Keywords: speech peculiarities; dialect; literary translation

СПОСОБЫ ПЕРЕДАЧИ ОСОБЕННОСТЕЙ РЕЧИ ПЕРСОНАЖЕЙ РОМАНА М.ТВЕНА «ПРИКЛЮЧЕНИЯ ГЕКЛЬБЕРРИ ФИННА»

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Аннотация: Статья посвящена проблеме перевода речи персонажей художественной литературы. В статье рассматривается классификация особенностей речи; проведен сопоставительный анализ фрагментов оригинала и перевода, выявлены способы достижения эквивалентности.
Ключевые слова: особенности речи; диалект; художественный перевод

Introduction

Oral speech is the basic means of human communication. During a conversation, the meaning of what is being said is the most important for those who are talking. However, it is known that another aspect which is necessary to take into consideration is not only *what* a person says but also *how* they say it. The way a person speaks can identify their background, including the place of living, their native language (if they speak a foreign language), their social status and professional occupation.

The problem of translating speech peculiarities is relevant for any translator who works with fiction. The fiction characters, as well as the speakers of any language in real life, have their own unique speech peculiarities, including dialects and foreign accents, the manner of speech, some expressions and phrases they use often, etc. This is the reason why it is crucial to maintain these peculiarities in the translation of the fictional text.

The aim of the article is to analyze how the translator conveyed the speech peculiarities of the fictional characters in the Russian translation. The tasks are to state how the speech peculiarities are expressed in speech in general, to compare the fragments of original text including such peculiarities with the translated version and point out what kind of transformation the translator chose for maintaining them.

In this article Mark Twain's novel "The adventures of Huckleberry Finn" and its translation into Russian by N. Daruzes will be reviewed in order to point out the ways of conveying individual speech peculiarities.

Theoretical framework

The paper is intended to analyze the equivalence between the original text and the translation. According to V.N. Komissarov, equivalence is a degree of similarity between source and target texts, measured on a certain level. The main task of the translator is to achieve the equivalence and convey the content of the original text [3].

The individual speech peculiarities are commonly represented in the forms different from the standardized language and can be classified into:

1. The collective variations (including colloquial speech, dialects, jargons, argot, slang and professional jargons).
2. The individual variations (including features of oral speech, the language of children, speech impediments, such as inarticulateness, lisp, stammering, etc., misspelling and mispronunciation).

Authors use such peculiarities in texts in different ways:

1. The main language means, i.e. the characteristic of the entire text (this kind of usage refers to the collective variations).
2. The peculiarities of some particular characters (this is the most wide-spread way of usage).
3. The description of some particular moments in order to add expressiveness [7].

Methods and results

The examples of individual and collective peculiarities of some characters' speech are represented in the novel "The adventures of Huckleberry Finn" by Mark

Twain since the form of the English language the characters use can be referred to as non-standard. The main method of research is the comparative analysis of the original text and translation.

The peculiarities reviewed in the article can be divided into phonetic, grammatical and lexical.

Phonetic peculiarities

One of the most common phonetic peculiarities is mispronunciation of the interdental sounds [ð] and [θ]. In oral speech they are usually replaced with the dental consonant [d] and labiodental consonant [f], as in the example 1 in Table 1 below. There are also peculiarities such as the omission of consonants, as in example 2, and substitution of vowels in some words, as in example 3.

The character whose remarks are represented in the Table 1 is Jim, a runaway black slave. In the book it was mentioned that Jim was showing the portrayal of the Missouri negro dialect which was common among the slaves of the state at that time of the American history. [6]

Table 1

1.	Jim: ***Den*** *we kin git* ***sumfn*** *better* ***den*** *strawbries (Then we can get something better than strawberries).*	Джим: *Значит, можно раздобыть чего-нибудь и получше земляники.*
2.	Jim: *So I stuck out for* ***mo'*** *dan* ***fo'*** *dollars, en I said* ***'f*** *I* ***didn'*** *git it I'd start a bank mysef (So I stuck out for more than four dollars, and I said if I didn't get it I'd start a bank myself).*	Джим: *Вот мне и захотелось получить больше четырех долларов, я ему и сказал, что, если он мне столько не даст, я сам открою банк.*
3.	Jim: *...I's* ***gwyne*** *to set down here and listen* ***tell*** *I hears it* ***agin*** *(I's doing to set down here and listen till I hears it again).*	Джим: *...сяду и буду сидеть, пока опять что-нибудь не услышу.*

The way to transfer the phonetic peculiarities in these translated fragments is the omission. The core meaning of the utterances is conveyed; however, the phonetically marked elements which determine the characters' speech are substituted with neutral non-marked units which do not carry the same connotation.

Grammatical peculiarities

Some of the characters of the novel often make grammatical mistakes in their speech. These mistakes are peculiar and also mark the non-standard form of the English language.

The characteristic and most common grammatical peculiarities are the following:

1. Incorrect usage of verbs, including the verb '*to be'* (examples 1 and 2).
2. The repetition of the personal pronoun denoting the subject right after the subject (example 3).

3. Double negation, which is uncommon in the English language (example 4).

Table 2 represents the remarks of Jim, the aforementioned black man, and Huckleberry Finn, the main character, a white young man who speaks the "original Pike country dialect" (the Southwestern American dialect). According to the plot, he was in school for a short time until he quit. So, one can say that Huckleberry Finn received almost no education, which definitely affected his way of speaking. [6]

Table 2

1.	Jim: *Say, who* ***is*** *you? Whar* ***is*** *you?*	Джим: *Послушайте, кто это? Где же вы?*
2.	Jim: *I* ***knowed*** *dey* ***was*** *arter you.*	Джим: *Я знал, что это тебя ищут.*
3.	Jim: *De widder* ***she*** *try to git her to say she wouldn' do it... (The widow she try to get her to say she wouldn't do it...)*	Джим: *Вдова начала ее уговаривать, чтобы она меня не продавала…*
4.	Huck: *"Please take it," says I, "and* ***don't*** *ask me* ***nothing****—then I* ***won't*** *have to tell* ***no*** *lies.*	Гек: *Пожалуйста, возьмите их, — говорю я, — и не спрашивайте меня — тогда мне не придется врать.*

As we can see from Table 2, all fragments of the Russian translation convey the original meaning of the utterances, but the grammatical peculiarities are not maintained. The sentences in Russian, unlike in English, sound standard without any grammatical mistakes. However, in example 4 the author used the word *врать* which is referred to as colloquial in dictionaries and helps to maintain the style and manner of the character. The transformations used here are omission and compensation.

Lexical peculiarities

People who speak non-standard English often use some informal or slang words, expressions and idioms which mark the colloquial style. Some of them are represented in the speech of the novel's characters, as in the examples below.

Table 3 shows the lines of such characters as Jim and the father of Huckleberry Finn, a drunkard with no education, as it was stated in the novel. The father, as well as Huckleberry, speaks the Southwestern American dialect.

Table 3

1.	Jim: ***Dog my cats*** *ef I didn' hear sumf'n.*	Джим: *Ведь я все слышал,* ***свинство какое!***
2.	Father: *You think you're a good deal of a* ***big-bug****, don't you?*	Отец: ***Небось*** *думаешь, что ты теперь* ***важная птица****, — так, что ли?*
3.	Father: *I bet I'll take some o' these* **frills** *out o' you before I'm done with you.*	Отец: *Ну да я с тобой* ***живо разделаюсь****, всю* ***дурь повыбью****!*

Unlike phonetic and grammatical peculiarities, the lexical ones are represented in the translation. In order to convey the expressions and idioms of the original, the translator used the Russian set phrases with the same meaning to maintain the core message and style of the original text. So, the type of transformation used to convey the lexical peculiarities is compensation.

Conclusion

Thus, all examples presented in the tables show that the main types of transformation used in translation of the fiction characters' speech are omission and compensation. It must be noted that only lexical peculiarities of the original text are maintained in translation while phonetic and grammatical peculiarities are either omitted or compensated with the help of lexical means.

This must be related to the fact that Russian and English colloquial speech is different. The Russian language has far less dialects and variants, it is more unified than the English language, thus to the Russian speakers accent and phonetic features are not that important as to the English speakers. What is more, since the audience of the novel is children and teenagers, such elements as phonetic and grammatical peculiarities were omitted in order to make the perception of the text easier for them.

Nonetheless, the colloquial style of the novel is maintained in translation due to the usage of lexical means, which is important for creating an illusion of a real-life situation in fiction.

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PECULIARITIES OF INTERNET COMMUNICATION USING MASHINE TRANSLATION IN SOCHIAL NETWORKS

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Abstract: The paper presents the research of Internet communication features in social networks using machine translation. It discusses examples and analyzes machine translation used in social networks such as Instagram and Twitter.

Keywords: internet communications; machine translation; social networks

ОСОБЕННОСТИ ИНТЕРНЕТ-КОММУНИКАЦИИ С ИСПОЛЬЗОВАНИЕМ МАШИННОГО ПЕРЕВОДА В СОЦИАЛЬНЫХ СЕТЯХ

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Аннотация: Статья посвящена особенностям интернет-коммуникации в социальных сетях с применением машинного перевода. В статье рассматриваются примеры и проводится анализ машинного перевода, используемого в таких социальных сетях, как Instagram и Twitter.

Ключевые слова: интернет-коммуникации; машинный перевод; социальные сети

Introduction

The Internet is a technological innovation that has spread rapidly and become a part of the lives of millions of people. Today, people using computers and computer networks perform an increasing number of activities.

Theoretical framework

The Internet communication is the process of transmitting information using the Internet resources such as messengers, social networks, video calls, emails, etc.

Recently, such a phenomenon as social networks has appeared in our lives. They have confidently taken a position that in the near future will allow them to become the dominant element in social communications for an indefinite period of time and to influence all aspects of our lives and the lives of both direct participants in these networks and people who are not involved in them at all.

The technologization of the communicative space does not reduce the value of language that in this environment acts not so much as a "form of expression" of ready-made thoughts but as a way of meaningful organization and representation of knowledge. The new environment is able to use traditional forms of expression, it only expands these possibilities, connects various forms of communication in various areas of social activity into one space.

The main functions of language are cognitive, expressive, communicative and manipulative. They are fully expressed in the new conditions [2].

The verbal communication is lost in the Internet communication. Despite the fact that in text communication it is possible to express feelings with "Emoji", the physical absence of communication participants leads to the fact that feelings can not only be expressed but also hidden as well as you can express feelings that a person is not currently experiencing.

The specificity of the Internet communication environment is characterized by such a property as virtuality which emphasizes that the conditions in which communication occurs are significantly different from the conditions of real communication.

One of the characteristics of the new virtual communication is interactivity. It allows you to engage in a direct dialogue with the audience and receive feedback from them in real time [5]. Examples of this characteristic are social networks.

A person on the World Wide Web is mostly surrounded by text, such as messages from friends and family, brief notes on social networks, news, articles-instructions and reviews.

A post is a small piece of information posted on a social network, forum, or personal blog. It often contains, in addition to text, images, links, graphics, audio and video materials. The posting is the process of creating and publishing such blocks on the specified Internet resources.

In social networks the post usually consists of text and images, sometimes it is just pictures. Blog posts are notes from the author not necessarily short. This article can also be attributed to this term even if it is extensive. Posts can be short, literally in one or two lines.

There are some types of posts in social networks:

- informational;
- entertaining;
- infographics;
- advertising.

People who do not speak foreign languages may face such difficulties as the perception of information in foreign languages. But, in this case machine translation comes to the rescue.

Machine translation is the process of related translation of texts by a computer program from one natural language to another. It is worth noting that in recent years, not only machine translation technologies, but also artificial intelligence in general have made a huge step forward.

Machine translation systems fall into three categories: systems based on grammatical rules (Rule-Based Machine Translation, RBMT), statistical systems (Statistical Machine Translation, SMT), and hybrid systems that combine the advantages of the first two groups.

RBMT systems analyze text and build its translation based on built-in dictionaries and a set of grammatical rules for a given language pair [3]. The quality of such translations is not good, but they are still used. For example, in translations of product names on Aliexpress.

The principle of statistical analysis is applied in SMT systems: huge volumes of texts in the source language and their human translations are loaded into the program [3]. The program analyzes the statistics of interlanguage correspondences and syntactic constructions and then relies on that information when choosing translation options. Another feature of such systems is that they are self-learning.

In this case, we can speak about neural machine translation (NMT) because self-learning is typical for translation based on neural networks [3]. This type of translation started appearing in the 1990s and is now the main type of machine translation. A neural network is a mathematical model based on the principle of networks of nerve cells in an organism. The ability to learn is one of the main advantages of neural networks over traditional translation algorithms. The term "deep learning" appeared and became popular in the 2000s. Its main difference from classical neural networks is that its networks are trained to find the characteristic properties of objects without asking questions about their origin.

There are also automatic tools for evaluating the quality of machine translation. They are used during the training of a particular MT system to track the progress of this system. In the future, such quality control automation tools can speed up and simplify the work of the translator at the post-editing stage, filtering out high-quality translated sentences and leaving only those that need to be processed [4].

Russian segment of social networks *Instagram* and *Twitter* use *Google* services in social networks. *Google* included neural translation of nine languages in 2016, and the Russian language was added in 2017. Google has developed its own system called *Google Neural Machine Translation* (GNMT). GNMT improves the quality of translation by using the example-based machine translation (EBMT) method. Thus, the system is trained on the basis of analogy, using a database of examples of translations made by people.

Methods and results

We decided to choose two social networks: *Instagram* and *Twitter* for the study. Small fragments of texts in English and German were selected as the research material, which were later published on *Instagram* and *Twitter* for further analysis of machine translation.

Machine translation in the social networks is started by the button "show translation" (on *Instagram*) and "translate tweet" (on *Twitter*). With this button, we can easily translate "post" and "tweet" into Russian or another language. Then, users can see the translation from different languages into their native language.

The survey was conducted among 40 people as part of our research. They answered the question "What social network do you use?" According to the survey results, we can see that about 60 percent of respondents use only the social network *Instagram*, more than 10 percent use only *Twitter*, and a little less than 5 percent of respondents do not use these social networks at all. The results of the survey are shown in the Fig.1.

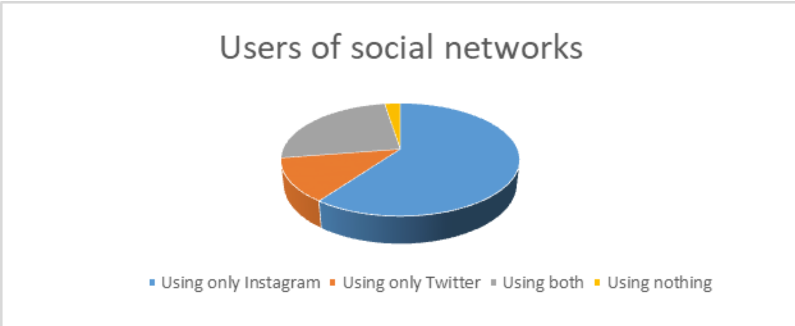

Fig.1 The results of the survey

Consider the examples of posts and tweets and their translation in the table. For comparison, we take the same texts.

Table

Translations of texts on Instagram and Twitter

Original	Instagram translation	Twitter translation
Ich war gestresst und habe *Kummerspeck* angesetzt.	Я была в стрессе и надела печальный бекон.	Я был взволнован и съел бекон.
Ich habe einen *Sandkastenfreund*, den wir schon lange nicht mehr gesehen haben.	У меня есть друг из песочницы, которого мы давно не видели.	У меня есть друг-песочница, которого мы давно не видели.
Something I've definitely needed during this time. I took a week off to spend some time offline. It's been so nice to get back to basics and remember how this all began for me, and take a step back to really take it all in. This year has really	То, что мне точно нужно за это время. Я взяла неделю, чтобы провести немного времени в оффлайне. Так приятно было вернуться к основам и вспомнить, как все это начиналось для меня, и сделать шаг назад, чтобы	Что-то, что мне определенно нужно в это время. Я взял неделю отдыха, чтобы провести время в автономном режиме. Было так приятно вернуться к основам и вспомнить, как все это началось для

challenged me creatively.	реально все это сделать. Этот год реально бросил мне вызов творчески.	меня, и сделать шаг назад, чтобы по-настоящему осознать все это. Этот год действительно поставил меня перед творческим вызовом.

As we can see in the first example, machine translation does not convey the main idea of the sentence. The word *"Kummerspeck"* refers to German slang and implies a state of mind when a person is depressed and eats a lot [1]. It can be translated as *«Я нервничал и на меня напал нервный жор»*.

In the second example, the German slang word *"Sandkastenfreund"* was also used, which means a childhood friend with whom they played in the sandbox all their childhood [1]. In this case, only the machine translation of Twitter distorted the meaning of the sentence and did not convey the correct information to the audience. It can be translated as *"У меня есть друг детства, которого мы давно не видели"*.

Speaking about the third example, we took the text of a person who talks about his life and as we can see, the machine translation did a good job and the message of this text is presented quite clearly for readers.

When we talk about the quality of translation in general, it is important to understand that a translation made by a person will have much higher requirements. It is impossible to consider machine translation in the same way. In social networks, MT application is reasonable since the amount of texts to translate is huge. Besides, the recipients of such translations are aware of its nature and do not expect perfect readable version of translation. The MT systems in social networks function well unless they come across rare words, some dialectal lexis or figurative meanings of commonly used words.

Conclusion

Even though such translations are far from being equivalent versions of the original post, they still serve adequate means of intercultural communication since they help understand the basic ideal of the posts.

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УДК 8.82-2

PECULIARITIES OF TRANSLATION OF ANIMATED FILMS INTO RUSSIAN

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Abstract: The article is devoted to the study of the features of translation of animated films into Russian. The purpose of this study is to review and analyze the translation of episodes that are based on realia-words, non-equivalent vocabulary and other phenomena that are difficult to translate. This article describes examples and provides an analysis from the cartoons "Coco" and "Ratatouille" by Pixar Studio.

Keywords: cartoon translation; realia; domestication and foreignization

ОСОБЕННОСТИ ПЕРЕВОДА МУЛЬТИПЛИКАЦИОННЫХ ФИЛЬМОВ НА РУССКИЙ ЯЗЫК

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Аннотация: Статья посвящена изучению особенностей перевода мультипликационных фильмом на русский язык. Целью данного исследования является обзор и анализ перевода эпизодов, основанных на реалиях, безэквивалентной лексике и других явлениях, представляющих трудности для перевода. В статье проанализированы примеры из мультфильмов «Тайна Коко» и «Рататуй» студии Pixar.

Ключевые слова: перевод мультфильмов; реалия; доместикация и форенизация

Introduction

Animated film is an audiovisual text, so a number of features of this type of the text must be taken into account in the process of translation. A translator must recreate the unity of visual and acoustic components, convey cultural, genre and other features of the original. This leads to the main problems faced by the translator of an animated film.

The examples from the cartoons "Coco" and "Ratatouille" by Pixar Studio are used in this work, as well as official dubbing material.

Theoretical framework

Cartoon films are heterogeneous in terms of whom they are intended for: some films are intended for an adult audience, others for children, and children's films can be targeted at different age groups. When translating animated films for children, the differences in mental and cultural characteristics of the traditions, which were involved in the translation, must be taken into account [3].

Another task the translator faces is to adequately recreate the cultural background of the original (historical and cultural events, moral and ethical beliefs, etc.). Humour is often culturally marked. Realia-words, names and other precedent phenomena that may be unfamiliar to the recipient of the translation require special attention [3].

Domestication is more common in film translation, and especially in relation to animation products. This strategy gives the illusion that this is not a translation, but an original text, the thoughts of a foreign author. To make the text easy to read, the translator must become invisible, and then the translation text will be perceived as the original. As Venuti suggests, "domestication" is a translation strategy in which the alienity of the text being translated is minimised, adapting as much as possible to the target-text readers. Thus, the text looks familiar and the foreign culture closer to its own.

In contrast to domestication, foreignization of translation is difficult for the recipient to perceive. It emphasizes the difference between source and target texts. The foreignization strategy intentionally breaks the canons familiar to the recipient culture and introduces elements of foreign reality to the translated text. This approach exists so that the reader can plunge into an unfamiliar environment and become aware of cultural and linguistic differences [4].

In all languages, there are names of everyday life, history, culture, etc. Often these names belong to the lexicon of a certain people, country, or area and do not exist in other countries or regions. C. Vlakhov and S. Florin. define realia-words as words (and word combinations) that refer to objects that are characteristic of life of one nation and alien to another; as long as they have a national and/or historical colouring, they usually do not have exact matches/equivalents in other languages and therefore cannot be translated "on a general basis", requiring a special approach [5].

V.N. Krupnov divides realia-words into

1. geographical and ethnographic,
2. mythological and folklore,
3. everyday realia-words,
4. advertising and political realia-words.

Since it is impossible to transfer realia-words to a new culture in an identical form, the translator decides which of the associations that arise when a given reality is used in the original, it is most important to convey to the reader of the translation. This decision is made depending on the context in which the translation is performed [2].

Methods and results

The examples are selected using the continuous sampling method. By the method of analysis, certain differences between the original text and its translation are identified.

Translation difficulties may arise due to the fact that the original refers to some phenomena that are absent in the source culture and therefore unknown to the recipient [1]. For example, in the cartoon "Coco" by Pixar Studio, where the culture of Mexico is depicted, *alebrijes* (brightly colored Mexican folk art sculptures of fantastical creatures) are mentioned. This word was translated into Russian as *волшебные звери,* because they are not familiar to Russian recipients.

Often, the equalization of different language texts in the translation process is accompanied by more or less significant omissions, additions and changes. "The translator constantly has to decide which elements of the original can be sacrificed to enable the full reproduction of other, communicatively more significant parts of the text" [1]. So, in the cartoon "Ratatouille" by Pixar Studio, the Alfredo Linguini's monologue has undergone serious modifications:

– *Ratatouille. It’s like a stew, right? Why do they call it that? If you’re going to name a food, you should give it a name that sounds delicious. Ratatouille doesn’t sound delicious. It sounds like “rat” and “patootie”. Rat patootie. Which does not sound delicious.*

– *Крысиный хвост. У неё он лысый, да? У меня к вам один вопросик. Почему такая контрастность? Она сама волосатая, а хвост у неё лысый. Крысы что, они думают это красиво? Это некрасиво. Красота. Крысота. Если от белки хвост, то это да.*

In the original version, Linguini discussed the unpleasant name of the dish “Ratatouille” because it contains the word "rat". But since Russian viewers may not be familiar with this foreign word, the word game had to be redesigned. The translators managed to leave the main significant part, *"rat"*, with the word game *"Красота. Крысота"*, but completely changed the content of the phrase.

According to Lawrence Venuti, every translator should look at the translation process through the prism of culture that refracts the source language cultural norms. It is the translator’s task to convey them, preserving their meaning and their foreignness, to the target-language text [4].

For example, in the cartoon "Coco", where it was important to show the specifics of Mexican culture, some phrases in Spanish were not translated into Russian: *amigo – амиго, damas y caballeros – дамас и кабальерос (instead of “дамы и господа”)* and others. It is worth noting that transcribing has been applied in cases where recipients intuitively understand the meaning of these words.

It is quite difficult to convey realia-words in another language without losing images and associations. A special category of everyday realia-words is represented by food names. It is worth paying attention to the fact that in addition to the name of dishes and beverages, it is possible to find that the product is designated by its brand name [2]. For example, in the cartoon “Ratatouille”, the name of cheese was translated by transcribing:

You found cheese? And not just any cheese. Tomme de chèvre de pays! – О, ты нашёл сыр? И не просто сыр. Том де шевр де пэй!

There are such ways of transmitting realia-words:

1. transcribing/ transliteration;
2. calque;
3. creating a new word or phrase based on semantic matching;
4. approximate translation by a word that is close in meaning;
5. giving a foreign word the appearance of a native one;
6. descriptive translation.

If the element of realia is familiar to the source culture, then providing an adequate translation creates an exotic connotation that was not there initially. On the contrary, if recipient is unfamiliar with it, the original culture perceives the element of realia as unusual. In addition, the expected readership influences the choice of a suitable translation strategy. For example, for a children's audience, the vocabulary should be chosen simply to help the recipient understand the content completely.

As a result, the research has shown that it is possible to perform transformations without distorting the meaning. The communication task can be achieved.

Conclusion

The translator must take into account the peculiarities of recipients of the translation: their age, mental and psychological characteristics. There is also the problem of translating units with a cultural background and the problem of recreating a comic effect and other phenomena. The aim of the translator is to make the translation equivalent. It is important to maintain the adequacy of the translation at the level of the whole text. In the process of translating cartoons, the use of transformations of all kinds has great importance, since the peculiarities of cartoon texts place increased demands on the quality of the translation, maintaining the main extra-linguistic markers and linguistic peculiarities.

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УДК 81‘25

PECULIARITIES OF VIDEOGAMES LOCALIZATION FROM ENGLISH INTO RUSSIAN

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Abstract: The article is devoted to the study of the difficulties that arise when translating and adapting products of the foreign games industry into Russian, namely: game assets, levels of localization, and peculiarities of localization. We defined in the article that localization of videogames has its own peculiarities that differ it from other types of translation. Primary and secondary data were used, as well as quantitative and comparative analysis.

Keywords: videogames localization; game assets; game genres; levels of localization

ОСОБЕННОСТИ ЛОКАЛИЗАЦИИ ВИДЕОИГР С АНГЛИЙСКОГО НА РУССКИЙ ЯЗЫК

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Аннотация: Статья посвящена изучению трудностей, возникающих при переводе и адаптации продуктов зарубежной игровой индустрии на русский язык, а именно: игровых ассетов, уровней локализации и особенностей локализации. В статье мы определили, что локализация видеоигр имеет свои особенности, отличающие ее от других видов перевода. Были использованы первичные и вторичные данные, а также количественный и сравнительный анализ.

Ключевые слова: локализация видеоигр; игровые ассеты; жанры видеоигр; уровни локализации

Introduction

The video games industry is one of the world's leading financial turnovers: in 2019 the film industry earned $96.8 billion, while the video game market reached $148.8 billion. Just like cinema products, games need translation to reach their consumers. The guide between the consumer and the foreign production is none other than a translator, whose main task in translating video games is to ensure that a recipient of translation experiences the closest possible gaming experience to a recipient of the original.

Theoretical Framework

Videogames localization is a new type of translation and it needs more examining than it has now. Just like books, films and music it has its own peculiarities in terms of translation. The first specific thing which a translator meets is the game assets. We divided them in the following way:

- text assets— consist of all in-game text messages;
- art assets— images and graphics;
- audio assets— in-game cinematic or engine-based cutscenes, songs, script voiceovers;
- printed materials— packaging, user manual.

The translator’s work is to define whether all of the assets should be translated or some of them should remain untranslated [1].

Methods and Results

Primary and secondary data were used in order to answer the research question.

Quantitative analysis was used in order to understand the necessary level of localization of different videogames genres.

Comparative analysis was used to find out differences in original and translated versions of videogames.

The goals of the study were examining the tools of game localization, levels of localization in different goals, difficulties arising when localizing a videogame and possible solution to these difficulties. Different examples were analyzed and described to define whether localization was successful or not and what ways of localization techniques and methods a translator can use.

Turning to the game assets to be translated, the general idea is that printed materials, text assets and audio assets almost leave no doubt in necessity of translation, while art materials are the ones that can be left untranslated. The latter can be street sings, which display a certain time in a history of a country, like in games "Wolfenstein the new order" and "Wolfenstein II: The New Colossus", graphics on city streets such as propaganda are left untranslated to convey the atmosphere of Germany during the World War II. On the other hand, translators in Germany had to remove all swastikas in the game because it is a banned sign in Germany.

Fig. 1

Moreover, when Hitler's character appears in the game, he is referred as "Führer", but in German version it was replaced with "*Kanzler*". In Russian version all the swastikas were not removed and "*Führer*" was translated as "*фюрер*".

Another specific feature of game localization is the freedom of actions which a translator has. On his or her request text messages, graphics and even the story line can be changed in order to correspond to the peculiarities of a country[1]. It can be done if the game without such adaptation cannot be perceived by the audience and sold in any market.

There are several levels localization depth, and each of them is determined by the characteristics of the project, its budget, etc.: paper localization (box, user manual, promotional materials, etc.); economical localization (translation of all the text contained in the game – interface, tips, subtitles, descriptions, etc.); in-depth localization (change of sound effect); excessive localization (change of graphics); deep localization (adaptation of the scenario for a particular country) [3].

The choice on localization depth may depend on the genre.

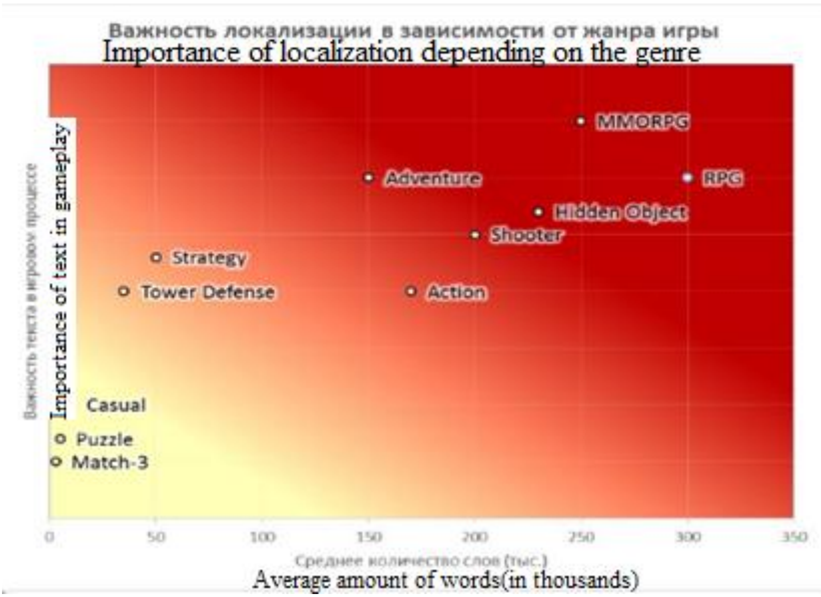

Fig. 2.

In this graph, the x-axis shows the average number of words, and the y-axis shows the importance of text in the gameplay [4]. According to it, a paper localization is suitable for casual games: puzzles, match-3. For tower defense and strategies without a sophisticated plot, an economical localization would be suitable. Then there are action, adventures, shooters, hidden object and MMORPGs, with the depth of localization here varying on budget and necessity of translation of different assets. Economical localization, in-depth localization, excessive localization and deep localization would take place in those genres.

Another aspect of videogames localization is that quality strongly depends on how game developers prepare their game for localization and what tools they give to translators. Most of the original text and information is given in a form text files and documents. It causes problems when translating dialogues and cutscenes, because the only way a translator can understand what happens during dialogues is the context. Sometimes, game developers provide translators with mockup and motion capture scenes, but it is rather a rarity than a common practice. The ability to translate graphic assets is also dependent on tools provided by the game developers. Considering the voiceovers, there are two models. In the first model, game engine allows to prolong a dialogue or in-game cutscene and does the lip-sync on its own. In other case, when game engine does not allow to do so, translators have to stick to the time frames they have. Nonetheless, an accident took place when the game “The Witcher 3: Wild Hunt” was released. The translators had been told that the game engines allows to prolong the voiceovers, but when the game was out it turned out that it wasn’t true. As the result, the voiceovers would slow down or speed up depending on the length of a phrase and the recipient’s experience of translated version was worsened by this.

When translating sci-fi games with futuristic world, translators often face is non-equivalent vocabulary in form of scientific terminology, new objects or culture specific words created by the authors of the game plot. Facing such vocabulary translator can use the following methods: transliteration, transcription, calque or half-calque, translating a word and using it as the term, explicatory (descriptive) translation and expansion, reduction, analogue substitution [2]. Such examples we found in games “Destiny” and “Destiny 2”.

Table

Examples of translation in “Destiny 2”

Original	Localization
HEREALWAYS PIECE	КУСОЧЕК ВЕЧНОЗДЕСИ
Vex	Векс
Dissociative rejection	Диссоциативное отторжение

In the first case, translator used the method of calque due to its effectiveness to convey the meaning of the original comparing to other methods. When translating “Vex” as “Векс” a translator used transcription, as it is a representative of an alien race and it has no analogue in Russian language. As the translator could understand from the context that “Dissociative rejection” is a new specific disease created by plot writers, he or she used calque method due to existence of both words in Russian language.

Conclusion

In the article, we have defined that localization of videogames differs from translation and has its own peculiarities, such as game assets, levels of localization and tools given by the game developers to translators. Moreover, we have substantiated that the amount of translated game assets may differ depending on the genre.

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УДК 81’26

THE PECULIARITIES OF TRANSLATION OF ENGLISH IT MARKETING TEXTS INTO RUSSIAN

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Abstact: The article describes the peculiarities of translation of English IT marketing texts. Nowadays, marketing texts perform an important communication function in society. Their aim is the distribution of information about a product. Foreign goods occupy a significant part of the Russian market today. Consequently, the study of English IT marketing texts translation is relevant and promising. The research uses a comparative method, which identifies the lexical and semantic characteristics of English-language IT marketing texts and productive ways to translate them into Russian.

Keywords: marketing; IT; translation transformations

ОСОБЕННОСТИ ПЕРЕВОДА АНГЛОЯЗЫЧНЫХ МАРКЕТИНГОВЫХ ТЕКСТОВ В СФЕРЕ IT

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Аннотация: В статье описываются особенности перевода маркетинговых текстов. В наши дни маркетинговые тексты стали выполнять важную коммуникативную функцию в обществе. Их целью является распространение информации о товаре. Иностранные товары составляют сегодня значительную долю на российском рынке. Из этого следует, что исследование проблемы перевода маркетинговых текстов в сфере IT – актуально и перспективно. В ходе исследования использован сравнительный метод, с помощью которого выявлены лексико-семантические особенности англоязычных маркетинговых текстов сферы IT и продуктивные способы их перевода на русский язык

Ключевые слова: маркетинг; IT; переводческие трансформации

Introduction

The modern era of scientific and technological changes includes all spheres of the existence of today's society; moreover, in the conditions of a high level of modern technology development, there is a special need for specialist translators who have practical skills in translating IT texts. Such texts are aimed at promoting and increasing sales of a product. Basically, marketing texts in the IT sphere are placed on the websites of companies-producers and serve to characterize certain products.

As of today, it is extremely difficult to conceive of life without using modern technology. More and more advanced models of smartphones, computers, laptops, etc. are appearing in the world every day. Producers face a difficult task of presenting their product in the most advantageous light and attracting as many customers as possible.

It is obvious that most of the technical products that we use on a day-to-day basis are foreign. Part of the merit can certainly be given to professional translators, who present the devices advertising to potential buyers in a very tempting way. Nevertheless, the translation of material related to IT products on the market is not an easy process due to the content of a large number of professional terms and acronyms. Additionally, the problem of translating IT marketing texts has been poorly investigated, which in turn leads to a lack of recommendations regarding the translation of these texts.

Theoretical framework

"Marketing text" is one of the main terms of this work; that is why it requires a detailed consideration of its conceptual content.

It is necessary to pay attention to the fact that in highly specialized literature,

which is dedicated to research on advertising, the concept of a marketing text and «advertising text» is used as synonymous but the term «advertising text» is more common.

Thus, S. V. Ilyasova and L. P. Amiri, in their work "A Language Game in the Communicative Space of Mass Media and Advertising" give the following definition to the concept of an advertising text: «a text presented orally or in writing, prepared in advance, having autonomy, originally aimed at conveying certain information to the addressee, with the prevailing commercial goal of drawing the addressee's attention to this or that type of product» [3].

The advertising of Apple products provides examples of these transformations.

While translating advertising texts, the following types of translation transformations are used: lexical, grammatical and lexico-grammatical [4].

Methods and Results

In the course of the research, a comparative analysis method was used, primarily aimed at identifying differences between the two languages being compared. It identifies commonalities, features of the objects under analysis, differences and features of specific objects which differ from those common to all the objects under analysis [2].

When comparing English marketing texts and their translation into Russian, it was possible to identify many regularities, such as the division of sentences, in order to make them simpler and therefore more understandable for the customer. It is also quite common to encounter the omission of certain constructions that overload the proposals. Russian translations are filled with epithets and emotionally colored phrases. One of the most frequent transformations is concretization.

Power to change everything

Просто монстр. [1]

In the following example, a lexico-grammatical transformation is used, namely the method of a holistic transformation. The «monster» is used in a figurative sense, meaning something significant, striking with its unusual properties, which is quite suitable for characterizing a computer.

Say hello to a Mac that is extreme in every way

Знакомьтесь, тот самый — самый впечатляющий Mac. [1]

This example uses a grammatical transformation such as replacing a phrase with a word, so the translator substitutes the phrase «say hello» for «get to know». We also see the way the translator uses the lexical transformation method, namely modulation, by substituting «in every way» for «самый». There is a substitution of the SL word combination by the unit of the TL whose value is logically derived from the value of the source unit.

With the greatest performance, expansion, and configurability yet, it is a system created to let a wide range of professionals push the limits of what is possible.

Потрясающая производительность, невероятный потенциал расширения системы и создания пользовательских конфигураций. С Mac Pro для многих профи невозможное станет возможным. [1]

The first grammatical transformation that is evident is the sentence division. The first sentence in the original text is quite voluminous and cumbersome. It has therefore been broken down into two, as this presentation of information is most typical for perception in the Russian language. The translator also uses such lexical transformations as addition. For example, in the first sentence, the translation explains «expansion» by a phrase «невероятный потенциал расширения системы», in the second sentence of the Russian text the translator adds the name of the computer «Mac Pro».

The world's most powerful graphics card. Taking power one huge step further, Mac Pro supports configuration of two Radeon Pro Vega II Duo MPX Modules.

Мощнейшая видеокарта. Mac Pro поддерживает конфигурацию из двух модулей MPX с Radeon Pro Vega II Duo. [1]

These sentences were translated by using a lexical transformation such as omission. The translator omits «the world's» in the first sentence and the whole phrase «taking power one huge step further» in the second. This technique is used due to redundancy of information. Although some elements are omitted, the meaning of the text is not distorted.

... And it introduces the Touch Bar — a Multi-Touch enabled strip of glass built into the keyboard for instant access to the tools you want, right when you want them.

... Впервые в его клавиатуру встроена стеклянная сенсорная панель Touch Bar с поддержкой жестов Multi-Touch. Этот интеллектуальный элемент управления обеспечивает быстрый доступ к функциям именно в тот момент, когда они вам необходимы. [1]

As opposed to the original text, which is shorter and more concise, the target text is filled with emotionally colored phrases that express an evaluative attitude: «And it introduces the Touch Bar …» and «Впервые в его клавиатуру встроена стеклянная сенсорная панель Touch Bar …». A concretization has also been used: «… right when you want them». The word want (хотеть, желать) has been translated in the following case as «необходимо».

Conclusion

Examining the peculiarities of English-language marketing texts translation in the field of IT, showed that this type of texts presents certain difficulties for their translation into Russian. In the process of translating marketing texts, it is very important to maintain their effective function. At the same time, the importance of correct transmission of lexical and semantic peculiarities of this type of texts is noted, as well as the need for translators to apply various methods of translation, which are available in their arsenal, to achieve a pragmatic effect. By applying translation transformations, the translator communicates the text of the translation in an attractive way, which means that such advertising can encourage a potential buyer to buy this product.

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TRANSLATION OF CULTURE-BOUND TERMS IN CROSS-CULTURAL COMMUNICATION

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The sound and graphic forms of proper names in Russian, English, German, Chinese and Italian are in the focus of the analysis in this paper. The author examines the ways of transferring proper names from one language system to another. The role of languages in the process of intercultural communication and the problem of translation of culture-bound terms are the main issues of this research.

Keywords: language; translation; cultural linguistics; intercultural communication; dialogue of cultures

ПЕРЕВОД РЕАЛИЙ В МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ

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Аннотация: Статья посвящена анализу звуковых и графических форм имен собственных в русском, английском, немецком, китайском и итальянском языках. В статье исследуются способы передачи имен собственных из одной языковой системы в другие. Особое внимание в работе уделяется роли языка в процессе межкультурной коммуникации и проблеме перевода реалий.

Ключевые слова: язык; перевод; лингвокультурология; межкультурная коммуникация; диалог культур

Introduction

Cultural issues have become particularly relevant nowadays. We live in a multicultural society, the members of which constantly interact with each other. Therefore, the issues of mutual understanding and respect for representatives of different cultures are among the most essential in the context of globalization that takes place in all spheres of life.

Language is the main means of communication and information exchange. However, it should be noted that language is also a tool for solving many problems affecting several nations. These days many spheres of our society, which are not related to culture, interact through translation. For example, most environmental problems can be solved only by cooperation of several countries. Environmental pollution is the result of multiple infringements of generally accepted production standards. It does harm not only to a particular area, but the entire planet as well.

Speaking about the role of translation nowadays, one cannot ignore the political sphere of society. These days various international summits and conferences are regularly held, in which public officials from all over the world take part. In this case translation plays a key role, as incorrect or inaccurate interpretation of certain realia (culture-bound terms) or expressions can lead to misunderstanding and even to international conflicts.

Perhaps the most crucial sphere of interacting through translation is medicine. The events of 2020 are a clear demonstration of this statement. The emergence of Covid-19, a new type of viral infection, has forced scientists from all over the world to unite and research an unfamiliar disease to create a cure or vaccine for it. However, not all doctors and scientists speak foreign languages, so they have to team up and communicate with each other with the help of interpreters.

Thus, the solution of the above problems requires the cooperation of several states. The interaction of different cultures, including through translation, is also necessary to achieve this goal.

Theoretical framework

As mentioned above, translation plays a pivotal role in modern society, helping to solve global problems and to establish international contacts.

Edward Sapir, the member of the US National Academy of Sciences, wrote about the connection between language and culture as well: “Language does not exist apart from culture, that is, from the socially inherited assemblage of practices and beliefs that determines the texture of our lives” [3, p. 221].

In the view of the above, it should be noted that culture does have a significant impact on the language. For example, the strictly prescribed word order in a German sentence, in which the predicate always comes second, displays the well-known punctuality of Germans. For instance, *in diesem Jahr kaufte er ein neues Auto.*

Nevertheless, not all the words of one language have equivalents in other languages. Such language units form a group of non-equivalent vocabulary, including realia known as culture-bound terms in English.

Realia are various factors studied by external linguistics, such as the state structure of a given country, history, culture and its subjects, language contacts of native speakers of a given language in terms of their reflection in a given language [1]. The problem of translating realia will always be relevant as people of different nations interact and exchange information with each other. Various kinds of quarrels and conflicts arise in the course of intercultural communication, so knowledge of the features of realia plays a crucial role in the process of interaction between the representatives of absolutely different cultures through translation.

Many linguists believe that language is a part of culture, which cannot exist separately from it. According to S. G. Ter-Minasova, translation is extremely important in the dialogue of cultures. The Russian linguist and Doctor of Philology defines this concept in the following way: “Translation is the connection of cultures and peoples; it is the transformation of one world into another, which is “dressing up”, recoding, reconstruction, and even teleportation” [4, p. 12].

Nevertheless, even experienced interpreters still encounter some difficulties when translating certain expressions. The reason for this is that language reflects the worldview of a particular nation, that is, how they perceive the reality. Various cultures differ from each other due to their historical features, discrepancy of living standards and development of public consciousness of these peoples. Thus, the names of the same objects and phenomena of reality differ depending on the language. For example, in the United States *a lift* is called *an elevator,* in Germany – *der Fahrstuhl (chair that moves),* in Italy – *l'ascensore (a hoist),* and in China – 电梯 *(an electric staircase)*. However, the international word *a lift* is used as well.

The main reasons for difficulties that appear when translating realia are the differences in cultural beliefs, lexical systems of languages, lexical and phraseological compatibility [5]. For example, *a black cat* is perceived differently in various cultures: in Russia it stands for a harbinger of misfortune, while in the UK it is considered a sign of luck and in Scotland it is a symbol of wealth.

The differences in perception of the world around us often lead to misunderstanding and conflicts. Therefore, while translating something, it is necessary to take into account the pragmatic potential of the text – the choice of linguistic units to produce a definite effect on the interlocutor when transferring information. If the pragmatics of the statement does not coincide with the communicative intent of the speaker, the effect known as “said the wrong thing” occurs [2]. For example, the colloquial expression *like a white person* in Russian suggests *an action or staying in a comfortable environment or doing something without any difficulties*. However, in other languages (English *a white man*, German *ein weißer Mann*, Chinese *白人*) it refers to people of European origin and is often considered a manifestation of racism, which has many negative consequences. Every interpreter must have the same background knowledge that native speakers have to avoid such incidents.

Methods and Results

However, translating set expressions and words with connotative meaning is difficult. The same applies to proper names. Let us consider several examples of translating the following groups of proper names: names of geographical objects, well-known companies and some popular movies. The comparative analysis is based on lexical units of Russian, English, German, Italian and Chinese.

The translation of proper names does not require special knowledge of the translation language and, therefore, it seems to be one of the simplest ones. However, this is not entirely true. Knowing only the basic rules of transliteration is not enough to transfer proper names from one language to another. Quite the contrary, the correct translation of non-equivalent vocabulary requires knowledge of the cultural background of the source language, namely, the pronunciation of proper names and their traditional names.

Proper names represent the culture of the people speaking a particular language more accurately than other linguistic units. Nevertheless, not all proper names can be transferred from one language to another with the help of transliteration. Among the geographical names, the most widespread example of the discrepancy between both the sound and graphic forms of words in different languages is *the English Channel*. In German it is called *der Ärmelkanal (the channel-sleeve),* its Russian name is more similar to the French one – *пролив Ла-Манш (la Manche)*. The same applies to another strait between mainland Europe and Great Britain – *the Strait of Dover*. On the German-language map it is designated as *die Straße von Dover (Dover Street)*, on the Chinese-language one it is *多佛爾海峽*, which can be translated as *the Strait of Dover*. Nevertheless, in Russian it is *пролив Па-де-Кале.* Here we can also see that the Russian name of these geographical objects coincides with the French one.

Let us consider a few more examples to understand the problem of translating proper names better. Let us start with the names of world-famous companies. For example, the name of a well-known computer hardware and software manufacturer *Apple Inc.* retains its sound and graphic forms in most languages. Despite the fact that in Russia the Cyrillic alphabet is used rather than Latin, we still see the English variant *Apple* on the signboards. However, this name is transferred into Chinese by loan translation: in China, this company is known as *苹果公司 (Apple Company).*

As for the transfer of Chinese names to other languages, they are not translated, but transcribed, and the phonemes should be chosen as precisely as possible in their sound form. For example, *小米 (Xiaomi)* can be translated as *little rice*, but the company is known all over the world as *Xiaomi*. It should be noted that the sound form of the word remains unchanged, while its graphic form is conveyed using pinyin, a system of romanization of the Chinese language.

However, not only the names of companies or geographical objects display the culture of the nation. The titles of movies reflect it as well. Moreover, they are usually translated. For example, the famous film *"Now you see me"* has completely different names in different languages: on Italian posters we see *"I maghi del crimine" ("The crime wizards"),* in Germany this film was released under the name of *“Die Unfassbaren” (“The incredible”)*, and in Russia it is known as *“Иллюзия обмана” (“The illusion of deception”)*.

Nevertheless, some titles of movies cannot be translated at all. For example, the film about the only person who remembers the songs of *The Beatles* is called *“Yesterday”* in all Indo-European languages. However, it is *“昨日奇迹”* on Chinese movie posters, which means *“Yesterday’s miracle”*.

Movie titles are most often transferred with the help of loan translation – borrowing language units using literal translation. For example, the Oscar nominee Chinese film *“House of Flying Daggers”* in German is called *“Haus der Fliegenden Messer”* and in Russia it is known as *“Дом летающих кинжалов”*. Meanwhile on the Italian posters we see *“La foresta dei pugnali volanti” (“Forest of flying knives”).* However, in the original language the film is called *“十面埋伏”*, which is translated into English as *“Ambush from all sides”*. Such a significant difference between foreign names and authentic ones is explained by the culture of the country of the movie origin: throwing knives are called flying daggers in the jargon of Chinese martial arts.

Conclusion

The translation analysis of some proper names in English, German, Russian, Italian and Chinese showed that most of them are not translated at all. However, such culture-bound terms as the titles of movies change when transferred from one language system to another. It should be noted that proper names are always changed when translated from and into Chinese. Perhaps the reason is that it belongs not to the Indo-European language family, but the Sino-Tibetan one. Therefore, it is possible to single out the main ways of translating non-equivalent vocabulary: loan translation, transcription, and transliteration.

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INTERSEMIOTIC ADAPTATION OF HYPERBOLE: MULTIMODAL AND PRAGMALINGUISTIC ASPECTS

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Abstract: This research is devoted to analyzing the relationship between the verbal signs representing hyperbole in the fictional narrative and non-verbal signs that translate hyperbole into a film. The hyperbole is predominately adapted by raising the eyebrows, high tempo and volume of speech, shortening the distance between the addresser and the addressee.

Keywords: film adaptation; intersemiotic translation; multimodal analysis; hyperbole

ПОЛИМОДАЛЬНЫЙ И ПРАГМАЛИНГВИСТИЧЕСКИЙ АСПЕКТЫ ИССЛЕДОВАНИЯ МЕЖСЕМИОТИЧЕСКОЙ АДАПТАЦИИ ГИПЕРБОЛЫ

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Аннотация: Целью исследования является анализ взаимосвязи между вербальными (гипербола) и невербальным знаками, которые переносят гиперболу в кинофильм. Гипербола адаптируется главным образом через приподнятые брови, громкую и быструю речь и сокращение дистанции между адресатом и адресантом.

Ключевые слова: адаптация; межсемиотический перевод; полимодальный анализ; гипербола

Introduction

Film adaptations are in demand these days, they are released very often and are commercially successful. Numerous papers are dedicated to the study of scripts based on fiction etc. The aim of the present research is to reveal and analyze the relationship between verbal and non-verbal signs that translate the hyperbole found in a fictional narrative into the cinematic discourse of the narrative. To achieve the aim, it was important to study the hyperbole's functions on various levels of analysis: verbal, pragmatic and the level of the narrative.

Theoretical framework

"Hyperbole is bold overstatement, or the extravagant exaggeration of fact or of possibility" [1, p.120]. I.S. Kurakhtanova states that hyperboles can be occasional (peculiar to the author's style) or usual (used in the language on a daily basis) [6]. The present research proposes to widen the classification by adding into it the hyperbole based on the trite metaphor and the one based on a numeral with a noun in the plural form.

It was R. Jakobson who marked the beginning of intersemiotic translation study. In *On Linguistic aspects of translation*, he has described three kinds of translation: intralingual translation or *rewording*, interlingual translation or *translation* proper, and intersemiotic translation or ***transmutation*** "which is an interpretation of verbal signs by means of signs of nonverbal sign systems" [4, p. 233].

Apart from Jacobson and Kurakhtanova, the research has been based on the work by U. Eco [2] L.P. Krysin [5], G.G. Slyshkin and M.A. Efremova [9], etc. In the field of multimodal analysis – S.Norris [7], T.A. Vinnikova [10], K.L. O'Halloran [8] and others.

Methods and results

An integrated approach has been applied to the investigation into hyperbole's adaptation to another semiotic system [2, 3, 4]. Multimodal, pragmalingustic, linguo-stylistic, and quantitative analyses have been used to study both verbal and non-verbal signs, i.e. visual, cinematic, and auditory modes. The modes' classification used in the present study is based on Sigrid Norris' work *Analyzing multimodal interaction* [7, pp. 11-58]. Visual modes included facial expressions, gaze, gestures, posture, and proxemics. Cinematic modes were interpreted by camera shot, composition, and camera position. Auditory modes incorporated vocal pitch, intonation, tempo, pausation, and background noise.

E.M. Forster's novel *Howards End* and B. Shaw's play *Pygmalion* and their film adaptations (1992, 2017 and 1938, 1964 respectively) have been analyzed. In total, 27 language units involving the hyperbole and 21 video excerpts have been examined.

Multimodal, pragmalingustic, linguo-stylistic, and quantitative analyses have revealed the following.

1. Usual hyperbole based on the trite metaphor was most often found in literary texts: 10 out of 16 hyperboles in Howards End, e.g. *English to the backbone;* 5 out of 9 in *Pygmalion*, e.g. *gin was mother's milk to her*.
2. The set of hyperboles transferred to both of their film adaptations is almost the same since it is these units that are important for creating the characters' image or depicting the relationship between them, e.g. in the screenplays of two *Pygmalion* adaptations 6 identical hyperboles were used, in the scripts of adaptations of *Howards End* 4 out of 5 hyperboles coincided.

3. Some hyperboles were not carried over into the script, e.g., 11 out of 16 units were omitted in the scripts of *Howards End* movie and TV series. Omission occurs if the hyperbole was used in the author's speech which is not included in the script by default, or it was used in a scene that was shortened or completely removed from the movie to save time.

4. In the intersemiotic translation of hyperbole, modes of three channels of perception are involved: non-verbal auditory, non-verbal visual and cinematic, and these modes are used to a different extent. The most frequent non-verbal signs to convey the illocutionary force of the utterance involving the hyperbole, i.e. modes used on the pragmatic level, have been raising the eyebrows found in 39% of scenes (see Fig.1), high tempo (50% of scenes) and volume of speech (67% of scenes), shortening the distance between the addresser and the addressee that can be found in 64% of scenes (see Fig.2). On the narrative level, the most frequent signs suggesting the director's interpretation of the fictional communicative space have been medium shots or close-ups (19 out of 21 scenes). The least frequent mode of all has been 'camera position', it has been used only in one-seventh of the scenes.

Fig.1 The 'facial expressions' mode in *Howards End* (1992)

Fig.2 The 'proxemics' mode in *My Fair Lady* (1964)

5. The number of modes via which the given sign is translated into the cinematic discourse has not been significantly influenced by the degree of verbal sign's imagery. So, the occasional hyperbole *it wasn't fit for a pig to live in* and the usual one *I'd ram them down your ungrateful throat* were adapted by the same number of modes in both *Pygmalion* adaptations.

6. All the utterances containing the hyperbole have been pronounced with the falling nuclear tone Low-Fall which is considered to be one of most commonly used tones for the nuclei in English speech [11]. However, various phonetic phenomena have been added to convey the illocutionary force of the verbal sign since Low-Fall per se is not emphatic enough. In *Howards End*, hyperbole *A thousand thanks* has implicitly communicated the idea of reproach or disappointment, so, in order to express it and make the utterance more emphatic, the

Low-Fall was used in combination with the sliding head in both 1992 and 2017 adaptations.

7. One and the same hyperbole may operate differently in its adaptations, e.g. *I could simply scratch that woman's eyes out*'s main function is the same, i.e. showing one character's hostility towards the other. However, in 2017 adaptation, new connotations are added that are due to the producer's change of the poetic structure. There, a character not only expresses her opinion about another person but also aims at justifying herself in front of her husband, convincing the addressee (husband) of her dislike for somebody. Thus, the TV series' director has given the speech act a persuasive function which cannot be found in the novel or 1992 film.

8. The biggest number of modes is employed for the adaptation of the hyperboles representing indirect speech acts used to manipulate feelings and actions of a character, e.g. *A thousand thanks* and *If the King finds out you're not a lady, you will be taken by the police to the Tower of London, where your head will be cut off as a warning to other presumptuous flower girls*, *I could simply scratch that woman's eyes out*, it *wasn't fit for a pig to live in*. Moreover, a great number of modes have been incorporated in the adaptation of the hyperbole that shows an extremely emotional state of the addressee: *I'd ram them down your ungrateful throat.*

Conclusion

The analysis has shown that, when creating film adaptations, screenwriters and directors give preference to more or less the same hyperboles that are essential for creating the characters' image or showing the relationship between them. The evidence from the study indicates that the modes used on different levels of analysis are not the same. On the pragmatic level, visual and auditory modes are employed. The most frequent ones have been raising the eyebrows, high tempo and volume of speech, shortening the distance between the participants of communication. On the level of the narrative, cinematographic modes are used, the most frequent being medium and close-up shots.

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THE PROBLEM OF TRANSLATING ONYMIC PUNS FROM ENGLISH INTO RUSSIAN (BASED ON THE NOVEL "THE STARS' TENNIS BALLS" BY S. FRY AND ITS TRANSLATION)

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Abstract: The article is devoted to the study of the problem of translating onymic puns. The research is based on the novel "The Stars' Tennis Balls" by Stephen Fry and the Russian translation by S. Ilyin. Examples of puns based on proper names are presented and described, as well as the peculiarities of their formation; the classification and analysis of methods of translating puns of this type from English into Russian are proposed.
Key words: proper names; comic effect; pun; onymic pun; methods of translating puns

ПРОБЛЕМА ПЕРЕВОДА ОТОНИМНЫХ КАЛАМБУРОВ С АНГЛИЙСКОГО НА РУССКИЙ ЯЗЫК (НА МАТЕРИАЛЕ РОМАНА С. ФРАЯ «ТЕННИСНЫЕ МЯЧИКИ НЕБЕС» И ЕГО ПЕРЕВОДА)

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Аннотация: Статья посвящена изучению проблемы перевода отонимных каламбуров. Исследование проводится на материале произведения Стивена Фрая «Теннисные мячики небес» и перевода, выполненного Сергеем Ильиным. Представлены и описаны примеры каламбуров, основанных на именах собственных, а также особенности их формирования; предложены классификация и анализ способов перевода каламбуров данного типа с английского на русский язык.

Ключевые слова: имена собственные; комический эффект; каламбур; отонимный каламбур; способы перевода каламбура

Introduction

The translation of proper names has always been a matter of great interest for scholars, but the fact that there is the possibility that the comic effect can be imposed on the name, makes the issue more fascinating to survey. The mentioned effect can be actualized by means of pun that is known to be created through witty use of orthographic peculiarities, sounds and forms of the words, breaking grammar rules, introduction of homonyms, paronyms and other linguistic factors. Moreover, it is necessary to mention that context is vital for the insertion of pun into the proper name. There exists a specific term to describe the adoption of the comic effect into the proper names' structure – 'onymic pun'.

This study is intended to examine a problem of translating onymic puns from English into Russian. Many outstanding scholars believe that proper names are considered to be a part of 'untranslatables', which brings us to the necessity of stating not only the methods of translating puns, but also of proper names. As we mentioned earlier context is of vital importance for translating onymic puns, therefore we are going to provide the analysis of contextual peculiarities of the examples from Stephen Fry's novel "The Stars' Tennis Balls".

Theoretical framework

The definition of pun is the question that has not been answered yet. We are going to introduce the following definitions as a basis for our research. The Cambridge Dictionary states that pun is a figure of speech that is based upon an intermingling of similar words or phrases for comical effect. A pun can rely on the "assumed equivalency of multiple similar words (homonymy), of different shades of meaning of one word (polysemy)" [2]. According to the Merriam-Webster Online Dictionary pun "is a form of wordplay which suggests two or more meanings, by exploiting multiple meanings of words, or of similar-sounding words, for an intended humorous or rhetorical effect" [6]. Therefore, we can point out that confusion of language units and, as a result, the comic effect achieved are essential for the creation of pun.

There exist various approaches to classifying puns, but we will focus on H. Gottlieb's classification:

1. Lexical homonymy (the central feature is single-word ambiguity);
2. Collocational homonymy (the word-in-context ambiguity is the central feature);
3. Phrasal homonymy (the clause ambiguity is the central feature).

The main peculiarity of this classification is that the author considers pun only in terms of homonymy and singles out three subcategories of it [5].

Accordingly, the question of how puns are to be translated arises. S. Vlahov differentiates two types of semantic match: full and partial. The first type is rarely found in literature, it suggests that the target language should have a word or expression that possesses the same pragmatic and stylistic meaning and consists of the same linguistic units as the pun of the original text. The linguist offers to use calquing as a translation method in this situation. From Vlahov's point of view the second type of match implies the use of the following translation methods: omission, compensation and descriptive translation. We have to emphasize the problem of inevitability of stylistics and semantics and even pragmatics of the pun, therefore it is necessary to compensate for this loss somehow in order to convey the comic effect and, as a result, the emotional intensity embedded in the pun of the original text (analysis of contextual information can be of great help) [7].

As long as we are supposed to work with onymic puns, we need to specify translation methods that are used for rendering proper names. L. Barkhudarov defines proper names as a type of untranslatable words. He offers four translation methods to deal with this group of words: transcription, transliteration, calquing, descriptive and approximate translation [1]. There are similarities to be mentioned when comparing methods of translating puns and proper names. Some methods are practically the same.

Since the classification of methods of translating onymic puns has not been described in detail in any scientific paper yet, we are going to analyze the examples of translation of onymic puns combining the two classifications above.

Methods and results

The methods used in the current research include the descriptive method, which was applied to explain certain contextual phenomena that are used by the author to create puns. Another method that was used to pick up examples from the original text and the Russian translation performed by S. Ilyin is called sampling. The last method, comparative analysis, was used to examine examples and identify ways of translating onymic puns from English into Russian.

Table 1

Original	Russian translation
1.'Why did he name his daughter **Portia**? Remember **Portia** in "The Merchant of	1.«… подумайте, почему он назвал дочь **Порцией**? Помните **Порцию** из

Venice"? The quality of mercy is not strained, it droppeth like the gentle rain from heaven upon the place beneath. It is twice blessed. It blesses him that gives and him that receives.' 'There are, in case you have forgotten, two **Portias** in Shakespeare. …The **Portia** in Julius Caesar. She chooses to take her own life, if you recall, by swallowing hot coals.' Delft's hair and clothes were on fire	«Венецианского купца»? Не действует по принужденью милость; как теплый дождь она спадает с неба на землю и вдвойне благословенна: тем, кто дает и кто берет ее». «У Шекспира – на случай, если вы запамятовали, – есть две **Порции**. … О **Порции** из «Юлия Цезаря». Она, если помните, предпочла покончить с собой, проглотив горящие угли». … Одежда и волосы Дельфта горели … .
2.'**Porsche**, close the door, will you?'	2.«**Порш**, прикрой двери, пожалуйста.»

We can identify that the onymic pun in the given example can be related to collocational homonymy as far as we deal with the necessity to consider different contexts in which the name was used by William Shakespeare. The character found that the last chance to avoid horrifying destiny by referring to the name that was used by the playwright as a symbol of mercy, failed him. The comic effect is created by implying misunderstanding the name Portia by the character that considers it as 'hope' instead of 'despair'. This is an example of onymic pun based upon collocational homonymy, quite harsh and unpleasant, but still a pun.

There is more to be said about this name. In the novel's afterword, Fry states that he tried to make his novel appear more of a conscious homage by changing the characters' names to anagrams or references to Dumas' novel "Monte Cristo". In his novel Dumas presented a character named Mercedes, it is also widely known that there is a car label that bears the same name. As a reference to this Fry uses the version of the name Portia as a shortening for another car brand name 'Porsche'. This pun is also related to the collocational homonymy type. It is used multiple times throughout the text.

The translator used transcription to render this name. The context provides the information necessary to comprehend the content of the pun.

Table 2

Original	Russian translation
1.Ned **Madstone**, the maddest of the mad.	1.Нед **Мадстоун** наисумашедший человек.
2.They habitually referred to him as **Barkingstone (a)**, **Loonystone (b)** and Sir Charles **the Mad (c)**.	2.Как правило, пресса именовала его Гавкинстоуном, Психстоуном и сэром Чарльзом Чокнутым.
3.Drives me **mad**. (So do you, darling Neddy **Madstone**. But **mad** with deepest love.)	3.**Сводит меня с ума**. (Как и ты, милый Нед Мадстоун. Только ты **сводишь меня с ума**, потому что я люблю тебя всей душой.)

The idea of ‘madness’ is the common thread running throughout the whole novel. The central character spends the greater part of his life in the asylum because of the ‘mad’ coincidence. Time spent there made Ned use ‘mad’ and devious methods to have his revenge done. At the end of the novel the character has no other choice but to come back to the asylum he had hated so much. The reason is that this is the place where he belongs to. Referring to the Monte Cristo issue we can see that Ned Madstone is the anagram for Edmond Dantes. Ned shares the destiny of Dumas' character in many aspects. As a result, we have many examples of pun based upon the surname Madstone in the novel.

We can consider the pun in the first example to be phrasal homonymy pun. The comic effect is conveyed by means of repetition of sounds and the usage of construction with a superlative adjective. The translator used the combination of transliteration and transcription to transfer the surname, pun is realized in the second part of the sentence by means of breaking rules of word-formation.

The second example consists of lexical (a, b) and phrasal (c) homonymy puns. The basis for them are word-formation and a set phrase to name the honorable figures in Great Britain. In combination with the word ‘mad’ the meaning of phrase refers to the comical insignificance of the person. The translation conveys comic effect by means of calquing.

The last example can be treated as both lexical and phrasal homonymy pun. The comic ambiguity is based upon the word ‘mad’ that is part of the surname and phrases ‘to be madly in love’ and ‘to drive somebody mad’. The translator used descriptive translation and calquing to transfer the comic effect.

Table 3

Original	Russian translation
1.‘That’s say funny. **Ashley. Ashley**. that’s a rail hoot’. … Maybe your name, the name you hated so much, the name that shamed you, that you had believed to be so middle class, maybe, if one of them shared it with you, maybe it was an all right name after all. … There was no Ashley. Ashley did not exist. There was only an **actually.** ‘That’s so funny, **actually**. **Actually**, that’s a real hoot.’ Can you **actually**, can you **actually**, **Ashley**, have ever really believed that they might have been talking about you?	1.«А что, **Эшли**, смешно». «**Эшли**, ну просто умора». … Может быть, твое имя, имя, которое ты так ненавидел, имя, которое тебя позорило, которое ты считал столь мелкобуржуазным, может быть, если один из них тоже носит его, может быть, оно, в конце концов, вполне нормально. … Не было никакого Эшли. Эшли не существовало. Было лишь **«actually».** «А что, **действительно** смешно. **Действительно**, ну просто умора». И ты **действительно** мог, **Эшли**, **действительно** мог всерьез поверить, будто они говорят о тебе!

Ashley earlier was considered to be a middle class name, as a result, the only obstacle for the character to treat himself as a member of high society was his name. The author points out that Ashley is so completely focused on himself that he mishears the word ‘actually’ taking it for his name. It is a hope for him to be a part of the community he has no right to belong to, but the moment he realized the confusion of words the hope was abandoned. The type of pun is lexical homonymy; it is centered on one word or, to be precise, on the name ‘Ashley’. S. Ilyin used approximate translation and calquing to convey the meaning of the pun, but the greater part of comic effect was lost because of the number of different sounds in words ‘actually’ and ‘действительно’ in the English and Russian languages.

Conclusion

According to the analyzed examples we can point out that:

- calquing and transcription are used more frequently than other methods for translating onymic puns;
- lexical homonymy puns are more common than the other types of the suggested classification;
- in some cases, it is difficult to fully keep the comic effect of the original text in translation;
- it is necessary for translators to have background knowledge about the author and the book they are dealing with to be able to comprehend and convey the meaning of a pun correctly.

The translation of onymic pun is a complicated process. Translators are to pay special attention not only to translation methods of puns and proper names, but also to contexts and cultural references.

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METHODS OF TRANSLATION OF PHRASEOLOGICAL UNITS IN PUBLIC SPEECH FROM ENGLISH INTO RUSSIAN

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Abstract: The article is devoted to problems of translating phraseological units in public speech from English to Russian. Many speakers use phraseological units in their public speech. Translators, in turn, should translate them preserving the pragmatic potential.

Keywords: phraseological units; pragmatic potential; public speech

СПОСОБЫ ПЕРЕДАЧИ ФРАЗЕОЛОГИЧЕСКИХ ЕДИНИЦ ПРИ ПЕРЕВОДЕ ПУБЛИЧНОЙ РЕЧИ С АНГЛИЙСКОГО ЯЗЫКА НА РУССКИЙ

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Аннотация: Настоящее исследование посвящено изучению проблемы перевода фразеологизмов в публичной речи с английского языка на русский. Многие ораторы используют фразеологизмы в публичных выступлениях. Переводчикам, в свою очередь, необходимо передать данные единицы, сохранив прагматический потенциал.

Ключевые слова: фразеологические единицы; прагматический потенциал; публичная речь

Introduction

Over the past few years, there has been a steady tendency for using phraseological units in oral speech. In this regard, they present certain practical difficulties in their correct understanding, interpretation and translation, and are of great theoretical interest for both linguists and translators.

The aim of the article is to identify phraseological units in English public speeches, to reveal their pragmatic potential and to analyze the ways of translating them into Russian.

Theoretical framework

Since our attention is focused on the study of phraseological units and public speeches, we can briefly consider the characteristics of each.

According to A.V. Kunin, phraseological unit is a stable combination of lexical units with fully or partially metaphorical figurative meaning [6].

Many linguists and translators have also addressed the problem of identifying the characteristic features of public speech as a genre. I.S. Alekseyeva defines it as a public monologue of a speaker in front of an audience [1], or an oral speech on a variety of occasions [2]. The characteristic features of public speeches are a rigorous finished form with a well-formed structure, the use of standard language (with elements of emotional information), the variety of repetitions, the speaker's own oratorical style and improvisation of speech.

Phraseological units in public speeches have several functions. They:

1) add a stylistic colouring, make speech lively and embellish it (the aesthetic function);

2) enhance the effect of feedback with an audience, since they give the joy of recognition (the contact establishing function);

3) focus the attention of people on certain moments and help to eliminate the monotony of speech, and thus encourage the audience to listen (the emphasizing function);

4) have a desired effect on the consciousness of information users and shape their attitude to events. Using phraseological units arises from the attempts to manipulate, persuade, control an audience, as well as to win support from people (the persuasion function);

5) help to express the speaker's attitude to a topic – express a positive or negative assessment, approval or condemnation, ironic, mocking or other attitude (the evaluation function).

The ways of translation of phraseological units, according to S. Vlakhov, S. Florin, are phraseological translation, which can be divided into absolute phraseological equivalent, partial phraseological equivalent and phraseological analogue, and non-phraseological translation, which can be divided into lexical, descriptive and loan translation.

Methods and results

The material of the study is English public speeches of famous politicians. We have studied 10 speeches of British and American politicians with phraseological units, translated them, analyzed each case and identified the way of translating.

To reach our aims in study of phraseological units in public speeches the following methods have been implied:

- continuous sampling method (the samples are taken from transcripts of political speeches, from the internet news portals such as GOV.UK, BBC News, Full Fact English, The Evening Standard, The Guardian, The Spectator;

- comparative analysis method (the selected phraseological units in English are translated and compared with the Russian correspondences);

- descriptive method (the data gathered are compiled, systematized and interpreted)

(1) I do not think it vainglorious or implausible to say that a new ***golden age*** *for this United Kingdom is in reach [9] – Я не считаю тщеславным или неправдоподобным заявлять о том, что наступил новый* ***золотой век*** *для этого Соединенного Королевства.*

In the translation, an absolute phraseological equivalent is used, since the phraseological unit ‘golden age’ (золотой век) is found in many languages, so it is international. The authorship of it belongs to the ancient Greek poet Hesiod who lived around 800 BCE.

(2) Something which I'm sure you're familiar with, which is there are so many other costs which the elderly have to confront, which really do make it extremely difficult to ***make ends meet*** *[8] – Кое-что, я уверен, вы знаете, что существуют большое количество расходов, с которыми приходится сталкиваться пожилым людям, что действительно очень трудно* ***сводить концы с концами****.*

‘To make ends meet’ (сводить концы с концами) is a partial phraseological equivalent, since, despite the differences (different lexical composition, insignificant form changes, different compatibility), still there is the preservation of the same image in the translation.

(3) We are getting ready to come out on October the 31st... ***Do or die, come what may*** *[4] – Мы готовимся к выходу 31 октября…* ***Надо рискнуть, будь, что будет****.*

In one of Boris Johnson’s speeches, he uses two expressive phraseological units at once: ‘do or die’ and ‘come what may’. The translation of ‘do or die’ (надо рискнуть) is descriptive, and the translation of ‘come what may’ is translated with the help of a phraseological analogue, that is, with the help of a correspondence that has a similar meaning, but is based on another image.

(4) These are our top priorities. These are the things we will ***fight tooth and nail*** *for in the next parliament [8] – Это наши главные приоритеты. Именно за это мы будем* ***сражаться до последнего*** *в следующем парламенте.*

The phraseological unit ‘fight tooth and nail’ is expressive, therefore, to translate it, we need to choose a correspondence that would be able to convey the same degree of expressiveness. Our choice is the analogue «сражаться до последнего».

(5) The people who bet against Britain are going to ***lose their shirts****, because we are going to restore trust in our democracy and we are going to fulfil the repeated promises of Parliament to the people and come out of the EU on October 31,* ***no ifs or buts*** *[3] – Люди, которые поставят против Великобритании,*

***проиграют в пух и прах**, потому что мы восстановим доверие к нашей демократии, выполним неоднократные обещания Парламента народу и выйдем из ЕС 31 октября, **без возражений**.*

While translating the colloquial phraseological unit ‘lose one's shirt’, it is necessary to take into account its contextual environment. Boris Johnson compares the attitude of citizens towards the country to a game, saying that those who bet against the UK are going to lose everything, including their shirts. Therefore, the correspondence that has been chosen is the analogue «проиграть в пух и прах» which is very often used when losing in gambling.

Moreover, in the same fragment, we have found the phraseological unit ‘no ifs or buts’, which we have translated with the help of descriptive translation.

*(6) In some respects we have **more choice than you can shake a stick at** [4] – В некотором отношении, у нас есть **больше выбора, чем может поначалу показаться**.*

‘More (something) than one can shake a stick at’ is a bookish phraseological unit. Unfortunately, there is no analogue of this phraseological unit in Russian, so we have translated it descriptively.

*(7) And I say respectfully, I say respectfully to our stentorian friend in the blue 12-star hat – that's it, time to **put a sock in** the megaphone and give everybody some peace [12] – И я обращаюсь почтительно, я обращаюсь почтительно к нашему громогласному другу в синей шляпе с двенадцатью звездами: вот и все, пора **заткнуть** мегафон и дать всем немного покоя.*

In Boris Johnson's speeches, there are a lot of colloquial phraseological units with an ironic tinge. One of these phraseological units is ‘put a sock in it’. At first, the analogue «прикрыть варежку» has been chosen, but from the point of view of stylistic colouring, this correspondence is more related to a slang vocabulary and does not have exactly the same connotative elements that are in the original phraseological unit in English. Therefore, we have decided to translate it with the help of lexical translation.

*(8) Good morning, everybody – well, we did it – we **pulled it off**, didn't we? [11] – Доброе утро, ну, мы сделали это – мы **справились**, не так ли?*

It has been difficult to find the phraseological correspondence to the colloquial phraseological unit ‘pull it off’, so we have translated it with the help of lexical translation.

*(9) But this is just part of the answer. We have to **get to the root of the problem** [10] – Но это только часть ответа. Нам необходимо **добраться до корня проблемы**.*

The phraseological unit ‘get to the root of the problem’ has been translated with the help of the well-established correspondence «добраться до корня проблемы», which is a loan translation from English.

(10) And so I am announcing now – on the steps of Downing Street – that we will fix the crisis in social care ***once and for all*** *with a clear plan we have prepared to give every older person the dignity and security they deserve [5] – И поэтому я объявляю сейчас, на ступеньках Даунинг-стрит, что мы* ***раз и навсегда*** *победим кризис в социальной сфере с помощью нашего четкого плана, в рамках которого мы обеспечим каждому пожилому человеку достойную и безопасную жизнь, которую он заслуживает.*

We have found the correspondence «раз и навсегда» as a perfect solution to translate the phraseological unit 'once and for all'. This correspondence is a loan translation.

Conclusion

So, phraseological units have the following pragmatic potential, in other words, they perform the following functions: the aesthetic function, the contact establishing function, the emphasizing function, the persuasion function, the evaluation function.

While translating phraseological units, we have faced the following difficulties: identification of phraseological units in the text and reflection their national and cultural specifics in translation.

In the material of the study, non-phraseological translation prevails. This is due to the difficulty of translating English phraseological units using the phraseological means of the Russian language, that is, due to the mismatch of phraseological systems of the two languages. The most common method of the ways of phraseological translation is analogue, because of the lack of equivalents, as well as the ability of the analogue to adequately convey the same author's idea, but using a different image. The most common method of the ways of non-phraseological translation is descriptive translation, which helps to translate phraseological units from English to Russian as accurately as possible.

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УДК 81’25

THE PROBLEM OF TRANSLATING JOKES WHILE MAKING SUBTITLES TO ENGLISH AUDIOVISUAL WORK BY MEANS OF THE RUSSIAN LANGUAGE (ON THE MATERIAL OF TV SERIES “THE OFFICE”)

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Abstract: The article analyses linguistic means of creating comical effect in TV series “The Office”. The typology of linguistic means of expressing comic effect is studied. The influence of «Russian Timed Text Style Guide» by Netflix on translation of jokes is analyzed. The linguistic means of translating jokes were identified.

Key words: subtitles; comical effect; precedent name; pun

ПРОБЛЕМА ПЕРЕДАЧИ ШУТОК ПРИ СУБТИТРИРОВАНИИ АНГЛОЯЗЫЧНОГО АУДИОВИЗУАЛЬНОГО ПРОИЗВЕДЕНИЯ СРЕДСТВАМИ РУССКОГО ЯЗЫКА (НА МАТЕРИАЛЕ СЕРИАЛА «ОФИС»)

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Аннотация: На материале сериала «Офис» рассматриваются лингвистические средства создания комического эффекта. Рассматривается типология средств создания комического эффекта. Анализируется влияние требований субтитрирования «Russian Timed Text Style Guide» компании Netflix на перевод шуток. Были выявлены языковые средства, использованные для перевода шуток в сериале «Офис».
Ключевые слова: субтитры; комический эффект; прецедентное имя; каламбур

Introduction

Nowadays the series is one of the most important types of cinematography. Series is a film or a TV film that consists of several episodes and plot lines. As far as series are made in different parts of the world there is a problem of translating them into different foreign languages. Creating subtitles is one way of conveying the contents of the series in a foreign language. According to V. E. Gorshkova subtitling is a short translation of the dialogues in a film that conveys their basic content and that is expressed in a form of printed text and located at the bottom of the screen [3, p.367]. In order to control the quality of the subtitles such companies as BBC and Netflix created their own lists of requirements that subtitles should meet. For example, there is «Russian Timed Text Style Guide» that was created by Netflix. These requirements limit number of characters used in one subtitle, font and color of the subtitle. Requirements contain information about how to translate numbers, quotes, names of characters, on-screen signs and other rules [1].

Theoretical framework

Any author creates an audiovisual work to please his viewers. One way to achieve this is to create the comical effect. As far as the single typology of linguistic means of creating comical effect doesn’t exist, let us turn to classification of methods of creating comical effect that are represented in works of Russian and foreign linguists. V.V. Vinogradov thinks that pun or the word-play with homonyms, direct and figurative meanings is one of the most effective methods of creating comical effect [5, p.137]. Everything that helps to create comical effect in a broad sense might be regarded as a method of creating comical effect. In a broad sense means of creating comical effect include various figures and their details. When we talk about means of creating comical effect first of all we imply linguistic means such as epithets, metaphors, comparisons, adaptations, mixed metaphors, synonymy, antonymy, cursing, invectives, approvals, praise, slang words, words from different professional fields, charactonyms, names of ranks and so on [2, p. 478]. Linguistic means of creating comic effect include phonetic, lexical, phraseological and grammar means [4, p. 184]. In this article lexical means of creating comic effect are being discussed. Lexical means include emotional words, terms from different fields, names of famous companies, precedent names and texts, figures of speech and stylistic devices [4, p. 180]. Puns have ample opportunities for conveying comic effect. Puns are not only the word-play. Puns are based on meanings of the words; it is usually connected with various explanations and unexpected reinterpretation of the words. Sometimes the word is used in a different, occasional meaning [2, p. 474-478].

Several language difficulties arise while translating jokes with subtitles. Puns are based on consonance of the words and on their polysemy. The pair of polysemic and consonant words may not exist in the Russian language so it is necessary to create a different pun using a different pair of words or to convey its meaning without preserving the pun. The problem of conveying the comic effect often lies in the fact that precedent names and realities unknown to the Russian-speaking audience are used in the TV series. According to “Russian Timed Text Style Guide”, which was created by Netflix, an adult is able to read only 17 characters per second. So every subtitle in Russian may consist of 39 characters. Only two lines of subtitles can appear on the screen at the same time. Which means that during the translation of subtitles a translator is limited by 78 characters with intervals. As far as series is an audiovisual work, the content on the screen helps to create comic effect too. They are for example, posters, signs and names of characters. They need to be subtitled if they affect viewer’s understanding of the plot. While subtitling them a translator should take into account limit of characters, which is prescribed by “Russian Timed Text Style Guide”.

Methods and results

Consider the following examples of puns and their translations.

Original version: Business is like a jungle. And I’m like a tiger. And Dwight is like a monkey that stabs the tiger in the back with a stick. Does the tiger fire the monkey? Does the tiger transfer monkey to another branch? Pun…

Translation: Бизнес это что-то вроде джунглей. | А я вроде как тигр. | А Дуайт как обезьянка, | которая подкрадывается к тигру сзади и бьёт его деревянной палкой по спине. | Обрушит ли тигр весь свой гнев на обезьянку? |Переведет ли тигр обезьянку | в другой филиал? | Кто знает…|

Back translation: Business is like a jungle. | And I’m like a tiger. | And Dwight is like a monkey that stabs the tiger in the back with a stick. | Does the tiger fire the monkey? | Does the tiger transfer monkey to another subsidiary? | Who knows...|

| - this symbol is used to show the end of one subtitle.

In this example the comic effect is created by the use of the stylistic devices such as a pun and a comparison. The example contains only comparison but the pun is omitted. In the English text pun is conveyed through the polysemy of the word “branch”. It means both “a part of tree” and “subsidiary*”.* The phrase: “*Does the tiger fire the monkey?* Does the tiger transfer monkey to another branch? *Pun…”.* Is pronounced by the main character with a pause. The phrase “another branch” is pronounced after a short pause. It is short and it is translated by the subtitle that consists with one line. So, this subtitle can contain only up to 39 characters. Because of the character limit, the translator decided not to preserve the pun and that it is impossible to achieve the comic effect fully. Consider the translation of another pun.

Original version: This is our warehouse, or as I like to call it, the whorehouse.

Translation: Что за бардак у нас на складе? | Я называю «бордель».

Back translation: Why is it so messy in our warehouse? | I call it, the bordello.

In this case the comic effect is reached by the similar pronunciation of words "ware" - storage and "whore" - woman of easy virtue. The translator managed to find the pair of words that are similar in terms of pronunciation and that are suitable to convey this word play. These words are "бардак" that means "mess" and "бордель" that means "bordello". In this example the subtitle that consists of two lines is used for translation. The maximum of the characters in the subtitle is 78. So the pun was preserved.

Now the example in which the precedent name is used to convey the comic effect will be considered. At that moment all the characters from "Office" congratulate one of their colleagues on her birthday. The character, who is congratulated, got divorced twice. All the characters made up a funny congratulation for her.

Original version: Meredith, Liz Taylor called, she wants her age and her divorces back.

Translation: Мередит, звонила Лиз Тейлор, просит| вернуть ей её возраст и разводы.

Back translation: Meredith, Liz Taylor called,| she wants her age and her divorces back.

Elizabeth Taylor is an American actress who got three Oscars and who is highly respected in Hollywood. She is also famous for getting married to eight different men. This actress is widely known in the USA; however, her name will not make such an impression on the Russian-speaking audience as on the member of the American linguoculture. The subtitle contains 66 character. The translator couldn't explain who is Liz Taylor to the Russian viewers because he or she didn't have enough characters to do that. This problem can be solved by changing the name that is unknown for Russian viewers by another name that is more understandable for them.

Original version: People say I'm the best boss. They go, "God we've never worked in a place like this before, you're hilarious, and you get the best out of us. I think this sums it up. I found it at Spencer Gifts".

Translation: Люди говорят, я лучший босс. |Они говорят: «Боже, мы никогда в| таком отличном офисе не работали, | вы такой смешной, и вы| добиваетесь от нас лучшего.» | Иными словами, вот. «Лучший в мире босс». |В магазине подарков нашел. |

Back translation: People say I'm the best boss.| They say, "God we've never worked in such a good office before,| you're so funny and you| get best out of us".| In the other words, look. "World's best boss".| I found it in a gift shop.|

Fig. A shot from the series "Office"

In this example the comic effect if achieved by the sign "World's best boss" that is on the cup and the link to the precedent name "Spencer Gifts". The company "Spencer gifts" is specialized in creating and selling unusual presents. The members of the American culture of linguoculture will understand this precedent name. This name might not be understood by Russian audience. Therefore, generalization was applied in the translation. The shop "Spencer Gifts" was called "gift shop". Moreover, the sign on the screen is also translated in subtitles like the sign "World's best boss". Netflix recommends translating only signs and proper names that have a certain role in the script and affect viewers perception of the audiovisual work. Stylistic devices are really useful for conveying the comic effect. For example, it can be done with the help of metaphors. Consider the next example.

Original version: Let's see Josh find another Stanley. You think Stanleys grow on the trees? Well, they don't. There is not "Stanley tree". Do you think world is crawling with Phillises. Show me that farm. With Philisses and Kevins sprouting up all over the place, ripe for plucking. Show me that farm.

Translation: Посмотрим, как Джош найдет другого Стенли. | Думаете, Стенли можно сорвать с дерева и принести в офис? | Нет, нельзя. | «Дерева Стенли» не существует. | Вы думаете мир кишит такими как Филис?| Покажите мне такую ферму.| Где выращивают «Филис» и «Кевинов»,| а потом собирают из них урожай.| Покажите мне такую ферму.

Back translation: Let's see how Josh will find another Stanley. | Do you think you can pick Stanley from the tree and bring him to the office?| No, you can't.| There is no Stanley tree.| Do you think the world is infested by Philises?| Show me that farm.| Where Philises and Kevins are being grown up?| That are up for harvesting.| Show me that farm.

In this example the boss compares his employees to fruits of trees. He wants to emphasize that there is now farm that grows such great workers as those who work in his department. The comic effect is reached by the metaphor that is both in the Russian and in the English text.

As a result of this study, it was found that in most examples both the original version and translation have the same means of creating comic effect. Phraseological units in English subtitles are translated by their Russian analogue. Precedent names are not changed in the translation. They are transliterated into Russian. The comic effect might not be conveyed because not all the precedent names of American linguoculture are familiar to Russian viewers. Comparisons, metaphors, hyperbolas, litotes, reiteration are translated into Russian. Occasional words are left in the text of subtitles. To create the comic effect a new occasional word in Russian is created. For translation of puns pairs of polysemic and consonant words are found. Sometimes the means of creating comic effect are omitted in translation because of the character limit.

Conclusion

In conclusion, while translating jokes in the subtitles the means of creating comic effect should be chosen carefully. The comic effect can be conveyed only if the same mean of creating comic effect is used in translation and in the original version. To create subtitles of a high quality the “Russian Timed Text Style Guide” that is written by Netflix should be used. In some cases it is impossible to convey the comic effect because the subtitle may contain only up to 38 characters in one line. This limits the opportunities of creating comic effect in subtitles.

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WEST– RUSSIA – EAST: INTERCULTURAL DIALOGUE

УДК 327.5

RUSSIAN FOREIGN POLICY AND ITS RELATIONS WITH THE EAST AND WEST

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Abstract: The article considers the problem of depopulation of the Far East, as well as Russian-American relationship since the last century to the present day. Domestic and foreign policies are taken into account. An analytical review of political decisions for determining the current situation has been carried out.

Keywords: history; politics; Far East; human needs; depopulation

ВНЕШНЯЯ ПОЛИТИКА РОССИИ И ЕЕ ОТНОШЕНИЯ С ВОСТОКОМ И ЗАПАДОМ

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Аннотация: В статье рассматривается проблема депопуляции Дальнего Востока, а также российско-американские отношения с прошлого века по сегодняшний день. Учитывается внутренняя и внешняя политика. Проведен аналитический обзор политических решений для определения текущей ситуации.

Ключевые слова: история; политика; Дальний Восток; потребности человека; депопуляция

Introduction

Russian-Chinese relationship started on October 2, 1949 when the USSR was the first in the world that recognized the government of the Republic of China. Since that day China has been constantly increasing its industrial and commercial potential and the USSR constantly struggled more and more to survive, nevertheless sending all kinds of help to its Eastern neighbour. Modern Russian-Chinese relations have practically not changed, this is explained by the urgent need for Russia to have a strong and reliable ally.

However, the situation has changed significantly since 1950's. The Republic of China has one of the largest industries and the largest army in the world today. China has become a great Asian player. So all that remains for Russia is to trade resources and territory for this alliance.

This is where many of the problems of the Russian Far East community begin. The Russian government isn't able to build proper infrastructure and facilities in the

Far East, Russia cannot establish the desired links between the Far East and the rest of the country and does not have such a goal. So basically the people of the Far East live in Russia, remain Russians, but are a bargaining chip in political issues with China.

On the other hand, relations between Moscow and the western capitals looked quite rosy in the late 1980s: the honeymoon period between the USSR, then Russia, and the West began with the destruction of the Berlin Wall and withdrawal of the Soviet army from the GDR, as well as other states of the Warsaw Pact, which happened in 1989. However, even at that time there was a discrepancy in attitudes of different people to these events.

Theoretical framework

Works by some Russian publishers such as Yuri Maloverian, Yuri Vendik, Leonid Drachevskij, as well as the content of Rossijskoe Novostnoe Internet-Izdanie and Internet-Izdanie Regnum have been studied. Our research is based on their studies.

Methods and results

The main research method is the review of papers and websites on political and economical issues of Russia's development in the context of interaction with the West and the East. Russia has had a long running feud with China for eastern territories. Many islands on the Amur and Usury rivers as well as hectares of land were subjects of discussion. In March 1969 there was even a border conflict between the USSR and China on Damansky Island with over 100 casualties on both sides. It confirms the confident policy of the USSR in relations with China. However, Russia has taken a sharp turn on this issue, continuously handing over the disputed territories to China, The process ended in 2005 [1] The Russian President V. Putin signed an agreement to transfer three islands with a total area of 337 square kilometers [2].

It is important to understand that these islands are located in close proximity to one of the major administrative centers of the Far East - Khabarovsk. Many local residents opposed this agreement, there were rallies and pickets against it [3].

Moreover, in 2018 Russia leased 3.5 billion hectares of land for agriculture for a period of 49 years. The price for the land was extremely low: less than 14 rubles per hectare or only 780 billion dollars for 50 years of use! [4] In addition to land, Russia annually sells 22 billion cubic meters of timber to China [5]. All these are political problems - the state does not value the eastern territories and is ready to easily abandon them. The snag is that they care neither about the territory, nor about its people.

There is also the problem of infrastructure and communication. The Far East region is connected by only one highway and one railroad on land, and you can fly to 5 major airports located in different parts of the region. For comparison, there are 22 road crossings on the Russian-Chinese border, 5 of which can be crossed by rail, and 10 by river [6]. It influences greatly the prices for trading and essential goods. Many products in eastern regions are much more expensive in comparison to central Russia. Prices can be increased up to 200% cost. It is a serious problem for Eastern citizens, as a person is to spend more than a half of his salary only on food.

All these problems make up an essential reason for depopulation of eastern territories. Every year, the total population of the Far Eastern region decreases by about 30 thousand people [7].

We have considered one the greatest problems of Russia, which arises due to the relationship with China, its Eastern neighbour and now it is turn to move on to the Western society.

Since the early 1990s, a real turning point has taken place in Western relations with Russia [8]. Namely, in the period of Yeltsin's rule the Russians became interesting. They were welcome guests and a kind of entertainment at numerous parties and forums. Western elites enjoyed when former Komsomol members who became businessmen and politicians competed with each other in international forums in their commitment to the market economy, new relations with the United States and the EU, not forgetting to blame the USSR for the past horrors of the Cold War, repression, occupation of European peoples, etc. The tone of the Western media towards Russia changed dramatically overnight after the start of the first Chechen war (1994-1996) [9]. Few people now remember the outpouring of hatred that occurred at that moment in the Western media, which, by the way, was a big surprise for the new Russian elite headed by Boris Yeltsin.

Over the next 10 years, the situation has not changed much. On May 4, 2006, the US Vice President Richard Cheney, made a speech in Vilnius, in which he said that the United States was not satisfied with “Russia's use of its mineral resources as a foreign weapon policy of pressure, violation of human rights in Russia and Russia's destructive actions on the international arena". During this period, Russia's refusal to stop military cooperation with Iran, Syria, North Korea and other states "causing concern" to the United States led to regular Russian-American conflicts in the UN Security Council.

Since the second half of the 2000s, Russian President Vladimir Putin has expressed public dissatisfaction with the military aspects of American foreign policy and expressed concerns about the "unrestrained, hypertrophied use of force" and the US imposing its vision of the world order on other states.

A new breakup in relationship between Russia and the West emerged in early 2011, when the Prime Minister Putin compared the Western military operation in Libya to a crusade. At the same time, Putin criticized the UN Security Council resolution on Libya, calling it "incomplete and flawed"[10].

Moreover, the United States imposed new sanctions against the Russian leadership in 2017, using the law on sanctions against Russia, Iran and North Korea adopted that summer.

On August 30, 2020, US congressmen made a statement saying that Russia is actively interfering in the US elections. It was in response to a decision by the Office of the US Director of National Intelligence not to provide briefings on security in the presidential election to the members of the US Congressional Intelligence Committees due to the leakage of secret data from previous meetings. The Russian Ambassador to Washington Anatoly Antonov said, “At the current stage, Russian-American relations are in a deep crisis. We can hardly expect any breakthroughs in the near future, especially given the upcoming presidential elections in the United States. We are ready to develop our relations to the same extent as our American colleagues are ready” [11].

Conclusion

The Far East is burdened by the course of actions taken by the Russian government. Russia's policy of maintaining an alliance with China has brought many problems to the east. Some will even argue that China is more beneficial than Russia. Over time, losses to the Far Eastern provinces accumulate, and no one knows what awaits them in the future.

Russia's relations with the West may deteriorate in the coming years, may remain in their current poor state, but they are unlikely to suddenly improve, even Western observers who are neutral towards Russia believe.

We personally believe that the Russian government should change its position in domestic and foreign policy. Friendships and alliances based on renting resources are not quite reliable, and we believe that the government should care more about its citizens than about other countries. In addition, Russia's attitude towards the West puts Russia in a difficult position, and whether we will emerge victorious from it remains a question.

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INTERNATIONAL CONFLICT OVER THE SENKAKU ISLANDS

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Abstract: This article discusses the features and current state of the territorial conflict around the Senkaku Islands in the East China Sea. The purpose of the article is to identify the expected development of events around the international conflict, based on the analysis of the main causes of the clash of political interests, as well as the current goals and requirements of the countries participating in the conflict.
Keywords: territorial conflict; Senkaku Islands; political interests; goals and requirements

МЕЖДУНАРОДНЫЙ КОНФЛИКТ ВОКРУГ ОСТРОВОВ СЕНКАКУ

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Аннотация: В статье рассматриваются особенности и современное состояние территориального конфликта вокруг островов Сенкаку в Восточно-Китайском море. Целью статьи является выявление предполагаемого развития событий вокруг международного конфликта, основываясь на анализе основных причин столкновения политических интересов, а также целей и требований стран-участниц конфликта.

Ключевые слова: территориальный конфликт; острова Сенкаку; политические интересы; цели и требования

Introduction

The Senkaku archipelago, located in the waters of the East China Sea, has been the subject of one of the most intense territorial disputes in East Asia between the People's Republic of China, the Republic of China (Taiwan) and Japan for decades. Today, the Islands are de facto controlled by Japan, and the PRC and Taiwan claim them.

In the 1880s, after the annexation of the Ryukyu island state to Japan in 1879, the Japanese side was very interested in a small archipelago located to the West of the newly acquired Ryukyu Islands. The Japanese side decided to postpone the occupation of the Islands for some time, since they were the border between China and Japan, and the occupation of the Islands would increase tensions between the States. The Islands remained intact until 1895, when the archipelago was occupied by Japanese forces during the First Sino-Japanese war. This war was lost by China and it was forced to sign the extremely humiliating and unequal Treaty of Shimonoseki, obliging the Chinese side, among other things, to transfer the island of Taiwan to Japan along with all other Islands belonging to it. However, none of the points of the Treaty clearly indicated what belongs to the territorial waters of Taiwan and which Islands fall there – Senkaku thus came under Japanese control. This situation persisted for 51 years, but it changed dramatically at the end of World War II, which Japan, as an ally of Germany, lost. Here we go back to 1945, to the city of San Francisco, where the San Francisco peace Treaty was signed on September 8 of this year, according to which Japan, among other things, lost all its conquests during the aforementioned Sino-Japanese war, thereby losing control of Taiwan and all the Islands that should have belonged to it, including the Senkaku. After that, the archipelago of interest to us, along with all the Okenawa Islands, came under the jurisdiction of the United States of America, but in the early 70s of the last century, the United States returned Okinawa to Japan, transferring the Senkaku Islands to it.

Theoretical framework

Until the 1970s, neither the People's Republic of China nor the Republic of China (Taiwan) made any official statements about the ownership of the Islands in principle. Moreover, after World War II, in the 1950s, *Renmin Ribao* (*Peoples' Daily*), which is the most influential newspaper in China, considered the Senkaku Islands to be part of the Ryukyu archipelago and part of Okinawa [5]. Also, all atlases and official documents as the People's Republic of China and the Republic of Taiwan until the 70s of the last century, there weren't any territorial claims to the Islands. But the situation had changed dramatically with the end of the formal government administration of the United States of America.

So, while the archipelago was under the de facto control of the US administration, neither the PRC nor the Republic of Taiwan were interested (at least officially) and did not make any claims until 1971. An important role here was also played by the fact that three years earlier, in the autumn of 1968, academic research was conducted in the East China Sea under the management of the UN Economic Commission for Asia and the Far East (ECAFE) (later known as the United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP)), which indicated the possibility of large oil reserves in the East China Sea, and in particular in the area to the northeast of Taiwan [3].

After the publication of this study, including in the UN Economic and social Council (ECOSOC), the situation begins to change rapidly. As early as December 1970, the Chinese news Agency Xinhua published an article refuting Japan's "ownership" of the Senkaku Islands. It was followed in April 1971 by a statement to this effect from the press Secretary of the Ministry of Foreign Affairs of Taiwan. In April and December of the same year, the Ministry of Foreign Affairs of Taiwan made a number of other statements related to the sovereignty of the Islands [4].

Already in March 1972, the Ministry of foreign Affairs of Japan in an official statement refuted the above arguments of the Republic of Taiwan and the people's Republic of China. Thus, since the 1970s, the conflict has taken on the form in which it still exists, albeit with some assumptions.

Methods and results

The main method of the study is the systemic analysis of the existing conflict situation, which allows to identify its main structural components and the regularities of the conflict process.

The People's Republic of China, in addition to the interest we have already discussed in the natural resources located in the shelves adjacent to the Senkaku Islands (mainly in oil), aims to protect its coastal provinces from external threats and improve the defense capability of the country's coastal regions. In addition, the Senkaku Islands can create a full-fledged platform for the PRC to demonstrate its military and foreign policy power not only in the waters of the archipelago, but also in the East China Sea as a whole. Besides, we should not forget that China is striving to develop its sea routes. China's economy depends on the sea trade routes that run along the East China Sea, so another important task for China is to ensure the smooth operation of trade and navigation in the region, and for this China needs control over the Senkaku Islands. Moreover, it is possible to consider the significance of the Senkaku Islands for the PRC from the point of view of history. The Senkaku Islands are positioned by the Chinese government as a lost territory due to Japanese imperialism and aggression, both during the Sino-Japanese war of 1894-1895 and World War II, so their return is an important goal for the PRC.

The goals of the Taiwanese side, in General, are similar to the interests of the people's Republic of China, however, due to the country's policy, first of all, Taiwan pursues economic interests rather than foreign policy ambitions. Like the PRC, the goals are to establish sovereignty over the Islands ' waters for trade reasons and to ensure control over the resources located in the region.

On the other side of the dispute is Japan, which also, like China and Taiwan, sets itself the task of establishing the safety and reliability of its sea routes and the freedom of passage of ships. Senkaku fish resources are especially important for Japan, as Japan is the main exporter of marine products for many countries. And, of course, control over natural resources, in particular, oil resources in the area of the Islands of the archipelago, is also far from the last place in the goals of the Japanese side.

The Chinese side (PRC, Taiwan) provides an argument related to the historical belonging of the Islands of the archipelago to China. According to this statement, the Senkaku Islands (in Chinese sources, the Islands are called Diaoyu) were included in China during the Ming and Qing Imperial dynasties and were an integral part of it as Islands adjacent to Taiwan. Numerous proofs are given, in the form of ancient maps, diaries, and even literary works. So, the very first written mention of the name "Diaoyu" is considered to be the book of 1403 "Journey with a fair wind.", which indicated the names of the Islands visited by the authors on the way from Fujian province to the Ryukyu state. In 1534, the book "Records of the Imperial Envoy to Ryukyu." also included the names of all the Islands, including those of interest to us [2].

For the rest, the Chinese argument regarding the ownership of the Islands is based on various international agreements and treaties concluded in the twentieth century. Thus, the main support of the Chinese position is the Cairo and Potsdam declarations of 1943 and 1945, respectively. In accordance with the Cairo Declaration, "...all territories that Japan had wrested from the Chinese, such as Manchuria, Formosa (Taiwan) and the Pescadores, were returned to the Republic of China. Japan will also be expelled from all other territories that it has seized by force and as a result of its greed.". The Senkaku Islands, the Chinese side refers to the very territories that Japan "seized by force and as a result of its greed", because the archipelago, as it has been pointed out above, officially became part of the Japanese Empire at the end of the Sino-Japanese war of 1895, in which Japan won.

According to the Potsdam Declaration, " the conditions of the Cairo Declaration will be fulfilled and Japanese sovereignty will be limited to the Islands of Honshu, Hokkaido, Kyushu, Shikoku and those smaller Islands that we specify." On September 2, 1945, in the act of surrender, Japan officially declared its readiness to accept the Potsdam Declaration and faithfully fulfill all its conditions. On October 25, 1945, the ceremony of accepting the surrender of Japan was held in Taipei, and thus, the Chinese government officially returned sovereignty over Taiwan. To date, the Chinese side insists that Japan is obligated to return to China all the territories it has seized, including, of course, the Senkaku Islands (Diaoyu), in compliance with international legal acts such as the Cairo Declaration and the Potsdam Declaration.

The last but not least important argument about the Islands' ownership is the fact that the Chinese side denied the San Francisco peace Treaty of 1952, because it was "illegitimate” and "invalid", mainly due to the lack of an invitation from the Chinese side to the conference. It was under this agreement that the Islands came under the control of the American administration, and in 1971 they were returned to Japan.

According to Japan's official position, there has historically been no evidence to support the arguments of China and Taiwan that they effectively controlled the Senkaku Islands. Moreover, the Islands, according to the Japanese position, were annexed to Okinawa before the beginning of the Sino-Japanese war in 1895, which is considered "no man's land" (no man's land), due to the lack of any sovereignty over the archipelago, and The Shimonoseki Treaty only secured Japan's right to own the Islands. There was no question of any aggression, specifically against the Senkaku, and therefore this territory is not covered by the points of the Cairo and Potsdam Declaration that I have already mentioned above regarding the territories captured by Japan "by force and as a result of its greed". Japan recognizes the San Francisco peace Treaty as valid. Under its terms, Japan recognized the loss of its sovereignty over Taiwan and the Pescadores, Paracel Islands, etc., but the Senkaku Islands were officially transferred to the control of the us administration, and also, officially, returned to Japan in 1972, taking into account the continuation of US defense of the Islands.

As for the struggle of the parties, here comes the following: Taiwan declared territorial claims to the Islands on February 23, 1971, and the PRC on December 30 of the same year. Until the 1990s, there were no major incidents between the three countries, but since the early 2000s, the conflict has been fueled by Maritime accidents, aircraft departures and protests. Specifically, since 2006, ships from mainland China and Taiwan have been entering the waters of the Islands that Japan considers its exclusive economic zone. In some cases, the approach was an act of protest by Chinese or Taiwanese protesters, and Taiwan was particularly distinguished here, since it accounts for most of these" swims " of ships with civilian protesters (the highly publicized incidents involving Taiwanese activists took place in 2008, 2011, 2012 and 2013, and sometimes there was more than one major incident per year). No protest ended in an armed clash.

The presence of military and patrol vessels in the waters of the Islands and patrolling the air space is a more frequent practice on the part of the PRC. Violations of the water area and air space over the Islands of the armed forces of China (and Taiwan, although to a lesser extent). In addition, back in 2013, the PRC decided to create an air defense identification Zone in the East China Sea, which includes the Senkaku Islands, and all aircraft entering the zone are required to provide information about the flight plan, their own radio frequency, etc. However, since the introduction of the air defense identification zone, it has been repeatedly violated by the US, the Republic of Korea and Japan, so such a step is not as fully military as political and propaganda.Japan also conducts constant patrols around the Islands, both in water and in air space. All intruders into the Islands' waters and airspace are clearly recorded, and appropriate measures are taken in accordance with the situation (delay of civil vessels, response forced patrols, etc.)

Many political scientists regard this dispute as a kind of "time bomb" laid under Japanese-Chinese relations, and the struggle for the Islands is an indirect confrontation between the United States and China. The archipelago, like the entire territory of Japan, according to the agreement on mutual cooperation and security guarantees between Japan and the United States from 1960, is under the official protection of the American military forces (Taiwan, in the context of this confrontation, is rarely indicated in news and scientific papers).

Today some prospects for the development of the conflict still exist. A direct military clash is highly unlikely, as it is not profitable for either the countries participating in the conflict or for the United States, which represents its interests through its military presence in the region. As for peace initiatives, there have been numerous proposals. So, in 2008 Japan and China tried to settle the territorial dispute and joint development of deposits, but the negotiations that had begun were interrupted in 2010. at the initiative of the Chinese side due to another incident in the area of the disputed Islands. The reason was the collision of a Chinese fishing trawler with a ship of the Japanese security service. In 2012, Taiwan's President Ma Ying-jeou proposed a draft peace initiative related to the development of the island and the sharing of its resources, drawn up on the basis of international law. Japanese foreign Minister Koichiro Gamba, US Secretary of State John Kerry and Japanese scientists expressed their views on the project, but this project did not receive further distribution. Signs of improvement appeared in August 2017, when Japan, after another protest, hinted that it would like to resume negotiations in the near future, which would allow to conclude an agreement on joint development of deposits in the disputed area, but this impulse did not translate into anything concrete [1].

Conclusion

Summing up all of the above, we can conclude that the most favorable scenario for the development of the conflict is joint development of fields in the archipelago zone. However, given that the PRC, being the largest foreign policy player in the region, has been conducting numerous oil developments near the disputed area for several years, and the fact that the US military presence in the region has increased significantly over the past few years, it is most likely that the future solution to this issue, albeit unofficially, it will be discussed directly between representatives of the People's Republic of China and the United States of America.

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THE USA – COLOR REVOLUTION OR CIVIL WAR?

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Abstract: This article is determined to discover the causes of a dangerous political situation in the USA at present that can provoke color revolution or civil war at any time. The article gives special attention (focuses on) to the presidential election that was held on 3d November and will definitely influence the course of political events in the USA.

Key words: USA; colour revolution; civil war; protests; election

США – ЦВЕТНАЯ РЕВОЛЮЦИЯ ИЛИ ГРАЖДАНСКАЯ ВОЙНА?

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Аннотация: Статья посвящена выявлению причин опасной в настоящее время политической ситуации в США, которая в любой момент может спровоцировать в стране цветную революцию или гражданскую войну. Особое внимание уделяется президентским выборам, которые состоялись 3 ноября 2020 года и однозначно повлияют на ход дальнейших политических событий в США.

Ключевые слова: США; цветная революция; гражданская война; протесты; выборы

Introduction

The current situation all around the world is complicated due to the coronavirus outbreaks, economic crises, local riots in the USA, Belarus, Russia. The tension between countries is escalating and the further we go, more unpredictable the situation becomes. Our focus is oriented to the US protests taking place across the whole country in almost every city of the United States: New York, Chicago, Saint Paul, Minneapolis, Los Angeles, Atlanta, Cleveland. The turning point in these protests was May 25th 2020 when an African-American unarmed citizen George Floyd died in police custody.

The USA has always been considered to be the most highly-developed country with a fair system of tax payments, brilliant politicians and prosperity. However, what we see today varies significantly. According to the latest news, political protests have still been going all over the country since May up today, the USA have taken the leadership in confirmed cases of coronavirus and death tolls, the rate of unemployment is growing and the US is facing the most acute health crisis problem. On November 3 there was a presidential election: a Democratic nominee Joe Biden and Current president of the USA Donald Trump fought for the post of the US president where D. Trump was defeated by J.Biden. Thus, all these facts make us pose a question: what will the future of America look like after J. Biden assumes the post of the US president under these political circumstances?

Theoretical framework

For centuries, there have been various forms of expression of social, political and cultural conflicts. Civil war and color revolution are among them. Civil war can be defined as a violent conflict between a state and one or more organized non-state actors in the state’s territory. Civil war aims to subvert the current political order due to social, economic, racial, gender injustice towards some social groups that is manifested by the ruling elite. The participants of civil war are mostly minority groups. According to the length, civil war may continue from several months up to several years. According to the character, civil war is a violent conflict.

Color revolution can be defined as a complex peaceful protests determined to force the government to satisfy the demand of the protesters or, in case of impossibility to compromise, the violent alteration in government and in related associations and structures. The purpose of color revolution is to subvert the current political order by substituting the ruling elite or current laws mainly because of economic, ideological, political, religious contradictions. According to the length, color revolution may last from several days to several months. The participants of the color revolution are primarily the protesting masses. According to the character, color revolution is a non-violent conflict. According to the results, color revolution may end either by changing the government or, on the other hand, forcible suppression of insurgents by the ruling class.

Methods and results

In our research a political analysis has been conducted, which allows us to predict certain political events in the future. The political analysis process makes it possible to predict new or existing alternatives in the long term and their possible consequences. It is a method of political analysis that provides knowledge pertinent to the current situation about forthcoming events.

The ways the U.S. is in decline:

1. Political polarization and political migration.

People with different political preferences have been moving apart to different parts of the country. It used to be mostly an elite phenomenon but nowadays it is a broad-based phenomenon. Thus, political polarization is getting worse. Republicans and Democrats do not get along and cooperate with each other. Nation is coming apart in the sense that some Americans do not want to live and share society with other Americans who are in other political parties.

2. Ethnic division, racism (the protests against George Floyd's death) and police brutality.

The United States has a serious problem with racism. The provision of public goods is reduced for particular ethnic groups. African-American people are the group that suffers the most. That is why the death of George Floyd was the turning point in the protests. They started all over the country. African-American unarmed citizen George Floyd died in police custody after being pinned to the ground by his neck by a Minneapolis policeman's knee. It occurred on May 25th 2020.

There is a cultural, institutional and structural problem with police not only in Minneapolis (the place of George Floyd's death) but all over the country. Police are extremely brutal towards particular ethnic groups. Thus, getting killed by police is a leading cause of death for young black men in America. Nevertheless, such brutality is not even effective in reducing crime rates as they are still high.

3. Economic meltdown and unemployment

According to the National Bureau of Economic Research (1929-1942) and Bureau of Labor Statistics (1948-present), the unemployment rate during the Great

Depression-era peak reached 25.6 % which has been the biggest in the history of the US [3]. In 2020, due to coronavirus outbreaks and border closures such industries as tourism, entertainment, food services, transportation airlines, oil was threatened with decline and the unemployment rate reached 14.7 % by April that had been the highest since the 1930s.

4. Health crisis due to Covid 19

Since March the USA has been struggling against the health crisis. One of the reasons for the crisis is that the national healthcare system does not arrange universal health insurance for each citizen and a person may be insured only if the employer provides the worker with medical insurance. Because of the economic crisis and high unemployment rates (14,7%), over 37.4 million people became uninsured. Thus, this means that these people could not get medical aid and afford a doctor's appointment in case of being sick with coronavirus. The second reason is connected with the deficiency of medical personnel, nurses, protective equipment for doctors and patients. All these facts result in the highest rate of confirmed cases of coronavirus and death tolls in the USA than anywhere in the world.

The Americans have already been through the civil war before. The American Civil War was from 1861 to 1865. The narrative of it was to end slavery but at the first place there were important economic and political causes. There were two groups of people who had different and incompatible visions of America. Now America has the same situation as these two groups. There are Republicans and Democrats and there is a conflict sparkled by racial injustice, abuses of power, divisions on how to manage health crisis, political and ration separatism, economic crisis, violence and murder. Where could all that potentially lead? Is the USA on the verge of the Second Civil War?

618,222 Americans died in the Civil War in the 19th century and more than 219 000 Americans died from COVID-19 in present. Obviously, death during war and death from a virus are completely different from each other but this huge death rate certainly gives a huge tension to society. What is more, America is in an economic crisis. More than 50 million people have lost their jobs, many businesses are bankrupt.

America's future is expected to be determined by elections but many Americans agree that there will be political violence. More in Common (a group that works against polarization around the world) has done polling that found that 71% of Americans are worried about political violence in this election.

What is more, one in three Democrats think that violence may be justified to advance their political goals. One in five Democrats say that violence is justified if their side loses [1]. Joe Biden as a candidate for president from Democrats seems to support people who take part in protests over George Floyd’s death. He said in his promo that now there is Black Lives Matter period and he is not afraid to say it. Unfortunately, there are still protests all over the country that are ending in violence and looting. Also, Joe Biden was accused by Republicans of stoking unrest when he said: "Does anyone believe there will be less violence in America if Donald Trump is re-elected?"

As for Republicans, Donald Trump as a sitting president publicly declared that he may not accept the election results and he even said “there won't be a transfer, frankly, there'll be a continuation.", when he was asked about commiting to a peaceful transfer of power. Before that Trump tweeted the quote from Pastor Robert Jeffress referring to the possible president's impeachment “....If the Democrats are successful in removing the President from office (which they will never be), it will cause a Civil War like fracture in this Nation from which our Country will never heal.”. Even though he was quoting Pastor Robert Jeffress the tweet was published on the president's page so Donald Trump practically said that if he is impeached and removed from office there will be a civil war.

Considering everything mentioned above, violence may be predicted on both sides. In addition, gun and ammunition sales have greatly increased during the crises. About 3 million more guns than usual have been sold since the pandemic started.

During the Civil War in the 19th century there was conflict between the United States of America and the Confederate States of America or the Northern and the Southern states. Nowadays, America is also extremely polarized. People with different political preferences are trying to live apart from each other. Summarizing everything mentioned above, civil war seems possible in case if protests continue after the inauguration on 20th of January 2021.

We have seen an enormous amount of examples and attempts of color revolutions particularly in the Eastern Europe (Ukraine, Belarus, Czecho-Slovakia) and other countries such as Iran, Iraq, China for the last thirty years. Color revolution may be defined as a type of a coup determined to subvert the current political regime, government and president. In general, color revolutions follow the same scenarios, which have already been tested in Eastern European countries in order to change the regime that is not needed for the US national security apparatus. This is the organisation of the internal revolution without going to war.

These scenarios have two aspects which being united together will lead the regime change.

Firstly, these are the mass protests going on in the country. Jorge Floid’s death was the cause for the spread of protests all over the country by the Black Lives Matter movement where from 15 to 26 million people took part which is considered to be the largest protests in the USA. Even though these protests are deemed to be peaceful they were accompanied with riots, looting, vandalism and robbery. All this has led the country and the society to the extremely unstable state that has undermined Trump’s authority. Thus, this can be the crucial advantage for the Democrats.

Secondly, the other important tactical move is to reject the results of elections and the President in favor of his opponent.

Thus, both moves are used in order to disrupt the regime set up by Trump in favor of Biden who both have been in the battle for the Presidency. Therefore, the tactic of implementing color revolution may be used by the Democrats in order to have the 2020 elections won by Biden without going to the most extreme forms of protests or war.

Conclusion

As the analysis showed, we can conclude that we cannot identify what the result will be until the election ballots are counted and the results of the election are unveiled. It's also essential to take into consideration the inauguration which will be on January 20, 2021. The outcome of national polling on 3, November will define the future of the United States. If the protests continue and are amplified we can conclude that this is civil war. In case the protests end up after a new President is elected, we can make the conclusion it is a color revolution. Thus, the election results will prove one of the suggested ideas.

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УДК 339

IMPACT OF THE PANDEMIC ON CONTAINER SEA TRANSPORTATION IN THE CHINA-RUSSIA DIRECTION

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Abstract: This article describes the impact of the coronavirus on container shipping from China to Russia. The impact of the crisis on the logistics services market is analyzed. The changes in the structure of containerized cargo transportation are described. Also, the quantitative indicators of sea freight in 2019 and 2020 are compared.
Keywords: logistics; pandemic; sea freight; containers

ВЛИЯНИЕ ПАНДЕМИИ НА МОРСКИЕ КОНТЕЙНЕРНЫЕ ПЕРЕВОЗКИ ПО НАПРАВЛЕНИЮ КИТАЙ-РОССИЯ

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Аннотация: В данной статье описываются последствия влияния коронавируса на морские контейнерные перевозки из Китая в Россию, проводится анализ влияния кризиса на рынок логистических услуг и описываются изменения в структуре контейнерных грузоперевозок, а также проводится сравнение количественных показателей морских грузоперевозок в 2019 и 2020 гг.
Ключевые слова: логистика; пандемия; морские грузоперевозки; контейнеры

Introduction

The pandemic has had a major impact on all areas of people's lives, including many changes occurred in container shipping in 2020. The relevance of this topic depends on the recent developments in the container transport market and the difficulties the transport sector had to face after the pandemic. With the decrease in production capacity, there was a decrease in container traffic which impacts on logistics between China and Russia. In addition, the epidemic was also affected by other problems, such as the trade war between China and the United States, the instability of the dollar exchange rate and protectionism. These changes have shown the ineffectiveness of globalization for the future prospects and the need to search for new solutions to provide Russia with goods under the conditions of China’s export predominance.

Theoretical framework

Due to the topic is rather new, only some of the authors apply to the issue. For example, an expert of a consulting company KPMG Monique Giese [2] speaks about the prevalence of container shipping in the transport sector. By the end of the first half of 2020, due to the pandemic, there was a decrease in the rates of transport companies and a lack of empty containers in China. Analysts of Seabury Consulting [3] point to a 14% decline in imports from China to Russia compared to the previous year and predict that the recovery of container traffic will take up to two years. N. Yu. Semashko, a member of the international transport union in his article "Transport moves through quarantine"[4] considers the changes the pandemic has made in cargo transportation in the China-Russia direction. The article [5] analyses the long-term prospects for stabilizing the maritime transport market and improving the quality of services.

Methods and results

Changes in demand for goods, restrictions and suspension of production have caused an imbalance in freight traffic. Here we can highlight the main causes of supply chain disruption.

The first one is the closure of borders. Many border and port cities of Russia and China were closed for some time not only for passengers, but also for the transportation of goods and raw materials. The work of local customs authorities was also suspended.

The second one is isolation. This led to a decrease in demand and the closure of many stores. The purchasing power of the population has decreased. Since the end of 2019, the dollar exchange rate has increased by 33% compared to March 2020. Later there was an instability of the exchange rate which caused an increase in prices for goods, transportation, customs payments and a decrease in imports as a result.

The third one is the increased number of assemblies. Consignments of goods have become smaller. This has led to the need to group assemblies from different suppliers. Due to the forced shift of most shipping workers, agents, suppliers and factories from offices to homework and telework there were delays in informing customers about the current status of shipments.

Strengthening quarantine measures in Russia and China has provoked an increase in delivery times and delays. The ports began to work with delays in the acceptance and dispatch of goods. The time for customs clearance increased. Additional costs arose because the goods were delayed indefinitely in Chinese warehouses without the possibility of shipment. Additional costs were onerous for both suppliers and recipients. As a result, many lines have canceled and delayed flights for later dates.

One of the main problems is the imbalance between loaded and empty containers. This problem was relevant before the pandemic, however an oversupply of empty containers in Russia and a shortage of them in China were aggravated after the adoption of quarantine measures. Due to the decrease in the amount of cargo many vessels stayed at the ports. This situation caused a decrease in the price of container shipping in the first half of 2020. Some logistics companies have closed down, they were unable to withstand competition with lower transportation prices.

The main flow of goods from China to Russia was significantly reduced during the pandemic. The Russian government provided support to logistics organizations including temporary cancellation of tax payments, loans and financial support. Despite that, 90% of logistics companies refused to renew containers and ships due to the growth of the dollar which means an increased demand for repairs in the future.

During the Chinese New Year, the number of traffic significantly decreases is significantly decreasing. Compared to the same period last year, there was a decrease in sea container traffic from March to April 2020 by 36% [3]. Some Chinese companies were closed for quarantine, some worked half-heartedly despite the bans. Many Chinese companies began to produce masks and other essential items under quarantine conditions. But by May-July 2020 when the peak of the pandemic began to decline, sea freight from China fully had resumed and surpassed the previous year's figures by 18%.

After the end of the first wave of the pandemic, transport companies began to adapt to the new conditions and start to recover. But the increase in the number of infected and the second wave of the virus create uncertainty for the transport sector. Timing of a return to the previous year's performance and the future of the transport and logistics system remains unclear. In the second half of 2020 the main effect on container shipping will not be a pandemic, but the indirect consequences of the coronavirus on the global economy.

According to the chart of the World Container Index showing the average cost of freight, transport companies' rates have been declining since the end of 2019 due to seasonal factors. Most containers are shipped from China, and the Chinese New Year is traditionally considered the low season for shipping. After pandemic freight rates declined for 15%. The average time for unloading ships decreased by 32% due to the weak loading of ports and a decrease in traffic. However by the May 2020 there was a resumption of transport activity. [1]

Fig. The world Container Index

Yet the recovery of the transport sector continued until September 2020. The indirect effects of the pandemic began visible since October. Recently many Russian companies importing goods from China have faced the problem of a shortage of containers and an increase in the rates of transport companies. It should be noted that in recent months the distribution of containers in the world has been extremely uneven: with a shortage in China and an overabundance in Russia. According to the largest container companies Textainer and Triton, the container imbalance will remain until the next Chinese New Year.

There are a number of factors contributing to the lack of empty containers in China. The container shipping market was not ready for the increased demand after recession. Many shipments were postponed from spring and summer to autumn, it caused the outflow of containers from China. In addition, in 2020, due to the pandemic, only 2.5 million new containers were produced, which is 1.5 million less than in 2019. This is a big difference, considering that the production of new containers must cover the number of decommissioned ones. After the lifting of tax sanctions on China by the United States, the interrupted cooperation between the two countries was resumed and a large flow of containers were sent to the United States. The situation with a shortage of containers was superimposed on the congestion of ports. As a result, the delivery time for containers with waiting has increased to two months, and freight rates have also doubled.

Conclusion

The transport industry has not been immune to the impact of the covid19 pandemic. In the field of sea freight there was a decrease in demand and a slowdown in international activity. Experts note that the situation in the transport market will stabilize as the economy recovers. So far, the solution in the field of container transportation is to maintain partnership relations between Chinese suppliers and Russian importers during the epidemic.

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WEST-RUSSIA-EAST: PROBLEMS OF INTERCULTURAL DIALOGUE

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Abstract: This paper deals with the problems of intercultural dialogue on the example of Americans (as representatives of the West) and Asians (as representatives of the East) with Russians. A comparison of the main differences between the nations has been made. The complexity of immersion into the environment of another mentality is considered. Some ways to solve the problems have been proposed.

Keywords: West; Russia; East; communication; intercultural dialogue

ЗАПАД-РОССИЯ-ВОСТОК: ПРОБЛЕМЫ МЕЖКУЛЬТУРНОГО ДИАЛОГА

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Аннотация: В статье рассмотрены проблемы межкультурного диалога на примере россиян с американцами (как представителей запада) и россиян с азиатами (как представителей Востока). Произведено сравнение по основным пунктам различия их между собой и сложности погружения в среду с другим менталитетом. Предложены некоторые варианты решения этих проблем.

Ключевые слова: Запад; Россия; Восток; общение; межкультурный диалог

Introduction

People have faced the problem of intercultural communication since ancient times due to different traditions, beliefs and upbringing [6].

In the modern world, this problem is not such a serious problem due to globalization and the Internet [2]. On the other hand, some unwritten rules and traditions do not get on the Internet, because "everyone knows", and so the problems began to lie deeper in the mindset of people.

The most striking problem in communication due to different mentalities occurs between the participants of the "Great Trinity," i.e. between the West, Russia and the East.

Theoretical framework

So Satarova L. H. and Smorzhok I.P. consider the problem of international communication in their researches. Their papers reveal the role of intercultural dialogue in tourism [4] and the development of modern society [3]. Some aspects of the topic are covered on some public sites [1, 7, 8], in school textbooks [2] , and on popular science channels [6].

The objective of our study is to review and discuss two out of three interactions of the "Great Trinity": between Russia and the West, using the US as an example, and between Russia and the East.

Methods and results

The main research method is the analysis of popular scientific literature and films.

A confrontation of mentalities has been going on between the West and Russia for several centuries. And now the "main battle" is between Russia and the United States. The differences between Russians and Americans are discussed in Table 1. These differences are mainly caused by different social freedoms and attitudes towards each other.

Table 1

Main differences between Russians and Americans

Differences	Russia	The USA
Communication [7]	Russians in communication are similar to a coconut: with a hard shell on the outside, but if you manage to get through, you see a soft core, kindness and friendliness. They always welcome guests.	Americans are like peaches in communication: soft and friendly on the outside, but with a hard core. They are friendly behind the fence, but you will not be invited to the house
Mutual assistance	For Russians it is commonplace. They usually reason: "Today I'm	It's poorly developed in Americans due to their capitalist views. They

	helping you, and tomorrow you will help me. Anyway, we are all in the same team and we should help each other."	reason like this: "If I help him, he can take a higher-paying position ahead of me"
Skillfulness	Russians are multidisciplinary specialists. They are strong averages in everyday matters. The reasoning is as follows: "Why pay money to a stranger if I can do it myself. Therefore, the Russians "will replace the gaskets in the pipes" without any help and service.	Americans are specialists in a narrow field [2], and outside of it they can do little. The reasoning is as follows: "Why do it yourself, if I can pay and I will get everything done by professionals. Therefore, Americans "will call a plumber to replace gaskets in the pipes".
Attitude towards official matters	Russians think like this: "Why must I pay if I can find things I need for free?"	Americans think like this: "If there is a subscription, then I will buy it and get official access to the thing I need".
Attitude towards denunciation	Russians are negative about this, because there is nothing to pry into other people's affairs.	Americans have a positive attitude towards it: "Thank you for following me and inform against me, I will not do it again".
Attitude towards appearance	A Russian takes this very seriously, because he wants people to envy the appearance, because it indicates that the person is doing well.	An American is indifferent to it, because he does not care what he looks like, he does not care what other people think about his appearance.

The situation with relations between Russia and the East is somewhat different. Over the past several centuries, both Russia and the West have closely contacted and influenced the East [5]. Because of this, the mentality of the East, in addition to historical and cultural factors, was also influenced by external interference from the West and Russia. The differences between Russia and the East are discussed in Table 2.

History confirms that if the East did not communicate with the outside world, it would hardly be at the current level of development. *A striking example of this is Japan, where, according to historical sources, gunpowder weapons existed already in the fifteenth century, but then, gradually, starting with the peasants, they were banned from use, and then completely forgotten. And only in the mid-late of the twentieth century, Japan began to show a high level of development*.[6]

Table 2

Main differences between Russia and the East

The subject of the differences	Russia	The East
Attitude to elderly people	The attitude towards elderly people largely depends on personal opinions, attitudes and values.	People in the East always respect those who are older, especially the elders who keep the wisdom of generations. [8]
Language	There are only two addresses to the second person in Russian.	In oriental languages there are at least three addresses to the second person: to the elder, to the equal, and the younger. In some languages, there is dozen of addresses to the second person. *(For example, Korean [1])*
Relationships	A good friendship between the subordinate and the boss is possible in Russia. At work the boss is welcome: "Good morning Aleksey Ivanovich", and after it: "Hi, Lex"	In the East, relationships do not depend on the place and time. The boss from work is treated with the same respect, regardless of where exactly he is addressed.
Communication	In Russia, people generally communicate only with their acquaintances and friends. Russian begin to communicate with neighbours often a few years after the move.	In the East, people are generally very sociable with everyone. Talking to a stranger on public transport or in a queue, knowing your housemates and greeting them at the entrance or in a lift is considered to be the norm [8].
Attitude to job	In Russia, the attitude to work is generally mediocre. After all, to the question: "What are you doing?" you can hear the answer: "Nothing, I'm at work".	In the East, it is treated very responsibly, they hold on to it and fight tenaciously to keep it [8]. *For example, a Chinese bride can be "distracted" for negotiations at her wedding, and for Japanese and Koreans to work 10-50 hours in a week overtime without extra payment is the norm.*
Children	In Russia, the attitude to children depends on the person. It ranges from blind love and adoration to intolerance and complete indifference . In a joke you can hear: "Kids are rugrats sitting on their parents backs" or "Children are the flowers of life	In the East, in most countries, people are characterized by boundless love for children [8]. Due to the reason in the overpopulated China, large taxes are imposed on the birth of the second child and all the others [2].

	on their parents graves".	
Religion*	In Russia, religion has little influence on life. Parts of some prayers have entered everyday speech as phraseological units. People "become believers" only on religious celebrations.	In the East, religion has a great influence on life, and people treat the "religious precepts" with reverence and humility. [8, 2]

* here, in addition to official religions such as Islam, we also refer to certain political parties, such as the Communist Party of China, the Communist Party of the Soviet Union, and others like them.

So, intercultural communication is not only science, but also a set of skills that can and should be mastered. First of all, these skills are necessary for those whose activities are related to the interaction between cultures, when mistakes and communication failures lead to other failures – in negotiations, to ineffective team work or social tension [3].

According to P.S. Tumarkin [5], intercultural communication presupposes knowledge of the foreign cultural communicative code, i.e. first of all, language, norms and rules of behavior, psychology and mentality, etc.

Conclusion

Thus, we can conclude that despite globalization, we are still far from solving all problems arising due to cross-cultural diversity, and there are still a lot of fundamental differences in mentality.

To avoid the above mentioned problems the following ways of solution can be offered:

1. It is necessary to form not only a respectful attitude towards one's own, but also another nation among the younger generation.

2. It is possible to instill a friendly, respectful attitude towards other people through events taking place at educational institutions as well as at international business forums and academic conferences, which are aimed at acquaintance with the culture of countries.

3. It’s advisable to organize and attend cross-cultural trainings.

4. It’s important to pay attention to such interdisciplinary areas as ethnolinguistics, linguistics, cultural linguistics, etc. at schools, colleges and universities.

5. Before a long trip to a foreign country, it is desirable not only to find as much information as possible about the place you are going to, but also to learn about culture, customs and traditions, as well as about the characteristics of people's behaviour in different situations in another country.

All the measures contribute to better adaptation to life in a foreign country and help to prevent disagreements and misunderstanding between the parties, which leads to effective and successful communication.

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EDUCATIONAL TECHNOLOGIES
IN THE DIGITAL AGE

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EXPERIMENT ON IDENTIFICATION OF "FALSE FRIENDS OF THE TRANSLATOR" AS A PROBLEM OF INTERLINGUAL INTERFERENCE (WHEN TEACHING TRANSLATION FROM GERMAN TO RUSSIAN TO STUDENTS OF LINGUISTICS)

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Abstract: The article examines the category of words "false friends of the translator" from the point of view of interlingual interference and teaching a foreign language and translation, focuses on the difficulties of their translation, conducts an experiment and analyzes its results.

Keywords: false friends of translator; interlingual interference; graphic; phonetic and semantic similarity; translation training

ЭКСПЕРИМЕНТ ПО ВЫЯВЛЕНИЮ «ЛОЖНЫХ ДРУЗЕЙ ПЕРЕВОДЧИКА» КАК ПРОБЛЕМЫ МЕЖЪЯЗЫКОВОЙ ИНТЕРФЕРЕНЦИИ (ПРИ ОБУЧЕНИИ ПЕРЕВОДУ С НЕМЕЦКОГО ЯЗЫКА НА РУССКИЙ СТУДЕНТОВ НАПРАВЛЕНИЯ ЛИНГВИСТИКА)

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Аннотация: В данной работе рассматривается категория слов «ложные друзья переводчика» с точки зрения межъязыковой интерференции и обучения языку и переводу, делается акцент на трудностях их перевода, проводится эксперимент и анализируются его результат.

Ключевые слова: ложные друзья переводчика; межъязыковая интерференция; графическое; фонетическое и семантическое сходство; обучение переводу

Introduction

When teaching translation to students of linguistics, one of the main problems are those phenomena of language that cause interlingual interference, which is understood as "mutual adaptation of the speaker's language and the listener's language as well as corresponding changes in the norms of both contacting languages" [4, p. 43]. Practical experience shows that interlingual interference seriously affects the adequate translation. Special attention is paid to the problem of translating interlanguage homonyms, or false friends of the translator. The essence of the problem is the incorrect identification of individual elements of the native and foreign language systems.

As V.V. Akulenko notes, "false friends of the translator" mislead even experienced masters [1], since they only resemble Russian words in the form of expression, but not in the meaning. When teaching translation, the solution of this problem becomes of primary importance, which determines the relevance of the stated research tofig.

The purpose of this paper is to identify and confirm the existence of the problem of "false friends of the translator" as a problem of interlingual interference when teaching translation to linguistics students through a training experiment and analyze the results obtained.

Theoretical framework

The translator faces various problems that result from differences in the grammatical, syntactic, and lexical structures of languages. One of these problems is the category of words – false friends of the translator. Even students of language majors face this problem. When translating such words, “there are quite a lot of difficulties due to their semantic, grammatical or phonetic similarity”. [3]

As the researchers note, a lot of false friends are dangerous precisely for people who confidently use the language, since they can also allow false identification of individual elements of the systems of foreign and native languages. When two languages come into contact, the norms of each of them may be violated [4]. Thus, the problem of interlingual interference and false friends of translator is related not only to ordinary people, but also to linguistics students.

However, the interference requires objective conditions created by the peculiarities of the language being studied: the presence of differential features in the language that can be contrasted within one language or in contact with the native language, i.e. the presence of intralinguistic and interlinguistic oppositions [2].

It is necessary to conduct more research on how much this problem affects senior students.

Methods and Results

With the firm belief that false friends of the translator are a problem of interference in teaching translation, we developed a plan for conducting a training experiment, the respondents of which were 3rd year students-translators in the number of 26 people of different gender. We gave them nine sentences in German for translation into Russian. Here you can see the list of the sentences:

1. *Der **Tort**, den er als Kind hatte.*
2. *Dafür bekam er eine **Strafe**.*
3. *Ich bring lieber das **Tablett** zurück.*
4. *Nur noch ein **Kotelett**, bitte.*
5. *Wir haben nicht viel **Süßwasser**.*

6. *Ich möchte das **reklamieren**.*
7. *Sie ist 34 und wiegt einen **Zentner**.*
8. *Und jetzt kommt er wieder.. Der schreckliche **Schall**.*
9. *Ich vergesse weder einen **Termin** noch einen Menschen.*

The table below presents the experiment results according to the number of mistakes and equivalent translations (shown in %). The types of interference were also determined in every sentence.

Table

Survey Results

№	German version	Equivalent translation (%)	Wrong translation (%)	Omission of translation (%)	Type of interference
1.	der Tort	–	100%	–	orthographic
2.	eine Strafe	(25%)	75%	–	orthographic
3.	das Tablett	(34%)	66%	–	orthographic
4.	ein Kotelett	(35%)	65%	–	orthographic
5.	Süßwasser	(46%)	24%	30%	lexical
6	reklamieren	(53%)	24%	23%	lexical
7	Zentner	(27%)	73%	–	linguacultural
8	der Schall	(50%)	–	50%	lexical
9.	ein Termin	(46%)	54%	–	lexical

The results of the experiment showed that words from the category "false friends" when translated from German into Russian cause problems for future translators. This is proved by the fact that in quite a large number of cases incorrect translations were given.

As the experiment showed, the following types of interference were the cause of such errors: lexical (44.4%), orthographic (44.4%) and linguacultural (11.2%). All of them refer to interlingual interference.

Conclusion

After analyzing the results, we can draw the following conclusions.

First, in some cases, respondents did not know the exact translation equivalent and omitted this sentence.

Second, when a false friend was discovered and its translation was not known, synonymous variants were used in some cases, which often distorted the meaning of the entire sentence.

Based on this, we can draw a general conclusion: even those who are professionally engaged in translation have the probability of incorrect identification, when translating words from the category of false friends of the translator.

Furthermore, a true reason for the false identification of individual elements of the native and foreign language systems is the confusion of languages. This is how semantic tracing and violations of stylistic coherence or lexical compatibility occur, as well as phonetic and orthographic coincidence of Russian and foreign words not only in the process of using a foreign language, but also when translating into their native language and even when using words in their native language.

In addition, we can say that it is necessary to guide students' attention to "recognizing" the false friends of translator in texts and develop the habit of referring to authoritative dictionary sources. Moreover, the use of concordances and the study of contexts in which one or another false friend is used can be very useful in solving this problem.

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NOVICE TEACHER NEEDS IN THE PROCESS OF PROFESSIONALIZATION

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Abstract: The paper is devoted to the study of novice foreign language teachers' needs that in their opinion might contribute to better professionalization. The purpose of the article

is to identify which aspects of novice teachers practice require assistance of more experienced colleagues.
Keywords: novice teacher; mentor; mentoring; professionalization; adaptation

ПОТРЕБНОСТИ НАЧИНАЮЩИХ ПРЕПОДАВАТЕЛЕЙ В ПРОЦЕССЕ ПРОФЕССИОНАЛИЗАЦИИ

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Аннотация: Работа посвящена изучению потребностей, удовлетворение которых может способствовать успешности процесса профессионализации начинающих преподавателей иностранного языка. Цель статьи – выявить те аспекты деятельности начинающих преподавателей, которые требуют помощи и содействия более опытных коллег.
Ключевые слова: начинающий преподаватель ментор менторство профессионализация адаптация

Introduction

The relevance of the professionalization process, as well as the factors determining it, first caused by its importance in the development of the society. Nowadays, the role of education as a social institution is growing. Its main functions are socialization and adaptation of the social skill of an individual that help novice teachers in adaptation to constantly changing conditions and requirements of society [2].

Theoretical framework

Professionalization is the process of becoming an employee as a professional, that is, a person who perfectly knows the skills, knowledge, competence which are necessary for a certain type of activity [3].

The period of entry into the professional educational environment is tense and for the personal development of a novice teacher, it is very important whether they will take place as professionals, or could it be possible for a novice teacher stay in the field of education? All of the above mentioned depends on the way the young specialist will cope with the adaptation period [1].

All of the above can be considered fair for novice teachers of a foreign language.

In 2015 the All-Russian internet-testing was held in all Russian regions the objects of the research were novice teachers. The results let to eliminate the main directions of adaptation:

–having a mentor – 22,3%;

– additional payments to young specialists – 13,4%;

– friendly atmosphere – 13,3%;

– holding different events like courses – 10,5% [5].

Sivicheva T.V. in her investigation eliminates 3 levels of university novice teacher professional adaptation.

High – Medium – Low

Most of the novice teachers (71 %) show the medium lvl of professional adaptation. High lvl show (16 %). 13 % show low lvl [6].

Methods and results

To eliminate the needs of foreign language novice teacher in the universities of Novosibirsk, we have made a questionnaire.

The survey was conducted in the form of an online questionnaire using automatic data collection containing 15 questions. We have interviewed 29 people, Novosibirsk university novice teachers having teaching experience less than a year. All of them have pedagogical and linguistics higher education.

The results shows the following.

The help of experienced colleagues, teachers, is very important during the process of professionalization. 78.6% novice teachers agreed that they need such kind of help, the rest 21.4% do not need such help.

82.1% of respondents agreed that they need help in solving methodical problems. 17.9% do not need the help.

53.6% of novice teachers decided that they need help in solving behavior problems with students, 46.4% do not need such help.

According to the quiz, 60.7% of novice teachers face difficulties while working with documents, 39.3% do not need help with documents.

57.1% of respondents said that they need help in "planning lessons", 42.9% have told that they do not need the help.

60.7% of students do not need help in assessing the students and only 32.1% of novice teachers agreed that they need help and 7.1% are not sure.

According to the choice of novice teachers the forms of support are the following: Support is not needed (3.6%); Supporting groups (28.6%); Novice teachers mutual help (42.9%); Mentoring (75%).

The forms of professional development are the following: Post graduate study (3.6%); Practice oriented lessons (42.9%); Advanced study courses (53.6%); Work with the Mentor (57.1%); Master classes (64.3%); Self-education (67.9%).

Seminars or courses for education are the following: Scientific seminars (3.6%); Preparing scientific papers (7.1%); Applying ICT in teaching (32.1%); Psychological aspects of learning (46.4%); Methodology of teaching FL (78.6%); Improving knowledge of teaching language (78.6%).

The frequency of visiting such events: Once a month (50%); Actively once a term (25%); Once a week (14.3%); Several times a week (10.7%).

39.3% novice teachers do not plan to work with the candidates dissertation, 35.7% are not sure in the choice and 25% are going to work on that.

46.4% of respondents do not need help for choosing the theme of the scientific paper, 46.4% respondents need help as well and 7.1% are not sure.

For a successful writing a paper, the scientific advisor plays the main role. 32.1% of novice teachers need help in choosing scientific advisor, 50% do not need the help and 17.9% are not sure.

According to the questionnaire methodological problems and problems with documentation are the most urgent to solve them all alone by novice teachers it means that firstly we must organize the help in this direction.

Conclusion

Scientific activity is one of the most important parts of professionalization. However, according to the questionnaire not all the novice teachers are ready to take part in it. By the way, mentors and university chairs, have to be ready to help novice teachers in this direction.

Finally, we can say that most of all novice teachers need a mentor. Creating mentoring in the universities is an important step in helping novice teacher from our point of view, because mentor can get rid of immediacy of the problem in time and finds the ways of individual or group solutions.

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УДК 378.1

PANDEMIC IMPACT ON THE USE OF E-TECH IN EDUCATION

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Abstract: The article is devoted to the problem of global pandemic impact on the quality of education and technologies implementation into the educational environment in the current situation.

Keywords: education; technology; online learning

ВЛИЯНИЕ ПАНДЕМИИ НА РАСПРОСТРАНЕНИЕ ЭЛЕКТРОННЫХ ТЕХНОЛОГИЙ В ОБРАЗОВАНИИ

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Аннотация: Данная статья посвящена вопросу влияния современной обстановки в условиях пандемии на качество и технологии, внедряемые в образовательную сферу.

Ключевые слова: образование; технологии; онлайн-обучение

Introduction

In spring of 2020 a radical change for people all over the world took place in their everyday life. This is due to the spread of Covid-19 infection and the transfer of everyone to self-isolation and quarantine and accordingly to remote work in all service sectors. This also affected education. Schools and universities were massively closed and everyone was transferred to the online study. Initially, that caused excitement among schoolchildren, students and teachers and questions on how to work and study from home. Such serious changes resulted in the new educational information technologies (INFO TECH) and platforms launching in the educational environment through which it was possible not only to study but also to spend time usefully being at home. At the same time, many platform investors have launched services for free or arranged a "subscription for 1 ruble" campaign which was not only profitable for everyone but also very interesting to get a whole course of knowledge for free.

Methods and results

Methods of comparison and logical analysis are used in the process of studying the issue of technology implementation in education.

The occurred situation around the world in connection with the pandemic took all the inhabitants of the planet by surprise and it became clear that the usual institution functioning was no longer possible. The changes were necessary and needed as soon as possible. Quarantine and isolation left the only possible solution to transform all possible services to the online format and the education was waiting for the same transformation.

To minimize the negative consequences after the closure of schools and universities, many countries began to introduce a distance learning format for students. The distance learning system is an interactive process between teachers and students at distance with maintaining the maximum learning effect and using special technical means.

Most countries promptly prepared their own technical solutions to the pressing problem, the most interesting are:

1. South Korea, Japan and Lebanon have distributed interactive software for teaching various subjects.
2. Chinese students and pupils gained knowledge through special channels on the television.
3. All schedules and lesson plans were distributed using social networks and messengers.
4. Armenia launched the single University platform **iUniversity** which allowed students of all universities to study remotely.
5. In Cyprus, the government has purchased licensed software for educational purposes. Each student and teacher had their own individual login and password to enter the educational system.
6. In Hong Kong, Microsoft has made its software available for free. [3, p. 5-9]

And this is only a small part of the possible decisions that have been made. As you can see, each country tried to find the way how to act and what decision to make. It is directly related to the new technical solutions and the transition of educational institutions to the online format. The "digital inequality" problem has exacerbated as today 40% of the World's population does not have access to the World Wide Web. Realizing this, in some countries banks allocated funds for purchasing devices with the ability for the needy children to connect to the Internet for free

Having considered how the pandemic affected education, what solutions were found and what technologies were used, we cannot help asking the question: how did the pandemic affect the transition to the online learning? In addition to the working experience in the new format and its significant improvement, students and teachers found themselves in a rather stressful situation, especially during the online format introduction because few people were ready for it [1].

Considering the graph shown in Fig.1, it becomes clear to understand the compulsory distance learning not only gave an impulse to the technological development of education but also provided a positive dynamics with the new virus infected people rate.

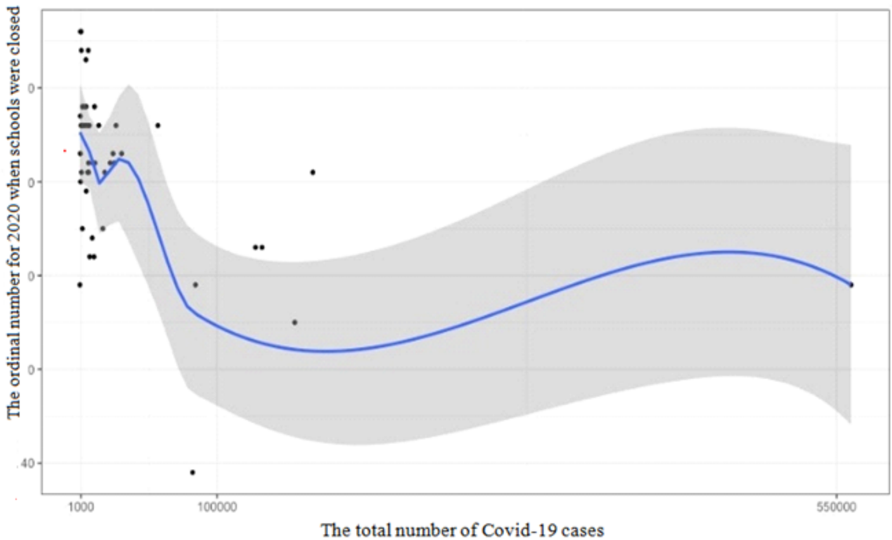

Fig. Correlation of the Covid-19 spreading and the closing date of educational institutions

During the period of quarantine and online learning, new platforms were launched and the well-known platforms for communication and studying online material were actively resumed.

With the transition to distance learning teachers and students began to use such platforms for conducting classes as:

1. Zoom is a platform for organizing audio and video conferences
2. Google Meet is a communication service for supporting group video communication and text messaging chat
3. Discord is a program for voice and video communication, there are also many additional functions, such as: screen sharing, file transfer, creating conversations for up to 10 people
4. TeamSpeak is a computer program designed for voice communication via Internet
5. Skype is software for providing text, voice and video communication via Internet between computers
6. Other programs such as Cisco Webex, Avaya Spaces, BlueJeans, Slack and Blackboard.
7. The social network Vkontakte should also be mentioned.

The network developers are rapidly expanding its capabilities, adding as many new options as possible, including collection from other social networks. After everyone switched to online formats and communication through popular platforms for organizing audio and video conferences, Vkontakte also created the opportunity to communicate within the groups in its social network. That became very convenient to get an opportunity to call and discuss important issues without switching to other platforms. At the same time, there is also an alternative to conducting classes since the system has both video communication and screen demonstration and it is possible to change the background.

But along with a big number of developments each university tried to launch or improve their own platforms. For example, Novosibirsk state technical University (NSTU NETI). Havingthe DiSpace platform students and teachers of the University did not really understand and use this system before the period of online learning, but due to the current situation, the process of study completely switched to it. At the beginning the system was completely unprepared for such a loading but over time it was improved so that it became possible not only to communicate with teachers via chat and attach monitoring activities but also to do tests and most importantly, conduct online double-periods through webinars where each student being at home, had the opportunity to attend lectures and practical classes.

In addition to distance learning in schools and universities, people have received a good benefit in the form of access to educational and entertainment platforms, which made access to many courses free during the period of self-isolation. For example:

1. Coursera is a project in the field of mass online study in the form of a set of online courses, providing free access to 3,800 courses in 400 specializations.

2. Foxford provides access to video courses and tasks for the basic school curriculum from grades 5 to 11.

3. SkyEng is an online English language school has temporarily made access to the Skyes platform free for schools and universities [2].

Also for self-development during the self-isolation period and in everyday life, you can find a lot of training applications for PC and phone which can be downloaded through the Play Market or Apple Store. Applications are based on an already created and programmed system and a person can test his or her knowledge and start a training course, set the study time and lesson reminders themselves and so on and so forth. For example, applications such as: Duolingo, Lingualeo, Simpler-for learning foreign languages. You can also find applications for various specialties, such as an accounting dictionary, a basic accounting course or Zen-money: accounting for expenses and income.

Conclusions

The Covid-19 pandemic and the period of quarantine and self-isolation have greatly changed not only the lives of people but also many services that people use in a very short time. This also affected electronic technologies in education, in connection with online learning and with ideas how to diversify your home leisure time.

Schools and universities around the world switched to a distance learning format, and everyone was faced with the problem of how to conduct classes from home, and how to study. This is why many audio and video conference platforms have been actively relaunched; universities have renewed and launched new options on their websites, and even created special learning platforms so that the whole country could study remotely.

And in order to diversify the free time of all people and make it useful in self-isolation, many training platforms and sites have made completely free access to their programs and courses.

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ORGANIZATION OF AUTONOMOUS LEARING IN FOREIGN LANGUAGE CLASSROOM VIA MOBILE APPLICATIONS

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Abstract: The following article is dedicated to the organization of autonomous learning of secondary school students in mastering a foreign language. The main attention is paid to the use of modern information technologies, mobile applications in particular.

Keywords: self-directed learning; autonomous learning; foreign language; organization of autonomous work; information technology

ОРГАНИЗАЦИЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ С ПРИМЕНЕНИЕМ МОБИЛЬНЫХ ПРИЛОЖЕНИЙ

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Аннотация: В данной статье рассматривается организация самостоятельной работы учащихся средней школы при овладении иностранным языком. Наибольшее внимание уделяется вопросам использования новых информационных технологий, а именно мобильных приложений.

Ключевые слова: самостоятельная работа; иностранный язык; организация самостоятельной работы; информационные технологии; мобильные приложения

Introduction

There are numerous directions in teaching methods and the organization of students' autonomous work has always been among the most important. With a large number of existing researches in this area, interest in the concept of autonomous learning process continues to increase. This is due to the fact that in the modern society, education strives to achieve certain goals related to the development of students' aspirations for self-development and self-improvement. These goals are set in the Federal State Educational Standards (in Russia), the Memorandum on Lifelong Learning (in Europe) and other educational documents. In addition, in the field of foreign language training, the relevance of autonomous learning has increased even more after the spread of distance learning, which requires responsibility and self-control fron students as well as the ability to work without a direct involvement of the teacher. These factors have led us to consider the content and significance of autonomous learning at secondary schools.

Theoretical framework

In the pedagogical research on the autonomous learning of students, we encounter two synonymic terms. The term "autonomous learning" used earlier in the work is often found in modern research, but initially the term ‘self-directed learning (SDL)’ was mostly widespread, in foreign research in particular. Since the late 18th century, SDL has been recognized as one of the leading teaching principles. The definition of the self-directed learning was initially given in 1975 by an American adult educator Malcolm Knowles. He perceived self-directed learning as "a process in which individuals take the initiative without the help of others in diagnosing their learning needs, formulating goals, identifying human and material resources, and evaluating learning outcomes" [3]. In this case, SDL refers to adult education, but it has been proven this kind of learning style can be applied regardless of the age and gender of students [4].

Comprehensive training and other forms of individualization of the educational process played a certain role in the 20th century in the development of the concept of autonomy of schoolchildren. The most generally accepted definition among teachers is offerred by B.P. Esipov. He claims that "autonomous learning is an activity which is performed without the direct participation of a teacher, but according to his assignment at a specially provided time, while students consciously seek to achieve the goal set in the task, using their efforts and expressing the result in the form of physical or mental actions" [1].

The study of the discussed phenomenon in the field of foreign languages was also carried out by the Russian scientist I.A. Zimnyaya. According to her research, autonomous learning is "an activity organized by the student himself due to his internal cognitive motives and carried out by him at the most convenient time, controlled by himself and indirectly controlled by the teacher" [5].

Thus, analyzing the definitions given by the researchers, the autonomous learning of students in a foreign language can be defined as a type of educational activity, carried out under the direct or indirect guidance of a teacher, in which students with a certain level of autonomy perform various kinds of tasks, making the necessary mental efforts and showing self-discipline and self-correction skills. Proper organization of autonomous learning in class and outside is an important task of a teacher, because for a student it should be perceived as freely chosen and internally motivated activity. Therefore, we believe that the primary focus of teachers' efforts should be on improving the lesson through the introduction of new methods of active learning, on overcoming stereotypes in the organization of the lessons and attracting technical and other visual aids that will make the lesson interesting and truly modern.

New information technologies are becoming an essential part of the teaching methods of foreign languages. The organization of autonomous in and outside class learning of students with the help of information technology contributes to their assimilation and expansion of knowledge, the formation of interest in cognitive activity, the development of creative thinking and an increase in the level of students' motivation.

Among various options of using modern technologies in teaching foreign languages, mobile applications should be considered. In the modern world, it is difficult to imagine a student without a smartphone, which he uses for communication and entertainment purposes. However, a modern smartphone is a wealth of various information, which means, that its educational potential should not be neglected. Using mobile applications as an additional aspect of organizing students' autonomous work has a number of advantages: constant availability of teaching materials both for use in and outside the class; the level of students' motivation to complete tasks and study foreign languages independently increases; formation of students' skills of autonomous work; personalization of the educational process. Thus, there is a rapid spread of mobile technologies for teaching and learning languages, which open up great opportunities for teachers to improve the educational process and make it more absorbing for students.

Methods and results

In this study we analyzed 3 mobile applications that can be applied in the process of organizing students' autonomous learning in the foreign language classroom. This is a descriptive research based on content analysis method (see the Table). The mobile apps were selected in this study based on their following characteristics: belonging to category for 11-year old schoolchildren and over; being free and having educational content. Android and iphone apps were chosen due to their widespread use around the world.

Table

Analysis of mobile applications for use in organizing the autonomous work of schoolchildren

	Description	Available languages	Target skills	Sample model of autonomous work
1.Ted Talks	This application contains a large number of high-quality authentic videos in the form of lectures on various topics (culture, ecology, innovations, etc.) Speakers include native English speakers as well as representatives of other nations and cultures.	More than 20 languages (English, French. Spanish, etc.)	Developing listening skills; extending vocabulary; cognitive sckills.	Outside the class: watching a given video the required number of times; noting unfamiliar words and expressions; writing an assessment essay on the topic of video.
2. Anki	A flashcard app, which is designed to develop long-term memory. Often used to learn new foreign words. It is possible to both add your own cards and use ready-made word sets. Also suitable for learning grammar rules	Learning any language is possible.	Extending vocab.lary; developing grammar skills; memory developmen t.	Outside the class: learning new foreign words and phrases; learning grammar rules; preparing for dictation.

	and structures.			
3.English Grammar (Tenses test)	Tests on the tenses of the English language with over 2000 questions. App contains detailed explanation for every topic covered. Tables are used for better understanding and reading.	English	Developing grammar skills.	In class: the teacher can use this application to test students on the studied grammar tofig. This method of test work saves the teacher's time and simplifies the process of knowledge control. Outside the class: learning grammar rules.

Conclusion

This study set out to find out the possibility and methods of using educational mobile applications as student autonomous learning in and outside the class. All analyzed applications have the appropriate potential for teaching foreign languages and learner-oriented. Thus, we recommend providing favorable conditions for the successful autonomous learning with the help of mobile apps which definitely meets the needs of learners called 'digital natives', because interactivity of the information technologies is changing the way modern learners think [2], and it is important to consider.

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DIGITAL TECHNOLOGIES: THE MAIN PURPOSE OF ELECTRONIC LINGUO-CULTUROLOGICAL DICTIONARY "RUSSIAN TRADITIONAL COSTUME" AND ITS USE IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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Abstract: The work is devoted to the development of the concept of electronic linguo-culturological dictionary "Russian traditional costume". The possibilities of its use in the practice of teaching Russian as a foreign language are shown. The relevance of this work is associated with identifying the characteristics of the designed electronic dictionary, which can become the basis for solving such important issues in learning as individualization and motivation.

Key words: electronic dictionary; linguo-culturological commentary; teaching Russian as a foreign language

ЦИФРОВЫЕ ТЕХНОЛОГИИ: НАЗНАЧЕНИЕ ЭЛЕКТРОННОГО ЛИНГВОКУЛЬТУРОЛОГИЧЕСКОГО СЛОВАРА «РУССКИЙ ТРАДИЦИОННЫЙ КОСТЮМ» И ЕГО ИСПОЛЬЗОВАНИЕ В ОБУЧЕНИИ РУССКОМУ КАК ИНОСТРАННОМУ ЯЗЫКУ

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Аннотация: Работа посвящена разработке концепции электронного лингвокультурологического словаря «Русский традиционный костюм». Показаны возможности его использования в практике обучения русскому языку как иностранному. Актуальность данной работы связана с выявлением характеристик разработанного электронного словаря, который может стать основой для решения таких важных вопросов в обучении, как индивидуализация и мотивация.

Ключевые слова: электронный словарь; лингвокультурологический комментарий; обучение русскому языку как иностранному

Introduction

Improving professional competencies of specialists in the 21st century requires information technologies insertion in the educational process.

Nowadays, Information technologies are the leading aspect of modern teaching methods, which are dictated by new requirements for the quality and forms of education; the need to introduce an individual-oriented approach of acquisition language; obligatory development of electronic courses, manuals, textbooks, dictionaries.

Modern Internet technologies allow not only to use available Internet resources, but also to create new educational materials.

The work on the creation of the dictionary presupposes, first of all, the development of a general concept, the structure of the dictionary entry and the principles of organizing the material, as well as the development of a computer application that will allow you to use it effectively. The dictionary unites lexical units, in the semantics of which there is a national-cultural component, concentration on its study is aimed at the formation of lexicographic, cultural studies, communicative competence.

The purpose is to create an electronic linguo-culturological dictionary “Russian traditional costume”. The presented dictionary is educational and solves complex methodological problems. Firstly, the electronic format ensures the accessibility of training − there is no specific time and place for training, anyone can get access on an individual basis. Also, such a product takes into account foreign student's language proficiency level. The Dictionary contains levels A2-C1.

Secondly, the main feature of the dictionary is multimedia: new forms of organization and presentation of information are used: text, video, animation, a huge amount of reference (basic and supportive) information.

The dictionary under-develop is thematic: the nominations are divided into sections: clothes, shoes, hats, jewelry. The main content of the work is dictionary entries. Each entry is presented as a multimedia system.

Theoretical framework

The designed electronic dictionary will include various types of texts created on the basis of data extracted from sources on folk culture: A.Yu. Andreeva “Russian folk costume (travel from north to south)”, N.V. Basco “Getting to know Russian traditions and the life of Russians”, D.A. Baranov "Men and women. Male and female in Russian traditional culture", N.Yu. Boyko “Fairy Tales at the Lesson of the Russian Language: A Study Guide for Students of the Russian Language”, L.V. Karshinova “Russian folk costume. Universal approach” and others, then compiled, and at the final stage of adaptation in accordance with the level of language learning.

Methods and results

The material displayed in the dictionary entry, which is combined with the navigation and technical capabilities of computer lexicography, can give productive results in the form of convenient navigation between the material, illustrations and multimedia files. This dictionary entry is informative and clear.

The informative block of each entry is arranged according to the levels of language proficiency (A2-C1).

The dictionary entry is based on the names related to the Russian traditional costume. The first section is “Lexical meaning of the word”. The interpretation of the meanings of words is based on a linguo-culturological commentary presented in the section of each level and will have an encyclopedic reference: description of the item, material, color, wearing features; gender, and traditions and beliefs associated with the thing.

For levels B1-B2, materials are offered to expand the student's linguistic and cultural scopes: the history of the appearance of a thing, its description, details, specifics, purpose over time.

The section “Traditions and Beliefs” will allow foreigners to notice the external difference between festive costume and everyday clothes, as well as to see what clothes were used during traditional rituals.

Each section is equipped with a multimedia block, which demonstrates the clarity of the dictionary. The dictionary entry contains:

- photographs and reproductions;
- songs;
- video clips from cartoons and feature films.

Photographs and reproductions visualize the garment itself and its elements, the materials of this part can serve as a starting point for practicing writing skills. In addition to media files, the multimedia block contains practical and control parts. Tasks will be provided, for example:

- *describe the picture;*
- *come up with a story about the picture.*

The songs will be presented as material for entertainment and educational content. For entertainment − students are offered karaoke, supported by subtitles. Songs can also serve as material for practicing listening skills with tasks such as:

1. *insert the missing word;*
2. *what did you hear;*
3. *complete the phrase;*
4. *put emphasis (mark on words letters).*

Working with video fragments is aimed to practice such types of speech activities as listening, writing and speaking. Particular attention should be paid to the tasks with videos. For the analysis of video fragments, the following are suggested:

1. *answer the questions;*
2. *match the sequence of events;*
3. *proposed topics for discussion during classroom work on this video.*

The practical part also provides work with texts that aims to work on lexical and grammatical topics and different types of speech activity, especially reading.

Grammar tasks are presented after reading texts, fairy tales. Tasks such as:

1. *pick up the same root words;*
2. *make the phrases shorter;*
3. *fill in the gaps;*
4. *choose synonyms;*
5. *put in the required grammatical form;*
6. *transform the sentence by replacing the verb.*

They aim to master the Russian language at the morphological, lexical and syntactic levels. And tasks for understanding the text are the following:

1. *restore the sequence of events;*
2. *answer the questions about the content of the text.*

In addition to grammar tasks, the dictionary also includes creative, entertaining ones. For example:

1. *find the following items in the pictures;*
2. *choose a wedding dress for the hero;*
3. *assemble the picture.*

Each task is supported by assessment criteria:

1. *the test is carried out by the system (grammatical, creative, entertaining and listening tasks);*
2. *self-check (lexical, transformational tasks);*
3. *the check is carried out by the teacher or the mutual check of the students' tasks related to writing and speaking.*

This approach will allow the formation of such competencies as the ability to communicate in oral and written forms in Russian and foreign languages for solving problems of interpersonal and intercultural interaction; possession of basic skills in collecting and analyzing linguistic facts, philological analysis and interpretation of the text; to form knowledge about lexical means, basic linguistic structures for creating texts about culture; the ability to operate with basic terms and concepts on the topic, build texts in the format of description, narration, reasoning.

Conclusion

The specificity of the electronic linguo-culturological dictionary that we are developing is that the data of folk culture using authentic texts are presented: Russian folk songs, fairy tales, proverbs, etc. with audiovisual supplements. Students will be offered material illustrating a variety of areas of Russian culture, questions to the texts for their analysis, tasks to consolidate the material, as well as self-examination and control − all these students can perform independently or in a class.

A feature of the designed electronic dictionary is its complexity, which enables to solve such learning problems as individualization and motivation. The dictionary will be an supplementary material in the study of the Russian language and culture, it can be used both in the classroom and as extracurricular activity.

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CLIL POTENTIAL ON THE BASIS OF A HISTORY LESSON FOR LOWER-SECONDARY STUDENTS

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Abstract: The article deals with content and language integrated learning method which is regarded as an innovative method of studying a foreign language and a subject itself. The article specifies the term CLIL and analyses its potential on the basis of Eyes Open coursebook. It is stressed that CLIL can be effectively used to raise both language and subject competence.
Keywords: Content and Language Integrated Learning (CLIL); CLIL principles; history lesson

ПОТЕНЦИАЛ ПРЕДМЕТНО-ЯЗЫКОВОГО ИНТЕГРИРОВАННОГО ОБУЧЕНИЯ НА МАТЕРИАЛЕ УРОКА ИСТОРИИ ДЛЯ УЧЕНИКОВ СРЕДНЕЙ ШКОЛЫ

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Аннотация: В данной статье рассматривается предметно-языковое интегрированное обучение (CLIL) как инновационная методика обучения предмету при помощи средств иностранного языка. В статье дается определение понятия предметно-языковое интегрированное обучение (CLIL), анализируется его потенциал на материале урока истории из учебника серии Eyes Open, подчеркивается эффективность и результативность данной методики.

Ключевые слова: предметно-языковое интегрированное обучение; принципы предметно-языкового интегрированного обучения; урок истории

Introduction

Globalization has determined the vector of education development all over the world. Today we live in a small narrow world where the boundaries are being blurred. Therefore it is natural that English plays a dominant role in almost all the fields in the present globalized world. The English language is being used in business, scientific research and education.

As English has penetrated to almost all fields, it is necessary to train new specialists with a good grasp of language knowledge as well as subject competence in order to be competitive in the global labour market. As Russia is a part of the Bologna process which aim is "to facilitate student and staff mobility, to make higher education more "inclusive and accessible"[6], it is essential to find and use innovative methods in teaching which proved their effectiveness in Europe. One of such methods is Content and Language Integrated Learning, which is based on instruction where the content is taught in a language that the students are still in the process of learning.

Theoretical Framework

Let us first observe the evolution of a CLIL definition. David Marsh in his article defined it as "an approach…that may concern languages, intercultural knowledge, understanding and skills; preparation for internationalization and improvement of education itself" [7, p.10]. Piet Van De Craen described CLIL as "a meaning-focused learning method..." which aim is "learning subject matter together with learning a language" [8, p.3]. Laurent Gajo presents another definition of CLIL as "an umbrella term used to talk about bilingual educational situation" [4, p.570]. Having analyzed all these definitions we can come to a conclusion that CLIL is a complex term which may contain many methodologies from both subject and language teaching.

At the same time, researchers claim that CLIL is an educational response to the demands and resources of the 21st century [3]. Students are increasingly aiming to use English in a dynamic, fast-paced workplace where they will be expected to analyze and create material in English. CLIL's unique emphasis on cognitive agility in addition to content and language learning introduces students to creative and analytical thinking in a foreign language at any age.

In order to understand how CLIL works, it is necessary to highlight the main principles this approach is based on. Do Coyle suggested the 4 Cs framework where four Cs stand for Content, Communication, Cognition and Culture [1]. The fourth C, culture, is also referred to as citizenship or community. The 4 Cs are connected [see Fig.].

Let us briefly give a description to all the principles:

Content: Progression in knowledge, skills and understanding related to specific elements of a defined curriculum.

Communication: Learners produce the target language whilst learning the subject. By using the language for learning students' communication becomes meaningful and natural because a language is no longer a purpose but a tool for comprehending the content.

Cognition: Developing thinking skills which link concept formation (abstract and concrete), understanding and language.

Culture: Do Coyle claims that culture is at the core of CLIL [2]. We cannot underestimate the role of culture in CLIL as gives opportunities to introduce a wide range of cultural contexts.

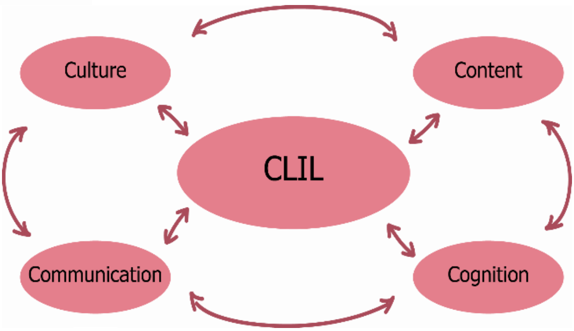

Fig. The main principles CLIL approach

As far as the purpose of the article is to describe one of the most efficient ways of learning a foreign language, the research question is:

1. What is the specificity of CLIL and how efficient it is in the development of foreign language skills?

Methods and results

To identify the potential of CLIL the analysis of literature and the coursebook series Eyes Open was used.

It can be stated that CLIL classes break down the barriers between subjects, generating an experience more representative of the real world.Students display more involvement in the lesson when English is not a focus but a means of studying. They can show their knowledge of the subject, thus they are more motivated to use a language to express themselves. Motivation and confidence improve as students become accustomed to carrying out both creative and analytical work in an English-speaking environment.

It goes without saying that CLIL imposes many challenges on teachers and students. Considering the implementation of this approach in Russia we can face some obstacles such as:

- The lack of CLIL teacher-training programmes implies that the majority of teachers using CLIL strategy may be unqualified to do the job adequately.
- Most CLIL programmes are not scientifically-based as there are only a few research-based empirical studies.
- Some aspects of CLIL are unnatural; not all subjects can be taught by using CLIL methodology, as the students' culture and history are unlikely to be appreciated by the means of a foreign language.

While we are at the point of solving these problems, we can observe how this approach is introduced in English coursebooks. Cambridge University Press in association with Discovery Education™ has developed a four-level course for lower-secondary students called Eyes Open. Apart from all necessary learning materials, these books involve CLIL lessons (with accompanying Discovery Education™ video), which contains a reading text and activities. We will focus on Eyes Open 2 which has been created with Common European Framework (CEFR) in mind and corresponds to A2 level [5, p.117].

Under our consideration is a History lesson. Our aim is to analyze the lesson and find out whether it corresponds to all CLIL principles. It is also necessary to observe the lesson organization and discover the tools which help students to increase language and subject competence.

The topic of the lesson is the Feudal System. The objectives are to learn about the feudal system and talk about the feudal system, famous knights and the Middle Ages. First, it is necessary to explain the meaning of the Middle Ages, and then give a definition of a feudal system. Then students can open their books and look at the CLIL page.

The first task is to match the words with the pictures. Visual aids help students to do this task easily, moreover, pictures are useful in CLIL as they play a role of additional support of memorizing the words better.

After pre-teaching the vocabulary students proceed to the next task which is reading and students need to fill in the gaps with the word individually or in a group. After checking the answers a teacher can ask students tofindas much information as they can about kings, knights, nobles, and peasants.

The next task can be done in pairs so that students can collaborate and communicate more. They should read the sentences and choose the correct word on the basis of the text. After checking this task the students proceed to the speaking activity.

There are 3 questions:

1. What do you think of the feudal system? Was it fair? Why?/Why not?
2. Can you think of any famous knights from history?
3. Would you like to live in the Middle Ages? Why?/Why not?

This task can be challenging for students as they may struggle to think of examples of famous knights. A teacher could put some examples on the board and ask students to research them online using their smartphones. The following list of famous knights includes real as well as fictions examples: El Cid, Don Quixote, Sir Galahad, Richard the Lionheart. Students find out about these famous people and then exchange information. Then the information can be discussed with the whole class.

If the time allows, the last part of the lesson can be devoted to watching a video about Amelia Earhart. This video suggests another pile of tasks which can optionally be used in a lesson.

In order to finish discussing the Middle Ages, a teacher can ask students to do some research into life in the Middle Ages. They should find out how people lived, what they ate, what their homes were like etc. At the beginning of the next lesson they can share what they find out with a partner.

Thus, this is the way how the book suggests a teacher should conduct a CLIL lesson for lower-secondary students. As we can see, all CLIL principles were realized.

Content: Studentsget an idea of the Middle Ages, learn some vocabulary, get the concept of the feudal system.

Communication: Students produce the target language while having a lesson. They collaborate and discuss the questions in the established framework.

Cognition: All the task given aims to advance students' autonomy, develop thinking skills. All cognitive demands are scaled to the students' level.

Culture: The cultural component is implied in this lesson. Students have an opportunity to do some research into the Middle Ages of the English-speaking countries as well as they can compare this information to the cultural background of the country they are from.

Conclusion

In conclusion, we should claim that CLIL lessons can be very effective for raising both language and subject competence. Although it is essential to admit that a teacher should show good knowledge of a language and a subject itself. It might be challenging to develop CLIL lessons but this approach can lead to good results if to take into consideration all the principles CLIL contains.

Moreover, CLIL represents a natural way of learning languages where a teacher can use a wide variety of tasks to make sure students comprehend the material. At the same time, it gives a purpose for using a language in a classroom, as the lesson is focused not on the language forms but on the content, it reduces the psychological load from a student and gives an opportunity to concentrate on a subject itself using the means of a foreign language making the process of using language more natural.

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VERWENDUNG VON DEUTSCHEN SPRACHKORPORA DWDS ZUR BILDUNG LEXIKALISCHER FÄHIGKEITEN VON STUDENTEN

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Abstract: In diesem Artikel werden die Fragen des Lernens der Lexik mit Hilfe der linguistischen Textkorpora (DWDS) behandelt. Das Ziel der Arbeit ist es, an konkreten Beispielen die Interaktion der Informationstechnologien bei der Ausbildung zu zeigen.
Schlüsselwörter: Textkorpora; Digitales Wörterbuch der deutschen Sprache (DWDS); Vokabeltraining; Deutsch; Bildungstechnologien

ИСПОЛЬЗОВАНИЕ НЕМЕЦКОГО ЛИНГВИСТИЧЕСКОГО КОРПУСА DWDS ДЛЯ ФОРМИРОВАНИЯ ЛЕКСИЧЕСКИХ НАВЫКОВ СТУДЕНТОВ

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Аннотация: В данной статье рассматриваются вопросы обучения лексике при помощи лингвистического корпуса (DWDS). Целью работы является показать на конкретных примерах взаимодействие информационных технологий при реализации образовательной деятельности.
Ключевые слова: лингвистический корпус; цифровой словарь немецкого языка; обучение лексике; немецкий язык; образовательные технологии

Einführung

Linguistische Textkorpora wurden bereits vor der Verbreitung digitaler Medien in vielen Bereichen der Linguistik eingesetzt. Die Sammlung und Auswertung von Daten im Korpus von Quellentexten haben eine lange Tradition, sowohl die Erforschung der gesprochenen Sprache als auch die Analyse von Gesprächen fanden bereits vor der Verbreitung der digitalen Korpus-Technologie mit transkribierten Texten statt. Die Computerspeicherung und Auswertung von Korpusdaten bietet nun viele neue Möglichkeiten für die qualitative und quantitative Analyse von Sprachnormen und -strukturen in echten Nutzungskontexten an. Die damit verbundenen Konzepte und Methoden stammen hauptsächlich aus der Korpuslinguistik, einem derzeit sehr aktiven Forschungsgebiet, in dem Informatik, Computerlinguistik und angewandte Linguistik interdisziplinär eng miteinander verbunden sind, um Standards und Werkzeuge für die digitale Texterfassung zu entwickeln, die als empirische Grundlage für die Theorieausarbeitung und Überprüfung des theoretischen Wissens über verschiedene Sprachmaterialien verwendet werden können.

In diesem Artikel werden wir die Verwendung von Sprachkorpora beim Unterrichten einer Fremdsprache betrachten, nämlich: Vokabeltraining, qualitative Analyse, bei der die Korpusdaten mit ihrem Kontext individuell als Beispiele und systematisch als Aufgaben verwendet werden.Die Relevanz der Studie liegt darin, dass die rasche Entwicklung der Informationstechnologien eine notwendige Umsetzung im Bildungsbereich verursacht.

Theorie

Der Linguistische oder sprachliche Textkorpus ist eine „Sammlung zuverlässiger Sprachdaten“ [1, S. 37]. Es wird angenommen, dass Daten im Rahmen von sprachlich nicht reflektierten kommunikativen Situationen entstehen mussten [2, S. 78], im Gegensatz zu Texten, die Linguisten selbst durch Introspektion erfinden, um ihre Theorien zu testen.

Die Korpora umfassen hauptsächlich Materialien aus Textquellen wie Romane, Fachliteratur, Zeitungen, Webseiten usw., aber Filmtranskripte, Interviews, spontane Gespräche und andere mündliche Sprachmaterialien sind die Basis von linguistischen Textkorpora. Viele davon werden speziell für die sprachliche Forschung erstellt und verarbeitet: Komponenten (solcher Korpora), Texte bestehen aus den Daten selbst und möglicherweise aus den Metadaten, die diese Daten beschreiben, und aus den mit diesen Daten verbundenen sprachlichen Anmerkungen [2, S. 98].

Die Suche im Korpus ermöglicht es, jedem Wort Konkordanz-Liste aller Verwendungen eines bestimmten Wortes im Kontext mit Links zur Quelle zu erstellen.

Das Thema der Korpuslinguistik sind daher „die theoretischen Grundlagen und praktischen Mechanismen für die Erstellung und Verwendung repräsentativer Anordnungen von Sprachdaten, die für die Sprachforschung im Interesse eines breiten Spektrums von Benutzern bestimmt sind“ [5, S. 5].

Große Mengen authentischer mündlicher Daten können systematisch analysiert werden. So eröffnen sich vielfältige Zugangswege zur Sprachbeschreibung, zum Erlernen von Fremdsprachen, zur Entwicklung von Nachschlagewerken und Unterrichtsmaterialien sowie zur Unterrichtspraxis.

In Bezug auf Korpora ist es erforderlich, Begriffe wie „Textform“, „Wortform“ und „Lexem“ zu klären, die in der folgenden Beziehung zueinanderstehen:

(1) „Textform“ oder „Token“ zählt jede Einheit „von Raum zu Raum“ in fortlaufendem Text. Wenn wir also den Satz „Der Mensch ist dem Menschen ein Wolf“ segmentieren, erhalten wir sieben Token.

(2) „Wortform“ wird durch ihre Form bestimmt, egal wie oft sie in einem Satz oder Text vorkommt. Somit enthält der obige Satz fünf Wortformen.

(3) Für bestimmte semantische Einheiten, die in der Regel Gegenstand einer lexikologischen und lexikografischen Analyse sind, wird der Begriff „Lexem“ oder „Lemma“ verwendet. Im obigen Beispiel kann es der-dem-ein sein.

Die Korpusbenutzerarbeit erfolgt mit speziellen Softwaretools – Korpusmanagern, die verschiedene Möglichkeiten anbieten, um die erforderlichen Informationen aus dem Korpus zu erhalten:

• bestimmter Wortformensuche;

• Wortformensuche durch Lexeme;

• Suche nach einer Gruppe von Wortformen in Form eines trennbaren oder untrennbaren Syntagmas;

• Wortformensuche anhand einer Reihe von morphologischen Merkmalen;

• Anzeigen von Informationen über Herkunft, Textart usw.;

• Ausgabe von Suchergebnissen, die den Kontext einer bestimmten Länge angeben;

• Erhalten verschiedener lexikalischer und grammatikalischer Statistiken;

• Speichern ausgewählter Konkordanzzeilen in einer separaten Datei auf dem Computer des Benutzers usw.

Suchergebnisse werden normalerweise in Form von Konkordanz angezeigt (daher werden Korpusmanager auch als Konkordanz bezeichnet), wobei Konkordanz eine Sammlung statistischer Daten für eine bestimmte gesuchte Einheit ist, die die Frequenzmerkmale einzelner sprachlicher Einheiten oder Grammatiken aufzeichnen oder das gemeinsame Auftreten mehrerer lexikalischer Einheiten charakterisieren können. In vielen Systemen kann das Ausgabeformat angepasst werden (Länge des linken und rechten Kontexts ändern, Datensortierreihenfolge festlegen, sprachliche und extralinguistische Merkmale anzeigen oder nicht usw.).

Methoden und Resultate

Einer der Vorteile der Korpusforschung in der Lexikographie besteht darin, dass der Korpus benutzt werden kann, um die vielen Kontexte zu demonstrieren, in denen ein Wort verwendet wird. Aus diesen Kontexten können dann mitHilfe von Konkordanzlisten (KWIC) verschiedene Bedeutungen erschlossen werden, die mit dem Wort assoziiert sind.

Die Möglichkeiten zur Textkorporaverwendung sind sehr vielfältig. Als Beispiel wurde der DWDS-Korpus gewählt, der eine ziemlich übersichtliche Benutzeroberfläche hat, mit der man sich schnell an die Arbeit machen kann.

Die Arbeit mit Konkordanzen eignet sich besonders zum Sprachenlernen. Es geht darum, ein Suchwort in seiner unmittelbaren sprachlichen Umgebung anzuzeigen. Es basiert auf einem didaktischen Lehrkonzept, das auf verschiedenen Textdaten gegründet ist. Die Studenten können den Korpus unabhängig für ein intensives Sprachenlernen anwenden. Konkordanzen eignen sich zur Veranschaulichung und Entwicklung verschiedener Lernmechanismen und sprachlicher Phänomene wie der Verwendung von Präpositionen, der Wortbildung oder der Verbposition. Darüber hinaus können sie als Werkzeuge zum Verfassen von Text und zum Erweitern des Wortschatzes verwendet werden. Die Mehrdeutigkeit von Wörtern kann demonstriert und untersucht werden.

Überblick	logDice	Freq.
1. rund	10.1	10404
2. Stuhl	8.8	3825
3. sitzen	8.0	9212
4. gedeckt	8.0	1637
5. legen	7.8	7240

hat Adjektivattribut	logDice	Freq.
1. rund	12.5	10388
2. gedeckt	10.6	1636
3. grün	8.6	1823
4. oval	7.6	198
5. weißgedeckt	7.3	142

ist Akk./Dativ-Objekt von	logDice	Freq.
1. reservieren	9.7	218
2. decken	9.6	512
3. abräumen	9.1	124
4. einberufen	7.8	76
5. bestellen	7.7	142

ist in Präpositionalgruppe	logDice	Freq.
1. legen auf	9.8	7127
2. wischen vom	8.8	1421
3. sitzen am	8.3	4064
4. hauen auf	8.2	960
5. sitzen an	8.1	3548

hat Genitivattribut	logDice	Freq.
1. Rund	11.3	430
2. Café	8.8	56

Überblick	logDice	logDice	Freq.	Freq.
1. vorangehen	6.9	-	2216	-
2. gut	6.9	-	11374	-
3. nennen	8.1	0.4	12594	42
4. bewährt	-	7.4	-	422
5. geometrisch	-	7.6	-	410

hat Adjektivattribut	logDice	logDice	Freq.	Freq.
1. abschreckend	9.1	-	1377	-
2. warnend	8.3	-	758	-
3. gut	8.1	-	11362	-
4. anschaulich	8.0	-	659	-
5. geometrisch	-	9.1	-	408

ist Akk./Dativ-Objekt von	logDice	logDice	Freq.	Freq.
1. anführen	8.8	-	701	-
2. erwähnen	6.9	-	151	-
3. nennen	8.5	0.9	3267	15
4. reproduzieren	-	7.1	-	22
5. weben	-	7.4	-	27

ist in Präpositionalgruppe	logDice	logDice	Freq.	Freq.
1. vorangehen mit	8.3	-	2088	-
2. verfahren nach	0.3	8.2	8	125
3. verlaufen nach	-	7.7	-	222
4. stricken nach	-	8.1	-	84
5. ablaufen nach	-	8.7	-	230

Fig. DWDS-Wortprofil

Das Korpus bietet auch Wortanalyse an. Mit DWDS-Wortprofil kann man nach Wörtern suchen, die der Semantik des angeforderten Wortes entsprechen. Beispielsweise können die Studenten lernen, dass Adjektive wie „rund" oder „gedeckt" eher mit dem Wort „Tisch" übereinstimmen (siehe Abbildung). Es gehört zu folgenden Präpositionalgruppen: legen auf, wischen vom, sitzen am, hauen auf, sitzen an, usw.DWDS-Wortprofil eignet sich auch zur Arbeit mit Synonymen. Partielle Synonyme „Beispiel" und „Muster" unterscheiden sich beispielsweise durch ihre Kompatibilität, die sich voneinander unterscheidet, mit anderen lexikalischen Einheiten (was auf der Abbildung zu sehen ist). Anhand der

Korpusdaten ist ersichtlich, dass für das Substantiv „Beispiel“ vermutlich das Verb „anführen“ gewählt wird. Was „Muster“ betrifft, ist das Verb „nennen“ besser geeignet. Man kann auch bemerken, dass die oben genannten Wörter gemeinsame Einheiten haben: nennen, anführen, nehmen, verfahren nach usw.

Es ist auch möglich, die Verwendung verschiedener Konjunktionen zu trainieren. Dazu muss man Aufgaben erarbeiten, die Konjunktionen wie z. B. „nachdem, dennoch“, Adverbien „hierbei, dadurch“ und Partikeln„doch, ja“ enthalten. Die nächste Suchanfrage „dadurch“ und die aus diesen Ergebnissen gebildete Liste können dem Studenten mit der Aufgabe vorgelegt werden, die Konjunktion „dadurch“ durch einen Modalsatz der von „indem“ oder „dadurch dass“ eingegebenen Wirkungsweise zu ersetzen.

Es ist didaktisch wichtig, eine angemessene Auswahl an Konkordanzen beizubehalten und Aufgaben damit zusammenzustellen. Mit der Standardübung „Lückentext“ kann der Lehrer jedoch Texte erstellen, damit die Kursteilnehmer bestimmte Strukturen erkennen und trainieren könnten:

•Wir wählen die ________, ________ wir wissen, dass sie populistisch oder extremistisch sind.

•…will man bei der Gesundheitsbehörde, die für die Tiere zuständig ist, ______ nichts wissen.

•…Donald Trump nun eine neue Deregulierungswelle für Banken anstrebt, ________ er sich im Wahlkampf als Gegner der Wall Street…

Zusammenfassung

Sprachlich verarbeitete digitale Korpora bieten viele Möglichkeiten, authentische Sprachdaten zu analysieren, zu verarbeiten sowie in die Praxis umzusetzen. Im Laufe der Untersuchung wurde festgestellt, dass die Korpusmaterialien die Aufgaben des Lehrers bei der Zusammenstellung der Aufgaben nach den Hauptabschnitten des Lehrplans wesentlich erleichtern. DWDS-Ressourcen erschließen große Möglichkeiten, vor allem Vokabeln zu lernen. Eine große Datenbank ermöglicht es, die Kontexte zu identifizieren, in denen das eine oder andere Lexem verwendet wird, und den semantischen Inhalt zu bestimmen.

Im Allgemeinen kann man zusammenschließen, dass DWDS ein zuverlässiges Werkzeug ist, das vernünftig während des Deutschunterrichts verwendet werden kann, um die Aktivitäten der Kursteilnehmer im Unterricht zu intensivieren. Die Analyse der ausgewählten lexikalischen Einheiten und der Art und Weise, damit im Rahmen des Korpus zu arbeiten, hat die Möglichkeit einer Einführung der Korpuslinguistik in den Bildungsprozess deutlich dargestellt.

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УДК 378

ORGANIZATION OF DISTANCE LEARNING BASED ON THE MOODLE PLATFORM AT THE KUZBASS STATE AGRICULTURAL ACADEMY

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Abstract: The article is devoted to the urgent problem of modern education – the organization of distance learning in quarantine conditions. The concept is clarified. The pros and cons of distance learning are analyzed. The results of a survey of students concerning their satisfaction with the organization and quality of distant learning are presented.
Keywords: distance learning; Moodle; students

ОРГАНИЗАЦИЯ ДИСТАНЦИОННОГО ОБУЧЕНИЯ НА ПЛАТФОРМЕ MOODLE В КУЗБАССКОЙ ГОСУДАРСТВЕННОЙ СЕЛЬСКОХОЗЯЙСТВЕННОЙ АКАДЕМИИ

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Аннотация: Статья посвящена актуальной проблеме современного образования – организации дистанционного обучения в условиях карантина. Уточнено понятие, проанализированы плюсы и минусы дистанционного обучения, представлены результаты опроса студентов на предмет их удовлетворенности организацией и качеством обучения.

Ключевые слова: дистанционное обучение; Moodle; студенты вуза

Introduction

Due to the latest events in Russia and the world associated with the pandemic of the new viral disease COVID-19, all educational institutions were forced to go into long quarantine. Therefore, the Russian government decided to organize compulsory distance learning. Distance learning first appeared in 1960 in America. In Russia, however, it has begun to develop since 1997. In those days, it was used only within individual organizations, today it is already a global Internet service that makes it possible to study around the clock, at any convenient time.

Distance learning as a term is a bit outdated today. But the term "e-learning" or "learning using information and communication technologies" is increasingly included in our everyday life. The concept of distance learningmeans that education is used only at a distance. While electronic learning is possible both remotely and within the higher educational institution. Online learning is one of the methods of distance education that takes place using a computer and the Internet. During the quarantine period, webinars and skype conferences became as common to us as traditional lectures. There are no ready-made courses in disciplines, as a rule, they are developed by individual teachers or a group of teachers. We were interested in student satisfaction with the organization and quality of distance learning.

Theoretical framework

The problem of distance learning has been studied by many foreign and domestic researchers. We agree with the definition of V.S. Sharov [3] and consider distance learning as an independent form of education in the XXI century, as well as an innovative component of full-time and correspondence learning. Many works [1, 2], which are a generalization of practical experience are also devoted to the organization of training using the Moodle system. There are no studies aimed at examining the degree of student satisfaction with the organization and quality of distance learning that became the purpose of our study.

Methods and results

"Moodle is a modern, progressive, constantly evolving environment. It has a rich set of modules or in other words components for courses such as Chat, Poll, Forum, Glossary, Workbook, Database, Task, Test, Questionnaire, Wiki, Seminar, Lecture with activity elements" [1, p. 104]. Moodle was created at the Australian University of Technology and from the outset it was positioned as an open, easy-to-install and free educational platform. Everything is clearly structured in it. There is nothing superfluous.

The platform maximizes the preservation of the traditional values of full-time education. Everyone can customize the system for themselves and make their own additions. The system provides students access to educational materialsat any time, operational feedback from teachers and progressive interactive methods of reinforcing the material. Over 200 countries are already using distance or e-learning by creating virtual courses based on Moodle. So, the main features of the softwareare: rich functionality and "ease of use by any side of the educational process; students can customize and edit their accounts, it is also easy to find new friends and like-minded people here; each listener can increase or decrease the rate of presentation of the material, choose a convenient time for study and vary the content of topics; a large set of components for effective exchange of information: a lesson, wiki, chat, questionnaire, terminological dictionary, forum and others" [4, p. 185]; all passed material as well as tests with teacher's comments are saved in the system; assessment is as objective as possible since for the most part it is automatic.

Kuzbass State Agricultural Academy has been using the capabilities of the Moodle distance education system since 2013. At the first or preparatory stagethe consultations on working in the Moodle system and advanced training courses for the teachers of our Academy were held. The task forteachers was to create and fill e-courses with logically structured educational information, taking into account the specifics of the discipline, providing for the possibility of consulting students and planning the educational activities. This required a lot of work. At the second or main stage the organization of students' educational activities was carried out in accordance with the curriculum, as well as the correction of the educational material and the structure of the electronic courses.

Many teachers began to use the modular-rating system for the assessment of students' knowledge. They found it more objective and effective assessment that stimulates students to search for materials. "The organization of the modular-rating system of assessment has the following main features: modular structuring of the course; introduction of control measures for the content of the course / module; definition of a point-rating scale; bringing to students the gradation of grades, deadlines for the completion of work, transfer of points to the final grade; open access to view the grade book. At the same time, points are awarded for certain types of work performed by students throughout the course, a certain number of points are awarded for an exam or test, then all these points are summed up and a final rating score for the subject is obtained, which is translated into the traditional grading system" [2, p. 61].

The students did not visit the educational institutionin quarantine. Lectures, practical exercises, passing control, laboratory and practical work, as well as passing exams, tests took place remotely, in electronic form. The work went on constantly but all of it could be done remotely from home, sitting at a computer or even in a smartphone. The students had text assignments and video lectures, ready-made problems for solutions, webinars and opportunity to consult with a teacher. Students sent their completed work for verification and received feedback.

In September we conducted a survey of students on the pros and cons of distance learning. 78 students of the Kuzbass State Agricultural Academy of the second, third and fourth courses of various fields of study took part in the survey. The questionnaireincluded semi-closed questions. This is a type of interrogative judgments when the list of possible answers also contains such a position as “other”. Among the advantages of distance learning, students noted the following: time savings - 63% (the distance course often lasted less than full-time one, the study took place at a convenient time, 24/7); cost savings –78% (you didn't have to spend money on travel and living in another city); interesting and memorable classes - 34% (lectures, practical and laboratory work in the virtual space are as close as possible to face-to-face studies, there are many interactive exercises to consolidate the material); assessment objectivity – 87% (knowledge control is carried out using tests and all points are calculated automatically, testing could be retaken several times).Among the advantages, the students noted the main disadvantage of distance learning – the problem of identifying the student's personality when completing assignments. 23% said they were able to use the help of others when performing control tests.

Studying remotely has proven to be cost-effective for all parties both for the institution and for the students.

Distance learning via the Internet is one of the forms of acquiring knowledge, a real breakthrough in the field of teaching and the result of many years of computer technologydevelopment. Interactive methods are still being improved. There are constant innovations in this area and they have fewer and fewer drawbacks.

Cons, of course, do exist. Among the disadvantages of using the distance learning system, students noted the following: there was not enough live communication with teachers and other students – 81%; the program sometimes didn’t work– 46%; Internet connection was not always stable – 25%.

Conclusion

The possibilities ofeducational system Moodle allow us to organize really high-quality training at a distance but only if the audience is well motivated. It's hard to get someone to learn the material if they don't want to make an effort. It is also worth noting that communication via the Internet, no matter how frequent and close to reality it may be, still does not completely replace the emotional contact with the teacher during traditional classes.

Most of the students (84%) were satisfied with the organization and quality of distance learning during the quarantine period.

Thus, the integration of traditional and modern distance technologies in the educational processorganizationat higher educationalinstitutions makes it possible to make the quality of the entire educational process more effective.

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THE HISTORY OF THE DEVELOPMENT OF PEDAGOGICAL TECHNOLOGY IN TEACHING FOREIGN LANGUAGES

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Abstract: The objectives of this research are to describe and analyze the pedagogical technologies in different stages of the development of education. This article demonstrates, how the change of the pedagogical technologies influenced the introduction of the new methods in education and the existed pedagogical approach.

Keywords: pedagogical technology; pedagogical approach; teaching of the foreign language

ИСТОРИЯ РАЗВИТИЯ ПЕДАГОГИЧЕСКОЙ ТЕХНОЛОГИИ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

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Аннотация: В статье описываются и анализируются педагогические технологии, существовавшие на разных ступенях развития педагогического образования. Эта статья показывает, как смена педагогических технологий отразилась на внедрении новых методов обучения иностранному языку и существовавших на тот период времени педагогических подходах.

Ключевые слова: педагогическая технология; педагогические подходы; обучение иностранному языку

Introduction

The wide distribution of modern information technologies changed the conception of the development of human intellect. It led to the elaboration of new ways of educational and cognitive spheres including methods of teaching languages. They have gone a long way from teaching language to teaching speaking, from speech activity to communication training.

Today, the basis of modern pedagogy is the skills approach, which combines the foundations of pedagogical technologies that existed earlier. The main task of the skills approach is to choose such a pedagogical technology and methods of its implementation, which would make it possible to obtain on graduating the program a specialist who possesses seven possible universal competencies that would allow him to competently develop his professional activities.

Theoretical framework

The pedagogical technology, as a notion, appeared in the second half of the last century due to the spreading of technical means. There are so many definitions of pedagogical technology. Here are a few of them:

- a complex of psycho-pedagogical installations, defining a special set and composition of forms, ways, teaching methods, educational means; it is an organizational methodological toolkit of the pedagogical process (Likhachev);
- it is a systematic method of creating, applying, and defining the whole process of teaching and assimilation of knowledge, considering those natural and human resources and their interaction, which aims to optimize the forms of education.

In the 19th century, the method of teaching foreign languages at school adopted the grammar-translation approach. The typical textbook of the mid-19th century products consisted of sections of grammar and sentences illustrating the grammatical system of a foreign language. It lacked the same as the real language communication function. In 1836, the International Phonetic Society was created to develop good pronunciation skills and promote the study of the spoken language.

Most reformers suggested that the main goals of teaching a foreign language, reflected in the methodology, should be teaching spoken language and phonetics including the following features:

- students must learn to perceive speech in a foreign language by ear before they see it in writing;
- to teach grammar inductively;
- exclude translation into the native language.

This approach is known as the "direct method". At the turn of the 20th century, it was widely used in France and Germany. In the USA, it became known as the method of Maximilian Berlitz. However, the direct method was difficult to introduce into the public education system due to its limited opportunities. It was replaced by audiolingual and audiovisual methods; in the USSR the conscious-practical method was replaced by the consciously comparative one [4].

The audio-lingualapproach is characterized by purely mechanical performance of exercises, a small number of speech exercises. Comparing audio-lingual and audiovisual techniques, N. I. Gez notes that in the audiolingual methodology, situations play a subordinate role. Situational conditionality is considered as a practical recommendation about the necessity for contextual orientation. In audiovisual techniques, situations are used throughout the educational process. During the introduction of new material, they have used to explain the conditions of communication [2].

Methods and results

To write this article we used the method of analysis. Seven publications describing educational technologies have been analyzed.

The analysis has shown that thegrammar-translation approach, direct method, audiolingual and audiovisual methods had great importance for the development of methods of teaching foreign languages because they were based on the principle of situationally. It was this principle that marked the birth of the communicative approach, which has become widespread since the early 1970s. [3].

Educational communication focused on solving naturalcommunication tasks, based on the basic provisions of the theory of speech activity.Learning based on the principle of active communication relies on communicative tasks, which are models of communicative problem situations.This is the teaching of activities mediated by language and aimed at achieving clear goals. The educational process is a model of human interaction, an internal mechanism of the life of a team.

In the 1960s, during a period of rapid scientific and technological progress,another new direction appeared - a system of intensive teaching of foreign languages, the originated by G. Lozanov's suggestopedia system, focused on the increasing hidden human capabilities in the learning process.

This system is aimed at the comprehensive development of the student's personality, at the development of its intellectual, emotional, creative, and motivational aspects. A special role here is played by the teacher, his creative personality, authority, the ability to create anatmosphere of trusting relationships in the group, and with the group, high emotional involvement in the learning process.

However, already in the 1960s, the point of view appeared that the study of a foreign language should become a component of the professional training of students at a university. So, some researchers insisted on the priority of teaching professional communication in comparison with everyday topics: early specialization, expressed in the thematic connection of a foreign language with technical disciplines. This creates the prerequisites for the systematic assimilation of linguistic phenomena and an attitude that meets the interests of the audience, in connection with which the effectiveness of classes also increases.

Until the 1970s in teaching foreign languages was used as a structural approach: the mastery of the language as a grammatical and lexical system was organized. As a result, the students acquired the ability to translate and compose grammatically correct linguistic forms and structures [5]. However, the goal of mastering a foreign language as a means of communication in real situations was not achieved.

In the late 1980s - 1990s strengthening international ties in life and professional activity of Russians determined the need for an active language skill of foreign languages. The principles, criteria, and requirements for the selection and organization of text material for teaching oral professional monologue speech are considered.

Depending on the degree of achievement of the educational goal of the corresponding stage of training, written texts of certain genres are used for authors who has developed a methodology for using written texts in the process of teaching professional monologue speech, a series of exercises are proposed that forms a certain communicative competence in students, which means the ability to choose language means following specific situations, conditions and communication tasks [1].

Modern pedagogical technologies, in contrast to the technologies of the last century, are now aimed not at changing teaching methods, but at expanding the pedagogical skills of poor specialists, expanding their skills to quickly master new innovative technologies and quickly adapt to changing conditions. The very goal for the teacher is not to obtain encyclopedic knowledge in different ways, but to master the resources that bring more and more knowledge.

So, for example, now the majority of scientists are turning their attention to the development of new multimedia products, network learning complexes. The introduction of Internet technologies such as hotlist, subject sampler, and treasure hunt is actively underway, which has a huge impact on the development of new pedagogical technologies and the organization of the educational process as a whole. The idea is actively developing that Internet resources can no longer act as additional educational materials, but as the main [6].

Conclusion

The modern world does not stand still, and along with teaching methods, wider areas are replaced, such as a pedagogical approach and pedagogical technology. Along with this, pedagogical technologies are becoming the most regulated and thoughtful. The number of pedagogical technologies is expanding today through new innovative developments, which every year penetrate deeper into the life of Russian society.

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METHODOLOGICAL POTENTIAL OF INFOGRAPHICS IN TEACHING ENGLISH TO YOUNG LEARNERS

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Abstract: The article focuses on the use of infographics in teaching English to young learners. The author brings some websites that provide ready-made infographics, and suggests tools and steps to create one's own infographics. The current paper illustrates some examples of infographics created by the author.

Key words: infographics; data visualization; teaching English; young learners

МЕТОДИЧЕСКИЙ ПОТЕНЦИАЛ ИНФОГРАФИКИ В РАННЕМ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

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Аннотация: В статье описывается использование инфографики в процессе раннего обучения английскому языку. В работе приводятся ресурсы с готовыми инфографиками, предлагаются инструменты для создания обучающих инфографик, алгоритм по их созданию и приводятся примеры.

Ключевые слова: инфографика; визуализация информации; обучение английскому языку; раннее обучение

Introduction

Due to the development of information technologies, learners have to process a large amount of information, thus they need skills of analysis, synthesis and systematisation [7]. Contemporary psychologists and sociologists believe that nowadays learners tend to have a predominantly visual perception of information and the focus of their attention shifts from text-based perception to image-based perception. Therefore, searching for effective visualisation tools is topical for teachers. Infographics as a system of information visualisation presents information visually, graphically and logically.

The current research is devoted to the study of the methodological potential of infographics in teaching English to young learners.

Theoretical framework

According to the Russian linguists G.E. Ermolaeva., O.V. Lapuhova and I.N. Gerasimova, infographics is a synthetic form of information organisation consisting of verbal (text) and non-verbal (image) elements [2]. Infographics thus helps to present a large amount of information briefly and schematically. Moreover, it provides a facilitated perception of information through visual images.

M. Smikiklass looks at infographics as a method of data visualisation, the main peculiarity of which is the use of charts, schemes and diagrams [5].

There are three main functions of infographics: illustrative (use of images, tables, diagrams, etc.), cognitive (presentation of information in a structured form) and communicative (instructions for action, visual instructions and recommendations on the task) [2].

Infographics has features that distinguish it from other visual organisers, which include: the presence of visual elements that complement text information; autonomy of visual elements; the ability to represent a combination of several visual organisers (diagram, table, etc.). In this regard, the use of infographics in the learning process helps to present verbal information quickly and structurally and forms visual images related to it.

The main advantages of using infographics in teaching are the following: it makes perception of information much easier and promotes development of visual literacy [3], critical thinking skills (analysis, synthesis, etc.). In the era of computer technologies infographics is a way to present learning material via ICT, thus, it can be applied in both offline and online teaching.

The researchers distinguish several classifications of infographics.

From the point of view of technology, there are four types of infographics: static, dynamic, interactive, and video infographics [2]. Static infographics does not contain interactive elements. Dynamic infographics shows the process of development of a certain phenomenon. Charts and graphs are elements of dynamic infographics. Interactive infographics includes animation elements that allow users to work with dynamic content. Interactive elements allow teachers to visualise a large amount of information. Video infographics is a short video sequence consisting of a visual representation of data, images, and dynamic text [2].

A.V. Avidenko classifies infographics according to the type of information presented in it and distinguishes: statistical infographics, timeline, map, diagram, hierarchy, algorithm, photo and comparison. Statistical infographics presents the results of some analysis. Timeline represents events in a chronological sequence. Map is used to represent geographical data. Diagram represents an object in general terms, shows the relationships between the components of the object. Hierarchy represents the order of subordination of lower-level objects to higher-level objects. Algorithm shows the sequence of certain actions. Photo-infographics consists of a photo and information that complements it. Comparison shows a quantitative or qualitative comparison of the properties of two (or more) objects [1].

From the point of view of composition, there are three types of infographics: 1) concentric infographics – the object is located in the center of the page; 2) horizontal infographics – the material is located from left to right across the width of the page; 3) vertical infographics – information is placed from top to bottom along the page height [6].

Therefore, various types of infographics allow teachers to choose the best applicable type for a particular activity during their lesson.

The analysis of the literature on the research topic showed that the use of infographics in teaching young learners meets their age peculiarities, psychological and cognitive needs, since visual means of learning data systematisation contribute to the development of critical thinking, perception and memory. Moreover, using infographics boosts learners' motivation as finding information through visual data analysis meets young learners’ natural curiosity.

Methods and results

Such research methods as theoretical analysis, classification, description and modeling were used for conducting the current research.

Using infographics helps to develop all the aspects of language (vocabulary, grammar and phonetics), as well as language skills (speaking, listening, reading, writing).

One should note that infographics can be used at any stage of the lesson: 1) to revise the material at the beginning of the lesson; 2) to introduce a new topic; 3) to consolidate learners’ knowledge; 4) to test learners’ understanding of the material.

Infographics can be used for class, group, pair, and individual work during the lesson. Teachers can also work with infographics using a screen of a computer (laptop) or a board (blackboard, whiteboard, smartboard).

Despite the fact that infographics has the whole range of benefits, its over-excessive use can hinder learning process. Teachers should be aware that using various types of infographics in excessive amount and overloading infographics with information may lead to distraction, missing the main idea and learned helplessness (a condition in which a learner suffers from a sense of powerlessness).

We suggest the three-level system of working with infographics. At the first level a teacher uses ready-made infographics that can be found on the Internet. At the second level a teacher creates infographics suitable for the topic and uses it during the lesson. The third level is all about learners' creation of their own infographics under the guidance and support of their teacher.

Below are some websites where ready-made infographics can be found.

- *DailyInfographic* (dailyinfographic.com) – the website contains a large number of infographics from various categories, including learning vocabulary and grammar;
- *Perfect English Grammar* (perfect-english-grammar.com) – the website teaches grammar rules, also in the form of infographics;
- *Edhelper* (edhelper.com) and Education Oasis (educationoasis.com) – the resources of different teaching material including infographics.

To simplify the process of making infographics we suggest following a certain algorithm, which consists of several steps. The first step is the choice of a topic for future infographics. It is important to define the lesson's goals and objectives to achieve them with the help of infographics. The second step is dedicated to searching and collecting information from the textbook or on the Internet. The main criterion for choosing the information is its relevance to the topic and its accuracy. The third step requires from teachers sorting out information – selecting key information and finding supportive information – hence, the information found should be divided into blocks further presented as an image, a diagram, or a table. It is important to highlight all the links between blocks-elements of future infographics. At the fourth step teachers need the best applicable type of infographics. At the fifth stage a sketch of the future infographic is created, which reflects its structure and schematically shows the main elements. Text information should be supplemented with pictures, schemes, photos, etc. The final step is creating the infographics itself based on the sketch.

This algorithm can be used by a teacher at the second level of working with infographics in the process of creating it. The same algorithm helps teachers to guide their learners' work while creating their own infographics at the third level. It is important to make a slow transition from creating infographics together (in groups or with a teacher) to creating them independently.

The following websites can be used to create infographics.

- *Animaker* (animaker.com) – a tool for creating video infographics, which contains templates for videos, various graphics and images. To work with this service, Flash Player should be installed on the computer or laptop;
- *Easel.ly* (easel.ly) – online service for creating infographics; there is a free subscription with a limited number of templates, charts, fonts and images;
- *Piktochart* (piktochart.com) – a website with a simple interface, suitable for beginner users; it contains thematic templates and images;
- Canva (canva.com) – a graphic editor with a large number of templates, stock photos, illustrations, and fonts;
- *Visme* (visme.com) – a tool that allows to use different images and audio recordings to create infographics;
- *Prezi* (prezi.com) – this service is suitable for creating interactive infographics and presentations;
- *Genial.ly* (genial.ly) – a website for creating interactive infographics, presentations, and posters.

Teachers can also create infographics using Microsoft software.

- Microsoft Office PowerPoint is suitable for creating interactive infographics;
- Microsoft Paint is a graphics editor. It is convenient for creating static infographics.

As an example, we would like to show some infographics and tasks that we created for young learners while working on the current research. The tasks are aimed at developing language systems and language skills.

To study the lexical topic “Appearance Adjectives”, we have created the infographics "Adjectives to describe people" (see Fig.1). The lesson stage is introducing a new tofig. The infographic poster is presented on the slide. The teacher reads the words from the infographics, and the students use this visualisation system to extract information.

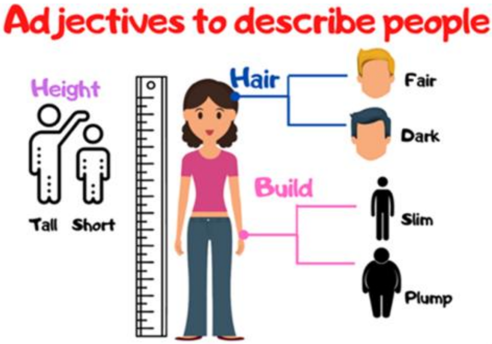

Fig.1 Infographics to teach vocabulary (created on the website *Canva*)

The infographics "Present Simple vs Present Continuous" (see Fig.2) is used to teach grammar. This infographic poster can be used either for introducing a new topic or for its revision. To learn about the difference between Present Simple and Present Continuous learners study the infographics and deduce the grammar rule. To revise and systematise the material learners, using the infographics, explain the difference between the two grammar tenses, bring their own examples.

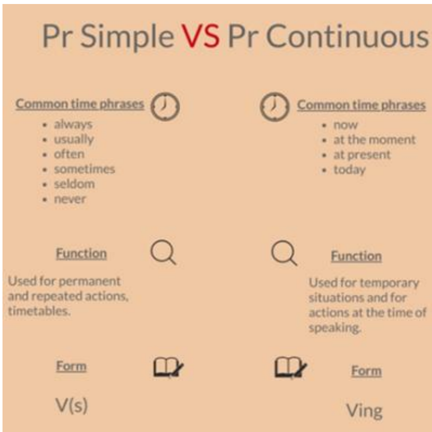

Fig.2 Infographics to teach grammar (created on the website *Canva*)

Teachers can use infographics to teach phonetics visually. The interactive infographics "Silent letters" helps to explain silent letters to young learners [4]. The infographics can be used to introduce the topic to pupils as well as to revise and systematise the learning material.

Also, texts from students' books can be presented in the form of infographics. We created infographics "Whales' journey" (see Fig.3) as a visual support for the text from SB *Spotlight*. Pupils work on their own. They read the text on the infographics and then answer comprehension questions in their textbook.

Fig.3 Infographics to develop reading skills (created on the website Canva)

The infographics "My last weekend" (see Fig.4) is used as an outline to write a short essay or a story on the tofig. The infographics is used as a visual support to do writing assignment at home.

Fig.4 Infographics to develop writing skills (created on the website Canva)

Conclusion

To conclude, infographics is a complex creolised graphic organiser that consists of a verbal (text) and non-verbal (images) elements. Infographics helps to present a large amount of information briefly and schematically. As infographics contains images, it provides easy and supportive perception of information.

Thus, the methodological potential of infographics in teaching English to young learners is considerable. Infographics can be used at different stages of a lesson, for class, group, pair or individual work. Infographics helps to develop systems of language and language skills.

Infographics meets young learners' cognitive and psychological needs and motivates them to learn.

Teachers can apply a three-level system of work suggested in the current article. At the first level teachers can use ready-made infographics available on the Internet, at the second level teachers can create their own infographics using suggested websites and software. At the third level learners create infographics themselves with or without their teacher's guidance.

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УДК 316.6

CHARACTERISTICS OF FORMAL AND INFORMAL LEADERSHIP IN THE STUDENT GROUP

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Abstract: This article is devoted to the study of personal characteristics of formal and informal leaders. The article gives a description and results of an empirical study that proves that the formal and informal leaders differ from each other at the level of the development of personal qualities: psychological stability, responsibility and entrepreneurship.

Keywords: leadership; formal leader; informal leader; personality traits

ХАРАКТЕРИСТИКА ФОРМАЛЬНОГО И НЕФОРМАЛЬНОГО ЛИДЕРСТВА В СТУДЕНЧЕСКОЙ ГРУППЕ

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Аннотация: Данная статья посвящена изучению личностных характеристик формальных и неформальных лидеров. В статье дается описание и результаты эмпирического исследования, которое доказывает, что формальные и неформальные лидеры отличаются друг от друга по уровню развития личностных качеств: психологической устойчивости, ответственности и предприимчивости.

Ключевые слова: лидерство; формальный лидер; неформальный лидер; черты личности

Introduction

Studying the phenomenon of formal and informal leadership is important for understanding a group performance. Different views on the development of the team and the personal desires of the formal and informal leader lead to contradictions and further conflicts, which adversely affect joint activities and relationships within the group.

Therefore, it is important to be able to identify the personal characteristics of both formal and informal leaders in order to know what the advantages and disadvantages of each leader are, and to understand how such differences can be combined. After all, if an informal leader is good in one area, for example, settling conflicts, and a formal one in another, such as managing people, then their cooperation will ensure an effective workflow. But if everyone "bends their own line" due to their personal characteristics, then their differences will become a significant obstacle to effective teamwork.

From the point of view of group dynamics in a student group, it is important to take into account the features of formal and informal leadership. In this regard, the study of formal and informal leadership in a student group is relevant for us, as students, interacting with each other, learn how to live within the work team. In the process of intra-group interaction, basic skills are laid down that will be applied by ready-made specialists after completing their studies at the university. Therefore, our research was conducted within a student group.

Theoretical framework

The theoretical basis of the research is the concepts and views on the phenomenon of leadership of such scientists as B. D. Parygin, S. A. Bagretsov, N. S. Zherebov, F. Galton, K. Levin, R. Lippit, F. Fiedler and R. Kettell. Comparing the theories of the above authors, we have derived a common definition of a leader for all of them: the leader is the member of the group that has the greatest influence on other members, organizing joint activities of the group aimed at the optimal solution of the task. At the same time, leadership is a phenomenon that does not exist outside the group [4].

The empirical research is based on the theory of personality traits of R. Kettell. He identified personality traits that are more developed in the leader than in his or her followers. Thanks to these features, the leader manages to stand out from the rest. These features include:

- the ability to overcome obstacles on the way;
- moral maturity, the strength of his own «I»;
- influence on others, dominance;
- social courage, enterprise, determination;
- integrity of character;
- discernment;
- adaptivity;
- independence;
- responsibility;
- psychological stability.

This is the list of traits of the leader's personality that we used as the basis for the concept of our research.

Methods and results

The analysis of methods for studying informal leadership by E. G. Andriyanchenko helped us to choose the research methods. Methods such as survey, sociometry, and personality questionnaire were suitable for our research.

The study involved 16 students of the same student group, regardless of gender and age.

The first stage of the research is a questionnaire survey. The goal of the stage is to identify important qualities of the leader (according to R. Kettell) for the group members. As a result of the survey, we determined that the following qualities of a leader are important for the group:

1. Psychological stability – 94.1% of respondents' votes.
2. Responsibility of 88.2% of the votes.

3. The enterprise – 82.4% of the votes.(see Fig.1)

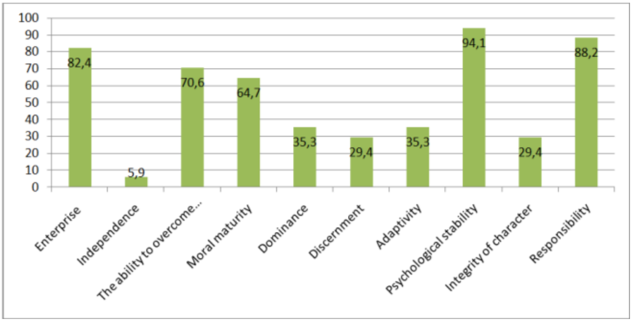

Fig.1 Important qualities of a leader according to the student group

The next stage is to conduct sociometry in order to determine the informal leader in the student group. As a result of the study, we identified two informal leaders who scored equally high points compared to the rest of the group. However, the sphere of influence of these students does not concern any particular area of the group's life. The influence of the informal leaders of this student group covers all relationships in the group: working, emotional, and communicative.

Below is a graph of the distribution of points based on the results of sociometry. The mark above 0 – positive elections – those members of the group who claim to be the "stars" of the group. The mark is below 0 – negative elections – "outsiders" of the group. C1, C2, C3, etc. – numbers of students and group members. As we can see on the chart, we have two clear leaders - C2 and C10. At the same time, the results of the group leader are not included in the schedule for greater clarity, so that it is clearly visible how much the informal leaders stand out from the rest (see Fig.2).

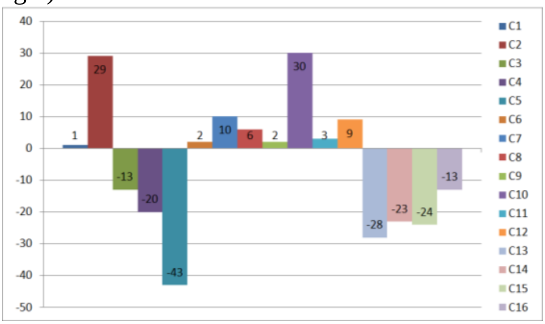

Fig. 2 Distribution of points between members of a particular student group based on the results of sociometry

The next step was to find out what personality traits and qualities are inherent in the group leader (formal leader) and informal group leaders identified at the last stage, using the 16-factor questionnaire by R. Kettell (form A). In other words, the personal questionnaire was offered to the formal leader – the headman – and two informal leaders of the group to identify personal qualities that are important for the group and that were received at the first stage. Therefore, we considered the three leaders listed above from the point of view of psychological stability, responsibility and entrepreneurship.

According to R. Kettel, psychological stability corresponds to the C scale, where C+ is emotional stability, and C - is emotional instability. Scale G shows responsibility and scale H demonstrates enterprise. It is also worth noting that the results on the MD and FB validity scales are reliable for all three respondents (see Fig. 3). The Formal leader is FL, the Informal leader is IL.

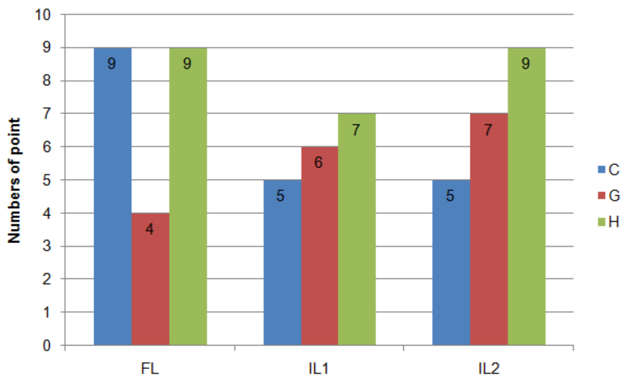

Fig. 3 The level of development of personal qualities of formal and informal leaders on the C, G, and H scales

After conducting the personal questionnaire, we had the following data:

1. The head of the group (formal leader) has 9 points on the scale of psychological stability, 4 points on the scale of responsibility, and 9 points on the scale of enterprise.

2. The first informal leader of the group has a score of 5 points on the scale of psychological stability, 6 points for responsibility, and 7 points for enterprise.

3. The levels of psychological stability, responsibility and enterprise of the second informal leader are equal to 5, 7 and 9 points, respectively.

It is also worth noting that the results on the validity scales are reliable for all three respondents.

Conclusion

In the comparative analysis of the results of the personality questionnaire and presenting data in a chart, we made the following conclusions:

1. The formal leader is psychologically stable compared to informal leaders. Informal leaders are characterized by impulsivity and mood swings; they are easily upset and prone to frustration and irritability.

2. In our research on the level of responsibility, informal leaders are more conscientious and balanced. The formal leader of this student group is characterized by a tendency to fickleness, disorganization and irresponsibility.

3. The level of enterprise in all three leaders is approximately the same. This suggests that everyone is characterized by entrepreneurship, the ability to make independent decisions and a tendency to display leadership qualities.

Thus, we can draw the following conclusions:

1. Despite the fact that psychological stability is important for group members, this factor was not particularly taken into account when nominating informal leaders. Perhaps the members of the student group are attracted not by emotional stability, but by a diverse range of emotions, the unpredictability of the emotional behavior of informal leaders.

2. Responsibility remains an important quality of a leader. It is the high level of responsibility of informal leaders that is the reason for their appearance. The level of responsibility of a formal leader is not sufficient for group members.

3. Enterprise and determination are characteristic of each of the three leaders, which allows them to co-exist in a group and function together.

4. Rather, there is no competition between leaders. Different levels of development of their personal qualities allow them to complement each other for effective and productive group work.

As a result of our research, we proved that informal leaders differ from formal leaders in terms of psychological stability and responsibility. Only the psychological stability of informal leaders is less developed than that of formal leaders. The main difference between informal and formal leaders is the level of responsibility: informal leaders have more developed it. According to the level of enterprise, the results are approximately the same.

It is also worth noting that the study was conducted online in connection with the epidemiological situation in the country during the period of self-isolation. This is why our research is a pilot project. In the future, we plan to conduct an offline study and compare the results of the two studies. This will allow us to determine the advantages and disadvantages of online and offline modes, as well as to detect possible errors in this online research.

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УДК 81’22

ARTICULATORY-ACOUSTIC DIFFICULTIES EXPERIENCED BY SPANISH-SPEAKING STUDENTS IN LEARNING ENGLISH PHONETICS IN RUSSIAN-SPEAKING GROUPS

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Abstract: This article describes phonetic errors of Russian and Spanish-speaking students who study English phonetics in mixed groups. The main objective is to analyze the difficulties that students face when learning English pronunciation, and to develop new ways to correct phonetic errors made in Russian-Spanish groups. It also accentuates the importance of phonetic exercises to develop the skills of correct pronunciation and articulation.

Keywords: mixed groups; Russian and Spanish-speaking students; phonetic error; phonetic exercises

АРТИКУЛЯТОРНО-АКУСТИЧЕСКИЕ ТРУДНОСТИ, ИСПЫТЫВАЕМЫЕ ИСПАНОЯЗЫЧНЫМИ СТУДЕНТАМИ

ПРИ ОБУЧЕНИИ АНГЛИЙСКОЙ ФОНЕТИКЕ В РУССКОЯЗЫЧНЫХ ГРУППАХ

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Аннотация: В статье описываются фонетические ошибки русских и испаноговорящих студентов, изучающих английский язык в смешанных группах. Главная цель работы – проанализировать трудности, с которыми сталкиваются студенты при обучении английскому произношению и разработать новые методы исправления фонетических ошибок в группах с русскими и испаноязычными студентами. В работе подчёркивается важность фонетических упражнений для формирования навыков корректного произношения и артикуляции.

Ключевые слова: смешанные группы; русские и испаноязычные студенты; фонетическая ошибка; фонетические упражнения

Introduction

In recent years, the number of Spanish-speaking students in Russia has grown dramatically. The difficulties in learning English phonetics are significant for both Spanish-speaking and Russian students. In addition, the fact that Spanish-speaking students study in Russian-speaking groups lead to an aggravating condition – their articulatory mistakes resulting from the interference of their native Spanish are not fully corrected in the classroom. Thus, hinder the process of learning the English language. This determines the need to look for alternative ways to correct those phonetic errors to effectively eliminate difficulties that both Hispanic and Russian students may face when learning English. The above observation predicates the relevance of the topic of this research. The aim is to analyze the difficulties that Russian-speaking and Hispanic students face in learning English, and to develop new ways to correct phonetic errors made in Russian-Spanish groups. To achieve this goal, the following tasks were set: 1) Juxtapose the phonetic systems of the Spanish and Russian languages; 2) Analyze the difficulties of Russian and Spanish-speaking students in learning English phonetics; 3) Find out the reasons for the differences in phonetic errors made by Russian and Spanish-speaking students; 4) Figure out sounds of the English language that are the most difficult for Russian and Spanish-speaking students; 5) Offer a set of articulatory exercises useful for both Russian and Hispanic students.

Theoretical framework

Phonetic errors reflect violations in the pronunciation of certain sounds, words, phrases, and sentences. Mistakes made by a native speaker of Russian differ from mistakes made by a native speaker of Spanish, when they learn English phonetics in the same classroom. One of the most natural and persistent reasons for phonetic mistakes is largely related to the relationship between the native language and the foreign language in the learning process. It should be clarified that this is not the only reason for phonetic errors, however, this is the most noticeable reason when comparing phonetic errors of native speakers of Russian and Spanish. Martin Martin in his book "La lengua materna en el aprendizaje de una segunda lengua" analyzes: 1) the similarity and difference between the native language and the foreign language; 2) the degree of influence of the native language in the study of a foreign language; 3) usefulness of the native language in the process of learning a foreign language [2]. The other authors, like Uriel Weinreich and Robert Lado argue that similarities or differences between language systems will affect the learning of a foreign language, either favorably (transference) or unfavorably (interference). Uriel Weinreich pointed out that the greater the distance between the systems of the native language and the foreign language, the more there will be interference and problems in learning a foreign language [6]. According to him, it is obvious that the native language is a source of errors in the foreign language acquisition.

Based on these approaches, it can be argued that when the process of learning a foreign language begins, mistakes are often explained by the influence of the native language. This is because students practically do not speak the target language or even do not know it. This may be called the first obstacle that prevents students from expressing or understanding what they hear or read. It also explains why they easily resort to their native language, to their previous phonetic knowledge, in order to be able to express their thoughts in another language. This serves as an evidence that the conditions in which students learn a new language change depending on their place of birth, which will be the reason why mistakes in learning English made by Spanish speaking students will radically differ from those made by Russians. The mistakes made by a Russian person will not be the same as those made by a Colombian. An example of this in general terms is the sound [w] – a Colombian without the knowledge of English phonetics will pronounce it as [g], while a Russian person will replace this sound with [v].

Phonetic exercises play an important role when it comes to developing the skills of correct pronunciation and articulation. A.N. Shamov points out that phonetic exercises develop the mobility of the speech organs, help to avoid pronunciation defects, and overstrain of the speech apparatus [3]. Taking the Russian language as an example, in comparison with English, we will notice that Russian speakers require a new set of articulatory skills to achieve good English pronunciation. M.A Sokolova maintains that unlike English, Russian speech is characterized by a general muscular relaxedness of the vocal apparatus, therefore, in order to restructure the articulatory base, it is necessary to develop muscular tension of the vocal apparatus. First of all, the lips, tongue and the soft palate, for which it is necessary to regularly conduct a series exercises called articulatory gymnastics

[4]. Owning to the constant repetition of phonetic exercises, these skills can be achieved, which will lead to obtaining the required sounding. The workout includes two types of exercises: listening exercises and reproduction exercises. These two groups are closely related to each other, and both are necessary for the development of the auditory as well as pronunciation skills. As you learn, you need to carefully work out the sounds that are difficult to pronounce. Depending on the phonetic characteristics of the native language, students may find it difficult to pronounce either vowels or consonants. So, the students need to carefully train the sounds that are most difficult. The useful exercise that many experts advise is so-called "minimal pairs" series, e.g. [sɪk - θɪk - tɪk - nɪk - lɪk - bɪk - pɪk - dɪk].

Methods and results

Based on the research conducted, the typical errors most found in the speech of Russian and Spanish speakers are the following sounds:

1. [w] – there is a tendency on the part of Russian students to replace [w] with Russian [u] and [v]. Spanish speakers tend to replace it with [g].

2. [θ] – [ð] – these sounds are likely to be pronounced by Spanish and Russian speakers as [t] and [d], respectively. Russian students are also apt to replace [θ] with [f], and [ð] with [v].

3. [r] – there is no such constrictive cacuminal sonorant in Spanish or Russian languages, therefore it is seen as a realization of the Spanish and Russian vibrant sonorant [r].

4. [b] – [v] – there is no significant difference in pronunciation of the sounds [b] and [v] in Spanish. In the Russian language there is difference in pronunciation between these two sounds, [b] being bilabial, and [v] labio-dental.

5. [ɜ:] – there is a tendency to pronounce this sound as [o] or [e] demonstrated by both Hispanic and Russian learners.

6. [ɔ:] – there is a tendency in mixed groups to pronounce this sound as [o] or [ɒ].

7. [ə] – Russian learners tend to replace the English neutral vowel with Russian [a], [э], or [ы]. Spanish speakers replace this sound with any vowel that is written in the word.

Phonetic exercises were suggested to correct the quality of each of these sounds, and in this way avoid similarities with the respective sounds in the native languages. The observation method was used, where the participants' speech was systematically observed and recorded.

The exercises were taken from various textbooks by Russian and Spanish phoneticians [1; 3; 4; 7]. For instance, the following phonetic drill was taken from a book by Russian authors:

θθθ – ððð	θθθ – θɪn	sɪn – θɪn – tɪn
sss – θθθ	θθθ – θɪk	sɪk – θɪk – tɪk
zzz – ððð	ððð – ðɪs [7, p. 43].	

The next exercise was offered by Spanish authors. The students are given the task to compare vowels [ɪ] and [iː] in minimal pairs and pronounce the contrasting words:

ыheep – ship   eel – ill   eat – it

heat – hit   leave – live   bean – bin [1, p. 10]

It is proposed to augment this kind of exercises with other activities, for example, tongue twisters, rhymes, poems, dialogues, excerpts from prose, and episodes from films. The main purpose of these exercises is to cover phonetic errors in mixed groups where Russian and Spanish-speaking students study English together. It is recommended that these exercises should be performed with greater duration and intensity. In the early stages of learning a foreign language a solid foundation must be created so that pronunciation errors are avoided at a more advanced stage.

Conclusion

In the modern world of constant interaction, where globalization prevails, the English language has become an indisputable instrument of international communication. English is the official language of the globalized world where we live. Currently, in many countries, English is mainly taught as a foreign language. This contributes to finding many different accents around the world that are specific to a person of any nationality. Along with this, poor pronunciation of sounds generates a lot of misunderstandings, which undoubtedly complicates communication between people, especially between representatives of different countries. It is for this reason that problems and difficulties associated with pronunciation must be addressed at an early stage in language learning. Mistakes made by Russian and Hispanic learners of English phonetics, as seen above, are caused mainly by the interference of their native languages.

In this regard, in the course of the conducted research, we considered the importance of phonetic exercises as the main tool for correcting these phonetic errors. Furthermore, special attention was paid to the phonetic activities, which help develop the students' articulatory system. We also find it especially useful to practice exercises of the "minimal pairs" type. Based on the foregoing, it can be said that phonetics is not just a linguistic discipline that teaches how to pronounce the sounds of a language correctly. Thus, good phonetics helps students in mixed groups to improve their learning standards and guarantee that the education process for students from Russia and Latin American countries goes smoothly and effectively.

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FUNCTIONAL ASPECTS OF CODE-SWITCHING IN THE EFL CLASSROOM

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Abstract: The article deals with code-switching and its functions in the EFL classroom. The received results of the study of the functional aspects of CS in the EFL classroom at the university are presented.
Keywords: code-switching; native language; second language acquisition

ФУНКЦИОНАЛЬНЫЕ АСПЕКТЫ ПЕРЕКЛЮЧЕНИЯ ЯЗЫКОВЫХ КОДОВ НА ЗАНЯТИИ ПО ИНОСТРАННОМУ ЯЗЫКУ

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Аннотация: Статья посвящена рассмотрению явления переключения языковых кодов на занятии по иностранному языку, а также определению функций ПК в процессе обучения ИЯ. Приведены результаты части исследования функциональных аспектов ПК в обучении ИЯ в вузе.
Ключевые слова: переключение языковых кодов; родной язык; обучение иностранному языку

Introduction

The role of the native language (L1) in English as a Foreign Language (EFL) classroom as a language learning/teaching resource has long been the subject of much controversy and academic debate in both Second Language Acquisition (SLA) research literature and professional education spheres [6].

Since 1990s, the number of studies started to examine an issue referring to the target (L2) and native (L1) language use in the EFL classroom. In the past, some studies suggested L1 use contrasted the pedagogy of teaching English through English. For those studies, teaching in the target language makes the language authentic and helps students to be familiar with the entire English environment. This statement supports Krashen's (1981) comprehensible input and natural order hypothesis [5]. Proponents of a monolingual educational strategy such as Ellis, Wong-Fillmore, Chaudron, Lightbown believe that teachers should strive to create a pure foreign language environment, since they are the only language models for students [2]. Recently, however, this English-only pedagogy has been challenged, and some research show that L1 is also beneficial in EFL classrooms. Guthrie (1984) has previously questioned that whether the fact that a class is carried out entirely in the target language results in greater intake by those students [5].

The use of L1 in an EFL classroom has received renewed attention (e.g. Ferrer, 2005; Deller and Rinvolucri, 2002; Atkinson, 1993; Auerbach, 1993). As Rinvolucri succinctly reminds us in a recent publication, "the mother tongue is the womb from which the second language is born" [6, p.97], a metaphor that clearly emphasizes more favorable supporting role currently attributed to the use of the mother tongue in EFL contexts [6].

During EFL education process, it is inevitable for teachers and students to be engaged in various cases involving L1 use. Such phenomenon is considered as code-switching by many researchers, that define it as "the alternation of two languages within a single discourse, sentence or constituent", or "a phenomenon of switching from one language to another in the same discourse" [4, p. 83], or "one of the unavoidable consequences of communication between different language varieties, a result of language contact especially in multilingual and multicultural communities" [4, p. 84].

Researchers supporting multilingual educational strategy (code switching), including Tikunoff and Vasquez-Faria, Levin, Chen Lipin etc., argue that L1 can facilitate L2 acquisition, and native language deserves a place in the EFL classroom. Code switching is a good strategy to improve EFL teaching efficiency [2].

With this background the author of this article holds to the positive view regarding the use of CS in the EFL classroom and determines the purpose of the study in defining the functions of CS in the EFL classroom in the architectural university by the first- and second-year students.

Theoretical framework

The use of mother tongue by teachers and students in the EFL classroom has different functional aspects. Code-switching occurs, e.g. when students cannot come up with an appropriate word within a limited amount of time, code-switching, in some cases, allows them to express themselves more fluently (Weinreich, 1970). Azlan and Narasuman (2013) also favored code-switching which is used to convey ideas in a specific situation and increase the solidarity among L1 users. Gardner-Chloros (2009) identified another common reason that motivates students to use CS in their conversation i.e. to "show identity". Gulzar (2014) investigated the socializing functions of CS in educational situations. His analyses showed examples of CS associated with linguistic insecurity. Makulloluwa (2013) considers code-switching as a natural, creative and innovative way of communication among bilingual teachers and they usually use it as a technique for facilitating students in classrooms. In addition, Malik (2014) cites CS as an inspiring strategy for students, as it provides a "care-free classroom atmosphere" and ability of students' comprehension. He also claims CS also provides positive assistance to students [1].

Hence, we can conclude, that CS in the EFL classroom can perform a wide range of functions but the current study is based on the classification of the CS functional aspects developed by S. Moradkhani, whose research was conducted in the EFL classroom at Razi University, Iran. He distinguished the functions of CS in the classroom and divided them into two large categories, namely pedagogical (methodological) and social (affective).

Table

CS functions in the EFL classroom by S. Moradkhani

Functions	Subcategory	Branch
Pedagogical	Translation	Translation of words Translation of sentences$ Comments
	Metalinguistic	Grammar explanation Highlighting
	Communicative	Clarification Checking comprehension
Social	Managing class	Giving feedback Revealing emotions
	Providing instruction	Giving instruction

The pedagogical category includes translation, metalinguistic and communicative functions. The translation function of CS is aimed at finding in the native language the necessary equivalent of a target language element, while the metalinguistic function, using the native language of students, serves to further explanation of the linguistic forms of the target language. Finally, the communicative function of CS helps to move from one stage of training to another, conduct a survey among students, etc. The social category includes two functions – administrative one, when the teacher builds relations and reduces social distance with students, as well as instructive one, when the teacher in L1 asks students to do various types of tasks [3].

Methods and results

For identifying the functions of CS in the EFL classroom a survey of 1st and 2nd year students of Novosibirsk State University of Architecture, Design and Arts was conducted. The survey was carried out online at the beginning of the fall semester. Some of the questions of the survey were to determine at what stage of the lesson teachers and students used code-switching. 328 students – 211 1st year students and 117 2nd year students – were involved in the survey.

According to the classification of CS functions in the EFL classroom, proposed by S. Moradkhani, we can conclude that these functions also occurred in our study. The respondents noted that both organisation aspects (greetings, maintaining discipline etc.) and methodological techniques (explaining grammar, unknown vocabulary etc.) were always accompanied by L1 use. Both 1st and 2nd year students indicated that the largest number of code-switching was used when explaining grammatical phenomena and unknown vocabulary (the pedagogical function of CS) (Fig.). In our opinion, this may be due to:

- the presentation complexity of grammar material in the target language and, as a consequence, the difficulty of understanding it for students;
- the lack of an equivalent linguistic and cultural phenomenon in the L1 and, as a consequence, the inaccessibility of its explanation for students by means of the target language;

In addition, according to many researchers such as R. Milrud, O. Legostaeva, E. Chernichkina, O. Garcia, N. Kamwangamalu, E. Makaro etc., code-switching significantly saves time in the classroom, which makes it more productive.

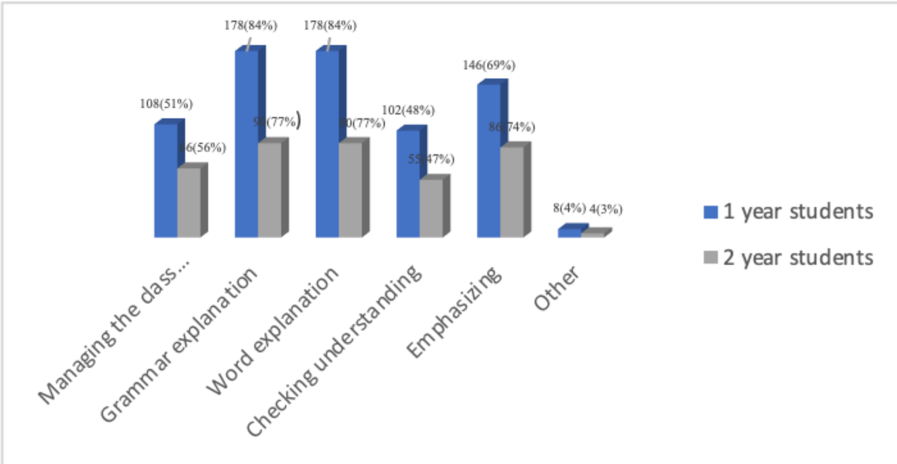

Fig. Functions of CS in the EFL classroom, mentioned by the respondents of current study

Conclusion

Based on the research results, it can be concluded that the use of code switching in the classroom is very useful for both teachers and students. This study found out that code switching is used for translating, clarifying, test comprehension, procedure and instruction, classroom management, and teaching strategies to overcome language-learning barriers in the classroom. Teachers and students alike perceived code switching as a helpful asset in enabling communication in teaching and learning process.

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TEACHING FOREIGN LANGUAGES APPLYING TECHNOLOGY OF CRITICAL THINKING IN DISTANCE EDUCATION

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Abstract: The aim of this research is to analyze techniques used in the technology of critical thinking in teaching foreign languages in the conditions of distance education.

Keywords: foreign language; distance learning; technology of critical thinking; techniques for developing critical thinking

ОБУЧЕНИЕ ИНОСТРАННОМУ ЯЗЫКУ С ПРИМЕНЕНИЕМ ТЕХНОЛОГИИ КРИТИЧЕСКОГО МЫШЛЕНИЯ В УСЛОВИЯХ ДИСТАНЦИОННОГО ОБРАЗОВАНИЯ

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Аннотация: Целью данного исследования является анализ методов технологии критического мышления в обучении иностранному языку в условиях дистанционного образования.

Ключевые слова: иностранный язык; дистанционное обучение; технология критического мышления; техники развития критического мышления

Introduction

Distance learning has been gradually introduced into educational programs at the legislative level. Based on article 13, paragraph 2 of the Federal law "Education of the Russian Federation" of 29.12.2012, No. 273-FZ (edition of 31.07.2020) "various educational technologies are used in the implementation of educational programs, including distance education technologies, e-learning" [2]. Considering the current situation in the world, since 2020, distance learning technologies have been especially widely used in educational institutions. Electronic and distance learning is rapidly developing, the volume of information and requirements for the ability to use Internet sites, including foreign languages sites, are increasing. In order to successfully cope with information flows and work confidently on the online platforms, it is required to focus on learning a foreign language and developing critical thinking. Developing these skills will help the individual adapt to new realities and think outside the box. This research focuses on teaching foreign languages using critical thinking technology (TCM). The purpose of this study is to find the best methods of teaching a foreign language using TCM in the conditions of distance education.

Theoretical framework

Many foreign and Russian scientists have studied TCM in teaching foreign languages using information and modern technologies. In the course of the research, the following studies were considered: O.I. Barmenkova (video Activities in the system of teaching foreign speech) [1], P.V. Sysoev, M.N. Evstigneev, (Introduction of new educational Internet materials in teaching a foreign language (based on the material of English and US country studies) [4], E.S. Polat, M.Yu. Bukharkina, (New pedagogical and information technologies in the education system) [6]. Analysis of the research and experience of FL teachers shows the need to rethink traditional approaches to FL teaching and learning, and apply TCM the allowing the teacher to quickly rebuild and adapt the entire learning system in accordance with the new educational context which is a distant one. Both TCM and the context raise a need to apply appropriate techniques to organize learners' thinking as well as producing and perceiving spoken and written speech [3].

Methods and results

The research was carried out in two stages. During the first stage, we analyzed a range of techniques of the technology, and then identified the pros and cons of each technique for developing foreign language skills and for applying them in distance learning. During the second stage, lesson plans and teaching materials were designed to teach English with TCM to first-year students of Novosibirsk State Technical University in a distant mode. The qualitative observation is still under way.

As a result of the analyses conducted, we can conclude that TCM allows analyzing and discussing educational or life situations in the FL classroom, taking into account all available opinions and aspects. In other words, students learn to identify a problem, evaluate it comprehensively, decompose it into components and find optimal solutions to achieve the result. Implementation of TCM the FL classroom is carried out in three stages: 1) the existing knowledge on a given topic is updated, interest is formed and individual goals are set; 2) students are introduced to new information, independently search for answers and ideas, group discussion and exchange of opinions; 3) the studied material is systematized and subjected to reflection [4]. Accordingly, this technology can create a creative atmosphere of cooperation during foreign language learning, develop personal and professional skills of students, teach them to process and analyze the information received.

The results of applying TCM in the classroom with first-year students in the context of distance learning are shown in the table (see the table).

Table

Lessons' observation sheet

Techniques of the technology of critical thinking	Implementation of the technique in the context of distance learning	Students' activities observed
'Brainstorming'	Discuss an ambiguous problem, search for solutions, record all options in the chat, reflect and determine the most effective solutions;	Students express their opinions, not afraid that they will be judged; there is more daring work than in the classroom.
'Reading with stops'	Selecting an authentic text that is relevant to the audience; discussion, returning to keywords, searching for correct / incorrect statements, establishing cause-and-effect relationships;	Students actively participate in the conversation, analyze the text, express their forecasts and assumptions.
'Presentations and public speaking skills'	Presentation of students, preparation of reports, demonstration of the screen with presentations, defense of the report;	Students are interested in telling prepared reports; there is a lack of anxiety, which is present during a live performance.
'Filling in tables'	Students are asked to fill out a table on a specific topic; group check of the table.	Students show themselves actively, express a lot of ideas; group work is combined with distance learning.

Conclusion

In the study we tried to change the habitual nature of teaching and learning and challenge the traditional FL classroom by:

- considering modern conditions of teaching foreign languages using TCM;
- identifying the theoretical basis for applying TCM;
- identifying most appropriate techniques that can be used for teaching a foreign language using TCM in distance education such as brainstorming, reading with stops (returning to keywords, searching for correct / incorrect statements, establishing cause-and-effect relationships), speech presentations and public speaking skills, filling in tables [5].

Consequently, distance learning does not prevent the development of critical thinking in teaching foreign languages. The main techniques of TCM can be successfully applied in the current conditions, and can make a positive impact on the development of students ' language competence.

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BLENDED LEARNING MODELS IN TEACHING ESL

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Abstract: In the last several years blended learning as well as distance learning have gained more prominence. The author describes the models of blended learning, their advantages and disadvantages demonstrating their applicability in the real ESL environment.

Keywords: blended learning; distance learning; ESL

МОДЕЛИ СМЕШАННОГО ОБУЧЕНИЯ В ПРЕПОДАВАНИИ ИНОСТРАННОГО ЯЗЫКА

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Аннотация: В течение последних месяцев все большее значение приобретает смешанное обучение, а также дистанционное. В статье автором описываются основные модели смешанного обучения, их преимущества и недостатки, а также демонстрируются примеры применения смешанного обучения в контексте преподавания иностранных языков.

Ключевые слова: смешанное обучение; дистанционное обучение; ESL

Introduction

During the last several months schools and higher education institutions had to adapt quickly to the new conditions transitioning from face-to-face model to distance learning (virtual teaching, online teaching, e-learning) often accompanied by problems related to general inexperience in this mode of education. Distance learning however convenient it may be is often criticized by both learners and educators as being too “detached” as it sacrifices normal social interaction (especially important in teaching ESL) along with having several other major issues. An alternative may be a system that takes the “best of the both worlds” providing both the ability to freely communicate and flexibility of computer-based technologies. The aim of this article is to provide an overview of different models of blended learning along with some practical applications.

Theoretical framework

Blended learning (BL) is most generally defined as the combination of instruction from two historically separate models of teaching and learning: traditional face-to-face learning systems and distributed learning systems [1]. As indicated in the study conducted by Osguthorpe and Graham educators prefer BL over traditional face-to-face methods for a variety of reasons:

1) Improved pedagogy (active learning strategies, peer-to-peer learning strategies, learner-centered strategies);
2) Increased flexibility (balance between convenience and human contact and consistent content delivery despite distance and other inhibiting circumstances);
3) Social interaction [2].

Blended learning is often categorized based on students’ presence in classrooms ranging from fully online curriculum with no or optional face-to-face component, to school instruction with little to no online component [3]. Other classifications are activity based:

1) Rotation model (rotation between online and offline learning);
2) Flex model (personalized customizable schedule which strictly adheres to syllabus with primarily online content delivery);

3) Self-blend model (students take up several additional supplementary courses or activities);

Methods and results

In this research we have applied methods of analysis and synthesis to compare and adapt strategies of corporate blended learning to teaching ESL in higher education institutions.

NIIT (Corporate training company) singles out three approaches of blended learning: skill-driven model, attitude-driven model, competency-driven model (see Table). Each of them can be applied in various ways in the context of teaching ESL as they intertwine with the models mentioned above.

Table

Corporate training blended learning approaches applied to ESL

	Process	Methods
Skill driven model	Learning specific skills with peer or teacher feedback	- Self-paced individual assignments with set deadlines; - Provide constant email/messenger support; - Work on long term projects (e.g. writing a short story) with constant revisions and peer/teacher feedback.
Attitude driven model	Molding desired patterns of behaviour instead of specific skills (highly situational) in risk free environment	- Developing good reading habits by creating a reading club; - Writing short stories with peer/teacher feedback. (besides developing necessary skills this activity also creates a positive attitude conducive to developing other supplementary skills). Depending on the skill level and students' confidence it is possible to request them to publish their stories on their blogs or specifically dedicated websites.
Competency driven model	Learners interact and observe experts on the job	- Depending on students' major the teacher can offer their own works as an example. e.g. record and demonstrate their own lessons to pedagogy major students eliciting commentary or/and critique with students subsequently doing the same. - Offer post-lessson feedback assessment group discussion in order to single out the most efficient and impactful elements.

The true purpose of blended learning is to adopt the effective elements from both onsite and online modes while trying to mitigate their disadvantages. For example, online assessment features such characteristics as reusability, automation, flexibility of space and time and application of multimedia. Besides that, it can be tailored specifically to an individual learner (by using a pool of questions) and can provide automatic feedback which saves time and effort on the part of the teacher. Another important aspect of assessment that is often neglected is repetitiveness. BL offers a variety of tasks which offer different angles on the learning outcomes. However, it can be susceptible to cheating, which means that online assessment is best reserved for non-essential tests and quick check-ups such as low-stakes self-assessment exercises with immediate learner feedback.

Presentations and projects allow for greater sensory richness if done on-site, encourage social response, provide deeper reflections, however in different circumstances online is much more preferable because of greatly increased portability of said material and flexibility.

Blended learning offers a great variety of activities some of which are reworked and revised traditional methods with heavy reliance on multimedia. For example:

1) Traditional lectures can be prerecorded and allow students to watch them in their own time, on their own pace, and complete concept-checking assignments with time in class dedicated specifically to developing the necessary skills [1]. This method features several benefits:

a) Reusability

b) Flexibility (learners choose when and where to watch the lecture with an ability to rewind)

c) Time Efficiency (pre-recorded lectures are shorter and concise)

This approach overlaps with the “flipped classroom” model, however it can be used situationally for theory-heavy topics.

2) Usage of online polls for a variety of purposes.

a) For feedback: students vote for least clear part of the lesson/lecture providing feedback anonymously and with greater authenticity;

b) For displaying opinions on a certain matter without experiencing peer pressure, thus providing more accurate data;

c) For quick tests with instant results.

3) Online shared documents can be a potentially great medium for project and collective works. “Google documents” service allows shared use and simultaneous editing of the same document which can be used to go through vast amount of information quickly by distributing work among the members of the group asking them to summarize their part or create collectively made presentations.

Conclusion

All things considered, the approaches and methods of blended learning make the most out of modern technology at our disposal, making students more flexible, autonomous, greatly enhance their motivation, developing competences necessary to fit the modern society.

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LANGUAGE AND CULTURE AND THEIR CONNECTION IN THE LESSONS OF RUSSIAN AS A FOREIGN LANGUAGE

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Abstract: The article describes the issues of the connection of Russian language and Russian culture, intercultural interaction in the Russian language environment. Difficulties in communication are identified; exercises that can reduce difficulties in the process of communication between representatives of different cultures in Russian language environment are proposed and tested in the lessons of RFL.

Keywords: cross-cultural communication; language and culture connection; teaching foreign languages; difficulties in communication; adaptation to a new culture

ВЗАИМОСВЯЗЬ ЯЗЫКА И КУЛЬТУРЫ НА УРОКАХ РУССКОГО ЯЗЫКА КАК ИНОСТРАННОГО

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Аннотация: Статья посвящена вопросам взаимосвязи русского языка и культуры, межкультурному взаимодействию в русской лингвокультурной среде. Определены трудности, возникающие в процессе коммуникации; предложены и апробированы на уроках РКИ упражнения, снижающие трудности в процессе коммуникации представителей разных культур.

Ключевые слова: межкультурная коммуникация; взаимосвязь языка и культуры; обучение иностранным языкам; трудности в коммуникации; адаптация к новой культуре

Introduction

The questions of teaching and learning language and culture and their relationship in the lessons of Russian as a foreign language (RFL) remain topical issues of the RFL methodology for more than half a century. Scientists started to research intercultural communication in the 1950s: it became clear that knowledge of language is not enough to solve problems arising from the interaction of representatives of different cultures.

In the methodology of RFL, many attempts were made to systematize the relationship between language teaching and culture in the lessons of RFL. We have analyzed Russian and foreign works on linguistics, cultural studies, ethnopsycholinguistics and sociolinguistics, as well as studies in culture, measurement of cultures, communicative behavior, dialogue of cultures, which made it possible to identify and describe those elements of the connection between language and culture that are important for teaching foreign languages, including Russian as a foreign language.

Theoretical framework

In 1960-1990 certain aspects of the problem of communication were studied by psychologists, linguists in Russia (G. I. Bogin, A. A. Bodalev, E. M. Vereshchagin, I. A. Zimnyaya, Yu. N. Karaulov, V. G. Kostomarov, Yu. E. Prokhorov, I. A. Sternin, A. A. Leontiev, D. S. Likhachev, Yu.M. Lotman and others). In recent decades, the methodology of teaching Russian as a foreign language has undergone significant changes: goals, objectives, teaching methods have been rethought. Currently, one of the most urgent tasks of teaching foreign languages is not only teaching languages together with the culture of peoples speaking these languages, but also the formation of communicative and intercultural competencies of students.

Analysis of the results of the research showed that such cultural features as distance and hierarchy; avoidance of uncertainty; individualism / collectivism; masculinity / femininity; long-term / short-term orientation [5]; high and low contextuality; monoactivity, polyactivity and reactivity [4]; communicative behavior [6] are manifested in all areas of communication. These cultural features for measuring cultural values find practical application in the cross-cultural communication, in international business trainings, in the methodology of teaching

English as a second language. Therefore, these cultural features are applicable in the teaching of RFL.

Speaking about cross-cultural communication, foreign researchers represent culture with models of an “iceberg” or “onion”. The “iceberg model” is used because 7/8 of the iceberg (culture) is hidden from sight, and so there are cultural values invisible at first glance that determine the behavior of people, as well as their social interaction. The idea of distinguishing between the “surface (external) level” and the “deep level” of culture seems to be an effective method of studying culture. For intercultural communication, both levels are important, because, as M. Guidrham notes in the book Communicating across cultures at work, “Both deep and superficial cultural values can cause difficulties in intercultural communication: deep culture, because communication that conflicts with other values is more likely to be misunderstood, rejected and considered offensive; superficial culture, because it defines what is polite and what is impolite "[2].

Researchers refer to the outer, surface layers of culture in the “onion” or “iceberg” model: food, cuisine, shopping, holidays and rituals, dress codes, forms of greetings, gestures and body language, attitude towards smoking, alcohol and drugs, gift giving and good neighbourliness, daily routine, political system and organization [1].

“Internal” layers of culture relate to many unspoken norms that are considered by culture bearers as “common sense” (attitude to time, personal space, work ethic, gender roles and family life, attitude to rules, power, elderly people, etc.).

Knowledge of the "deep" layers, spiritual values, and social organization of society helps to overcome difficulties in communication, to adapt to the conditions and situations in new culture.

Methods and Results

In our research we used the following methods: description method; method of analysis; method of generalization and systematization; sociological method; comparison method; the method of experimental pedagogical research.

Using the results of research from anthropology, sociology, intercultural communication, intercultural trainings, as well as works devoted to the connection between language and culture in language lessons, we have developed basis for describing and presenting cultural elements important in teaching language.

Also we have described the linguocultural components of teaching RFL, which are based on difficulties arising in everyday life and in situations of professional communication such as: lexical component; grammatical component; pragmatic component; ethical component; country study component; informative component.

The lexical component is implemented in the study of linguistic units with national and cultural content.

The grammatical component helps students understand various expressions of the non-linguistic content of an utterance: conjunctions, prepositions, order of words.

Grammar causes difficulties in the following cases:

diminutive suffixes (карандашик);

— the choice between formal and informal language (ты и Вы);

— the widespread use of the exclamation mark, difference in punctuation, business correspondence itself and its etiquette phrases;

— the absence of grammatical category of the article;

— the use of forms of the imperative, which can offend foreigners;

— word order that changes the meaning of the statement: "I'll do it in 30 minutes" (я сделаю это минут через 30 – я сделаю это через 30 минут);

— the use of the particle “not” (Не): "Excuse me, you do not know?" (Вы не знаете?)

The pragmatic component includes norms of communication, norms of communicative behavior, and non-verbal communication.

The ethical component includes the values of representatives of the Russian linguistic culture, religion, taboo topics; attitude to power, laws, and time. It is actualized in “icebreaker exercises”, showing the deep meanings of culture and helping to overcome stereotypes. The country-specific component includes knowledge about Russia, its history, geography, nature, population, economy, etc. The informative component includes a set of information necessary for communication in the Russian communicative environment.

We have developed and proposed a system of exercises that implements the components described above.

The example of exercise: Imperative.

Advice to foreigners in Russia. Purpose: 1) to form an idea that imperatives like "No smoking!" (Не курить!), "Close the door!" (Закройте дверь!») (without "please") in Russia are not perceived as aggressive as foreigners can perceive them; 2) to work out grammatical skills and ability to use the imperative in speech; 3) to develop an understanding that this form is quite acceptable, and is sometimes the most appropriate in Russian language.

Let's compare, for example, conversation that take place at customs in Russia: "Open your handbag" (откройте Вашу сумку) or "Your passport, please" (Ваш паспорт, пожалуйста) and the same situation in English: “Will you kindly open your handbag? Can I see your passport?” (Will you kindly open the bag? May I see your passport?)[3].

1. Assignment: give advice to: a) foreigners in Russia; b) foreigners in their home country using this grammatical model.

The example of an exercise that implements the pragmatic component: non-verbal communication.

Purpose: to teach to understand the gestures in Russian culture. Assignment: ask participants to show the incomprehensible gestures that they saw in Russia and explain their meaning. Option for the assignment: show unfamiliar gestures (or not entirely understandable gestures that exist in Russian culture) and ask the listeners to guess the meaning of these gestures. For any culture where it is important not to "lose face", any expressive facial expression (anger, resentment) is perceived as a sign of bad manners, offensive, rude attitude. Discussion: emphasize the nationally specific features of using gestures; secondly, discuss gestures, which differ in Russian culture and other cultures. At the end of the discussion, you can practice making gestures, for example, giving each other documents with one hand (which is not acceptable in Asia). To our question: “Giving something with one hand in Russian culture (for example, documents to the boss) is ...” the majority of Russian-speaking respondents (91.3%) answered “normal, polite”, while representatives of Asian countries can take this gesture as a sign of disrespect. More than 60% of respondents from Asian countries who work in Russia and have not received special lessons, answered that they perceive the gesture "to give something with one hand" as contempt and disrespect, and only 37% answered that it must be a normal gesture, since "all Russians do this".

Conclusion

Our research is able to attract attention of the scientists to intercultural problems in the Russian language environment. Probable areas for further work can be the creation of a textbook, the development of online trainings. The theoretical and practical material presented in the study seems to be promising both for the methods of teaching RFL and for other disciplines dealing with issues of intercultural adaptation.

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FORMATION OF PROFESSIONAL IDENTITY OF UNDERGRADUATE STUDENTS OF A NON-LINGUISTIC MAJOR: THE PROBLEM AND POSSIBLE SOLUTIONS

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Abstract: The paper reviews theoretical approaches to formation of professional identity of undergraduate students. It shows the results of the research on identity status of 1st-3rd-year students of the Faculty of Economics of Novosibirsk State University and proposes pedagogical means of facilitation of professional identity formation in the process of teaching business writing.

Keywords: identity statuses; professional identity; cover letter

ФОРМИРОВАНИЕ ПРОФЕССИОНАЛЬНОЙ ИДЕНТИЧНОСТИ БАКАЛАВРОВ НЕЯЗЫКОВОЙ СПЕЦИАЛИЗАЦИИ: ПРОБЛЕМА И ПУТИ РЕШЕНИЯ

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Аннотация: В настоящей статье проанализированы теоретические подходы к проблеме формирования профессиональной идентичности студентов бакалавров. Приведены результаты диагностического исследования статуса идентичности студентов бакалавров 1-3 курсов экономического факультета НГУ. Предложены дидактические средства фасилитации формирования профессиональной идентичности обучающихся в процессе обучения деловому письму.

Ключевые слова: статусы идентичности; профессиональная идентичность; сопроводительное письмо

Introduction

Since the society moves to the postindustrial phase of development, we experience the tremors of change in many spheres. With expansion of communications network and mobility, new social roles appear both in “physical” and virtual reality, making the issue of identity formation especially acute [6, p. 69]. 40% of our respondents (1st-3rd-year students of the Faculty of Economics of

Novosibirsk State University) have confessed that they are not aware of their potential career path after university graduation. As far as educational institutions are to meet social demand for professionals, our study concentrates on formation of professional identity of undergraduate students.

Theoretical Framework

The term "identity" first appears in Erik Erikson's works. The scholar states that human ego develops according to the epigenetic principle that is at each stage a person has to overcome a crisis – to solve a problem. Erikson attributes identity formation to the age of 11-20 years. The outcomes might differ. Along with identity, a sense of continuity within oneself and awareness of others' recognition of this continuity [2, p. 58], Erikson distinguishes diffused identity and moratorium. The former means that a tangle of roles had not been put in order and the identity was not synthesized. Moratorium was defined as "an interval between youth and adulthood" or a period of delay when a person is experimenting with social roles in search for his/her niche and does not make haste to take on adult responsibilities. J. Marcia developed Erikson's ideas and worked out four identity statuses (identity achievement, identity diffusion, moratorium, and identity foreclosure) on the basis of two main criteria, crisis and commitment ("personal investment"), with further extension of descriptions [4]. A. A. Azbel compiled a questionnaire to determine identity status with regard to profession.

Erikson underlines that the young are most concerned about their professional identity [2, p. 143]. The term "professional identity" was variously defined by Russian and foreign researchers, so for the purpose of this work we will stick to L. B. Shneider's definition. The scholar views professional identity as self-identification with professional community, self-reflection and perception of oneself as a subject of professional relationships, which determines characteristics that colleagues and the subject attribute to themselves with regard to their profession [5, p. 127]. Erikson hints that it is possible to facilitate identity formation by guiding a person to the awareness of his/her capabilities disguised by fears [2, p. 79].

Considering all that, we propose a way to shape our students' professional identities in English lessons via writing cover letters. According to L.S.Vygotskiy, writing is taught with the focus on mechanics that is as something artificial, while writing should be "life-sized". Sh. A. Amonashvili expresses his belief that the essence of teaching is to help your students to blossom and understand themselves [1, p. 9]. It is attainable within the pedagogy of cooperation, or pedagogy of personality, as Amonashvili puts it [1, p. 161]. One of the crucial points here is to activate personal motives (that is known in methodology as personalization), which will facilitate language learning [1, p. 97]. In our case, students will aim at self-exploration with the perspective of further recruitment in an international company.

Sh. A. Amonashvili's research has defined the following benefits of writing for learners: owing to intensive development of the written format, their oral speech becomes advanced and better structured. Students may train their skills to get ideas across efficiently and comprehend their interlocutors completely. According to Beth S. Neman and Sandra Smythe, the latter is crucial in the world of business where proverbial wisdom "Time is money" has especial significance [3].

Considering mentioned above theoretical approaches, we may assume that writing cover letters may be an effective way to stimulate students' professional identity formation. The real-life task will raise students' motivation and engagement in the process of self-reflection in a professional context while format requirements will lead students to effective expression of their "findings".

Methods and Results

To see an impact of cover letters writing on professional identity formation, we have planned two-part research. We have begun with examining the students' identity status. We have applied A. A. Azbel's technique (a questionnaire of 20 questions) to 51 undergraduate students (1^{st}-3^{rd}-year) of the Faculty of Economics of Novosibirsk State University and have revealed that only 17% of respondents have already achieved their professional identity, while a clear majority – 70,5 and 12,5% – have moratorium or diffused identity, respectively. The latter implies that they have not faced the crisis of professional self-identification yet and "are drawn with the torrent". Moratorium (70,5 % of respondents) means that they are experiencing the crisis trying to find their feet, to synthesize an image of themselves as professionals. They are our target group. Remarkably, first-year students have demonstrated the highest proportion of achieved identities (20%) while second-year students have demonstrated the lowest one (11,1%) but the highest proportion of moratoria (83,5%).

To confirm our hypothesis that writing cover letters may be used as a tool to facilitate professional identity formation, we are going to conduct the second part of the research and re-examine the students' identity status afterwards.

We will apply integrated approach to teaching writing, using models of cover letters and drawing students' attention to effective writing strategies at the same time. To do this, we will follow Beth S. Neman and Sandra Smythe's method who claim that a cover letter is "the most important business-writing task you may ever perform" [3, p. 294]. Along with basic business rhetoric rules, our system will allow students to look at themselves through their own and their employer's eyes. The proposed practice corresponds to Erikson's idea that identity formation implies simultaneous observation and reflection (a person assesses him-/herself in comparison with others and tries to look at him-/herself through the others' eyes) [2, p. 32].

Conclusion

The analysis of data has revealed that the majority of undergraduate students undergo the crisis of professional identity. Writing cover letters is a potential effective way to facilitate the resolution of the crisis. Focus on self-reflection from different points of view in a professional context and format of written discourse will enhance students' awareness of themselves as professionals and ability to express it.

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TEACHING FOREIGN LANGUAGES TO GENERATION Z

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Abstract: The article discusses the problem of taking into account students' psychological features and conditions of learning environments in teaching two foreign languages (L2 and L3). The author proposes an algorithm to design the second foreign language (L3) lesson plans.

Key words: generation Z; classroom polylingualism; teaching foreign languages

ОБУЧЕНИЕ ИНОСТРАННЫМ ЯЗЫКАМ ПОКОЛЕНИЯ Z

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Аннотация: В статье обсуждается проблема учета психологических особенностей студентов и условий образовательной среды в обучении двум иностранным языкам (L2 и L3). Автор предлагает алгоритм для планирования уроков второго иностранного языка (L3).

Ключевые слова: поколение Z; аудиторный полилингвизм; обучение иностранным языкам

Introduction

Educational institutions around the world try to keep their educational programs up to date adjusting them to the needs of the main and mostly young target audience. The discipline "Practical Course of the Second Foreign Language" designed for the students of the Bachelor Program in Linguistics at Novosibirsk State Technical University is not an exception. Intercultural communication becomes crucial, so we have not already referred to polylingualism in the classroom as a problem but as a tool.

The research aims at creating an algorithm of the second foreign language (L3) lessons for classroom polylingualism environment. In this respect, the following aspects were studied: 1) a psychological profile of the modern student; 2) psychological features of students in Linguistics; 3) principles of teaching; 4) an algorithm of the second foreign language (L3) lessons in the classroom polylingualism environment and its assessment in a form of the test.

Theoretical framework

The current 1st and 2nd year university students are children born in the 2000s. Considering the psychological features of modern students, it is appropriate to refer to the theory of generations. Children of the 2000s are the so-called generation Z [7]. The modern student understands the value of time and often aims at achieving quick results, whereas work for a result in a long-term perspective is not so attractive to them. It is for this reason that distant jobs with flexible schedules are so popular among young people. This value system is reflected in the attitude to the process of obtaining higher education, it forms a new demand for new training schemes and educational programs. Representatives of this generation tend to think globally, in abstract categories, without dividing the society into 'ours' and 'others'. As a result, they are more empathic, more tolerant, striving to openly express their individuality and opinion on any issue. Due to the availability of information, they are not inclined to trust traditional authorities and experts.

Generation Z is also a challenge for teachers. The teachers are no longer an authority, and any of their statements can be questioned and at the same moment rechecked and challenged. Despite the outward pragmatism and creativity of young people, in everyday aspect they often turn out to be extremely dependent. In the context of studying at a university, this is often expressed, on the one side, in expectations related to the teacher: support, reminders, patience, and flexibility, and on the other side, in the style and forms of communication between a teacher and a student: often students prefer distant forms of communication to personal, but at the same time styles are often mixed, and the borders between professional and friendly are blurred.

The research of psychologists at the Departments of Neuro- and Pathopsychology, Personality Psychology at Lomonosov Moscow State University (Soldatova G.V., Rasskazova E.I. et al) reports that the communicative distance between generations is only increasing [9]. It may be difficult for a teacher to competently assess a student, since they are more sensitive, and inclined to depressive states. It is possible to motivate such young people by eliminating the imposition of a generally accepted point of view, offering different options for work, and working to build trustful relationships.

At the same time, it is important to remember that Z is the generation of experienced consumers, education for them is a service, so if the training format does not suit them, they will easily abandon the very idea of obtaining higher education, and will master a remote profession in short-term educational courses to earn a living. Therefore, in order to preserve the prestige of higher education, it is important to take into account special features of those whom we teach.

As psychologist L. Rosen and neurobiologist A. Gazalli note, operating with meanings of a small volume, it becomes very difficult for young people to work with structures of increased complexity, to focus on them, to analyze [8]. Therefore, we consider the following educational models, proposed by J. Coates as the most adequate to psychological features of generation Z: individually-personal approach, educational and pedagogical cooperation, practice-oriented curriculum, use of IT to increase both the quality of teaching and student motivation, customizability of the educational trajectory [5].

Following S.T. Zolyan, we believe that a language, first of all, is a means of communication., and not an innate reality [10]. In this case, the absence of negative cross-language interference error is not a sign of language proficiency, but a sign of the fact that the study material can be learned. Therefore, the learning process is expected to take into account the modern students' psychology and conditions for developing their competencies, as well as goals of the educational program.

Methods and Results

We have conducted German lessons as L3 for 1st and 2nd year students in Linguistics (1 group of each year) at the Faculty of Humanities at NSTU. In class, we observed the students to compile their psychological profile. In the course of conversations with students and introspection, it was possible to identify the features of students in Linguistics. See psychological characteristics of our students that directly affect learning in Table 1.

Table 1

Psychological profile of a student

Cognitive process' features	Consequences for the learning outcomes	Personality features	Consequences for the learning outcomes
1.fragmented (clip-like) thinking	*Problem:* depthless knowledge *Solution:* short and vivid message with visual support	1. infantilization, hyperactivity	*Problem:* low motivation to perform «boring» tasks *Solution:* high pace of work in class, differentiation of teaching materials with attention to current problems and interests of students
	+ the ability to quickly switch between tasks, information flows		+ openness to new, impartiality
2.illogical thinking	*Problem:* loss of the integrity of the picture, inability to express thoughts coherently *Solution:* work on the coherence of speech, building a system in the learning process and the target language as a system	2. autism as a way of interaction - introverted individualism	*Problem:* self-immersion, the problematic nature of real communication *Solution:* focus on a gradual transition from individual work to pair and group work, collective projects
	+non-standard solutions, creativity		+ high degree of student autonomy

Mastering of L2 and L3 is mostly ensured by purposeful, controlled influence of educational organizations. Since L3 traditionally begins to be studied much later than L2, I.E. Bryksina characterizes the level of proficiency as asymmetric [1]. When it comes to teaching L3 to students in Linguistics, we mean the formation of artificial subordinate polylingualism in the following hierarchy: native language – L2 (English) – L3 (German).

For students in Linguistics, L2 skills are being improved, while L3 skills are being formed. We agree with O.V. Narykova who claims that when creating programs of language disciplines for students in Linguistics, it is important to take into account, on the one side, differences in skills, and, on the other side, the possibility of using cross-language interference as a tool [6]. Thus, first of all, it is necessary to identify possible mechanisms that can stimulate positive cross-language interference and, at the same time, reduce the negative one.

Mastering a foreign language is impossible without a cultural component – understanding of a foreign language picture of the world and the ability to react within the framework of the norms of the corresponding culture. Striving for polylingual communication in artificial polylingual environment, it is appropriate and important to include various translation transformations in the course. In case of students in Linguistics, translation is a mandatory component of teaching L3. Even if the task itself is not aimed at translation, students indirectly practice in converting the meanings of one language into statements in another language, improving both the mechanisms of perception and deverbalization, and the mechanism of production [2]. At each stage of polylingual development, with the help of specific educational methods, students master new types of communication [3].

We propose to design a lesson on the basis of authentic video material. For a standard lesson at the university (90 min.) we selected 2-3 short (2-3 min.) modern video clips reflecting situations of real communication. The best scenario is when throughout the course (term / year) all video clips not only refer to the same topic, but have the unified plot as well. We propose a lesson plan for a L3 class, which, in our opinion, meets the current demands. Each lesson can be used for developing competencies according to the Federal State Educational Standard of Higher Education 3 ++ in 45.03.02 Linguistics (Bachelor programme) [4]. The abbreviations used in order to show which language is preferred for communication at each stage of the lesson are: L1 – native language (Russian), L2 – English, L3 – German. See the algorithm of L3 lessons in Table 2.

Table 2

Algorithm of L3 lessons

Stage	Time	Psychological feature, correction	Expected outcome (competence)	Language
1. Greetings, org. moments	3 min.	illogicality – pronouncing goals, means, outcome out loud	UC (*Universal Competence*) -3	The 1st month – L1, later – L3
2. Tongue-twister / articulation apparatus warm-up	10 min.	hyperactivity, infantile component – element of play, miming	CPC (Common Professional Competence)-1, CPC-2	Explanation – L2, performing – L3
3. Clip 1	4 min.	clip-like thinking	UC-5, CPC - 1, CPC-2, CPC-3	L3
4. New lexis' presentation	10 min.	autonomous work	UC-3, CPC-1, CPC-2,	L2+L3

(guessing from the context, matching the definitions). Discussion			CPC-3	
5. Making and presenting mini dialogues with the lexis	15 min.	individualism->collectivism	UC-1, UC-2, UC-3, CPC-1, CPC-2, CPC-3	Circle 1: speaker A – L2, speaker B – L3 – imitating intercultural dialog; circle 2: change the partner and switch the code, practice once again
6. Clip 2.	4 min.	clip-like thinking	UC-5, CPC-1, CPC-2, CPC-3	L3
7. Eliciting grammar. Drawing analogies	10 min.	individualism-individual knowledge is used as a base	UC-1, UC-2, UC-3, UC-5, CPC-1, CPC-2, CPC-3	Choral work – L1 with elements in L2 and L3
8. Translation exercise according to the topic (different small texts). Group work (3-4 students). Comparison of the original texts	15 min.	autization-> socialization illogicallity->cause and effect links	UC-1, UC-2, UC-3, CPC-1, CPC-2, CPC-3	Jumbled text – L3, translation to L1, exchange of the versions with other group, reverse translation (L1->L3). The discussion can be led in any preferred language
9. Clip 3. Creating mind maps with key points from the clips 1-3	4 min.	fragmentation, autization-> connections	UC-5, CPC-1, CPC-2, CPC-3	L3 – basing on the lexis and grammar of the lesson
10. Work in pairs – reflection using mind maps	4 min.	autization-> socialization	UC-1, UC-2, УК-3, CPC-1, CPC-2, CPC-3	The 1st year – most of all L2 with elements in L3
11. Predicting next steps	3 min.	creativity, openness to new	UC-1, UC-3, CPC-1, CPC-2, CPC-3	Choral work in L2

12. Preparation to writing (Guideline about the structure. The teacher answers the arising questions)	3 min.	a high degree of student autonomy - ensuring the quality of feedback	UC-3, CPC-1, CPC-2	L1
13. Home task, credits	5 min.	individualism – task differentiation	CPC-2	the 1st month – L1, later – L3

Thus, the synthesis of foreign, domestic and the author's own experience in foreign language teaching made it possible to model an algorithm for conducting L3 lessons in the polylingual classroom. We tested the study materials designed according to the algorithm. The tests confirmed the effectiveness of the proposed materials in terms of students' involvement in the educational process and their accuracy in the target language at the control points.

Conclusion

Based on the above psychological profile of the modern student, we have identified several important principles for a teacher to follow:

• respect different points of view;

• show empathy;

• behave honestly and openly;

• focus on the student's autonomy (with a positive external stimulus),

• learn from your students.

Additionally, we have stated some learning principles based on the student psychological profile. Following these principles is beneficial for the successful L3 teaching to students in Linguistics in the polylingual classroom:

• interconnectedness of learning: various types of speech activities work for a single practical goal which is establishing communication in a foreign language in real situations of everyday and professional communication;

• translation as an auxiliary tool for mastering foreign language and intercultural competences;

• referring to the individual experience of learning foreign languages that means transferring skills in foreign language learning, working with language as a system and direct use of the language as the basis for the organic development of polylingualism.

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GLOBALIZATION OF BUSINESS, TECHNOLOGICAL PROGRESS AND SOCIETY OF THE FUTURE

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INTRODUCTION OF DIGITAL CURRIENCIES BY CENTRAL BANKS: PROSPECTS IN RUSSIA AND ABROAD

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Abstract: The article studies the issue of introducing state-guaranteed digital currencies that are assumed to function long with the conventional forms of money by central banks in a number of countries, including Russia. Opportunities and threats as well as prospects of the digital ruble are considered.

Keywords: digital currency; cryptocurrency; bitcoin; central bank; digital ruble

ВВЕДЕНИЕ ЦИФРОВЫХ ВАЛЮТ ЦЕНТРАЛЬНЫМИ БАНКАМИ: ПЕРСПЕКТИВЫ В РОССИИ И ЗА РУБЕЖОМ

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Аннотация: В статье исследуется вопрос внедрения гарантированных государством цифровых валют, которые будут функционировать наряду с традиционными формами денег, центральными банками ряда стран, включая Россию. Представлены обзор возможностей и рисков, а также перспективы введения цифрового рубля.

Ключевые слова: цифровая валюта; криптовалюта; биткоин; центральный банк; цифровой рубль

Introduction

Recently, with increased digitalization of the world, central banks in many countries are intensely discussing introduction of digital currencies, i.e., they are exploring ways to create digital versions of cash that should be trusted, user-friendly and widely available for making and receiving payments. Furthermore, in most developed economies, the pandemic has accelerated the trend of not using banknotes that are being replaced by alternative payment methods and private cryptocurrencies. Digital currencies can make money transfers easier, cheaper and faster. If central banks start issuing their own digital currencies or if private cryptocurrencies become widely spread [1], this could affect the use of traditional forms of money issued by central banks, threatening the central banks' ability to conduct monetary policy. Thus, the present study is aimed at analyzing the existing attempts to launch digital money in different countries and assessing the opportunities and prospects to issue the digital ruble by the Bank of Russia.

Theoretical framework

Investigation into the digital money already available bears evidence that, alongside with some other cryptocurrencies, bitcoin is widely discussed by many experts in the field [3, 4]. Bitcoin is recognized not to resemble the conventional forms of money as it is software that permits two users in any part of the world to swap values within a short period of time. Such money is free from government control and centralized supervision. Individuals and companies are to use specialized powerful computers to mine bitcoins, all transactions being recorded in a sort of a ledger that can be freely accessed by anyone [5]. Most retail companies do not permit using cryptocurrencies in their regular transactions since no guarantees are provided that such currencies are readily exchangeable into the conventional money. Another concern about bitcoin is its high volatility. Therefore, most users perceive bitcoin as a financial asset rather than a means of payment or exchange.

Central banks are interested in new electronic payment systems as most financial transactions, like, for instance, payment by credit cards, money transfers or internet purchases, are time-consuming due to numerous separate bank systems that have to connect. Central banks' issue of digital currencies assumes their direct transfer to users' accounts without any intermediaries, including banks. Besides, central banks might receive more information on cash flow movements and become more efficient in implementing monetary policy having an opportunity to change interest rates directly on bank accounts, used for dealing with relevant products, without financial markets.

At the same time, certain risks are also identifiable. A key challenge for central banks is to prevent destabilization of the economy and financial markets as with the introduction of central banks' new service on digital currencies commercial banks can be deprived of their retail deposits that a stable source of their earnings. Other problems determined might be private lives protection as well as prevention of digital surveillance, introduction of negative interest rates on ordinary people's deposits, hacking attacks, falsifying and fraud.

Methods and results

A comprehensive overview and analysis of relevant central banks'practices around the world allows us to identify the countries which are in the forefront of the trend in question. Recently, China announced its intention to launch a pilot project in a number of large cities to create a national electronic payment system similar in characteristics to bitcoin and other private cryptocurrencies. Denmark is seriously considering the possibility of introducing the digital currency in the country – e-krona, which will replace cash banknotes and coins. Sweden, Great Britain, Canada and Singapore are considering options of switching to digital currencies, the latter two countries having already managed to test operations with their would-be digital currency. Even the US Federal Reserve, which has argued for years that it has no plans to create a digital currency, is now going to develop and test a prototype [2].

Currently, Russia's central bank is also heavily engaged in evaluating opportunities and prospect of issuing the digital ruble [6].The digital ruble is an additional form of the Russian national currency that will be issued by the Bank of Russia in the digital form, i.e., it is supposed to combine the properties of cash and non-cash rubles.

Like non-cash money, the digital ruble facilitates remote payments and settlements online and, on the other hand, it can be freely used offline, i.e., with a complete lack of access to the Internet, which gives it the properties of cash. Development of digital payments and equal access to the digital ruble for all economic agents will lead to a decrease in the cost of payment services, money transfers and, accordingly, to increased competition among banks and financial organizations. This will stimulate innovations in both retail payments and other areas, support the digital economy development and increase the stability of Russia's financial system because of reducing user dependence on any individual providers.

For citizens, transactions with the digital ruble will be similar to using e-wallets, or payment and mobile applications. Transactions with the digital ruble will be made both online and offline. In turn, for offline transactions, without access to communication networks and the Internet, users will be able to pre-reserve a certain amount of digital rubles in their e-wallet in the same way as they decide to have cash available when they go to places where, they suppose, cash cards usage may be unavailable. In the online mode, transactions can be performed similarly to ordinary non-cash payments.

The digital ruble is not assumed to replace the conventional money. Yet, it will be used to pay for goods and services, transfer payments to organizations and taxes as well as pay for transactions with financial instruments or assets. It will be possible to top up the funds at hand in the digital ruble using funds from a bank account or card, as well as cash. All forms of rubles (cash, non-cash and digital) are freely inter-transferable.

Introduction of the digital ruble is supposed to offer certain advantages. Since the recent years have seen a significantly grown use of non-cash money, the digital ruble can become a new convenient additional means of payment for both buyers and sellers, including transactions in remote, sparsely populated and hard-to-reach areas of the country, where access to financial infrastructure is limited. Thanks to the digital ruble, coverage of the population with financial services will increase significantly, which will become more affordable, which ultimately should improve the standard of living and quality of life. In addition, the national digital currency will limit the risk of redistribution of funds into foreign digital currencies, contributing to the country's macroeconomic and financial stability. The Bank of Russia considers it realistic to launch piloting the digital ruble at the end of 2021without withdrawing any other form of money from circulation [6, 7].

Conclusion

Introduction of digital currencies in advanced countries is a matter of the near future as they will drive the informational and technological progress. Russia's government represented by the Central Bank of Russia is supposed to be the issuer of the digital ruble and the guarantor of its sustainable functioning along with the other conventional forms of money in the country.

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INFLUENCE OF CHRONOPHOBIA ON LABOR PROCESSES IN THE ORGANIZATION

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Abstract: This article describes the phenomenon of chronophobia or urgency addiction as a consequence, as well as its impact on the work processes occurring in an organization. The aim of the research is to identify the existence of chronophobia and identify its impact.

Keywords: time; chronophobia; organization; urgency addiction

ВЛИЯНИЕ ХРОНОФОБИИ НА ТРУДОВЫЕ ПРОЦЕССЫ В ОРГАНИЗАЦИИ

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Аннотация: В данной статье описывается феномен хронофобии и ургентная зависимость как её последствие, а также их влияние на трудовые процессы, происходящие в организации. Целью исследования было выявить присутствие хронофобии у респондентов и определение влияния этого феномена на них.

Ключевые слова: время; хронофобия; организации; ургентная зависимость

Introduction

Today, there is a trend of event-based acceleration of social time. This has become especially noticeable for an employee of the organization, since they have to perform a larger number of tasks of a larger volume, sacrificing their personal time. Because of this, a person begins to think that nothing is on time, and feels the fear of not completing their tasks on time, which provokes the emergence of chronophobia.

Theoretical framework

Chronophobia is a neurotic fear of time, which has different forms. In the research, chronophobia will be considered in the context of an organization and means the fear of the transience of time in the organization or the fear of not completing work tasks on time.

Time in modern culture is becoming one of the main measures of the qualities of things and people; any activity is reduced to a certain amount of time, which is transmitted to the whole society. This is reinforced by the prevailing stereotypes supported by the media and cinema, according to which a successful person must complete many tasks in a short period of time and achieve significant results in all areas of life: making a career, in a family, at work, in the society. A person who lives in conditions of hyperstimulation at all levels of perception and processing of information, decision-making, is able to lose the border between reality and fiction, and therefore can accept these stereotypes without their adequate assessment. This puts a person in a state of constant psychological discomfort, which provokes the emergence of a stable sense of fear of lack of time, which over time can turn into chronophobia [4].

However, not only the emergence of chronophobia characterises the features of modern culture, but also many other factors related to work of an individual.

Research has shown that the main psychological reasons for feeling a lack of time can be the following [8]:

- trying to do too much at a time;
- distraction (noise);
- inability to say « no»;
- procrastination;
- too rare delegation (re-assignment) of cases;
- poor planning of the working day.

Trying to do too much at a time means that the employee realizes that the amount of work is increased and cannot be completed on time at the usual pace. Consequently, they try to work more intensively and get tired because of it, and if they do not succeed, they switch to external stimuli (distractions), which leads to a greater lack of time than before.

Procrastination syndrome or procrastination is a tendency to constantly postpone even important and urgency matters, leading to life problems and painful psychological effects.

Procrastination is not equivalent to laziness (laziness is not accompanied by stress) and does not perform the function of rest (during rest, a person replenishes energy reserves, and during procrastination he or she only loses it). The reasons for this may be low motivation (that is, the employee has a bad idea of the importance of the actions they perform) and lack of confidence in themselves and their abilities (the employee believes that they will perform their task poorly, so they postpone it for later). It can also be perfectionism (an employee who wants a perfect result of their work and understands that they can't achieve it, puts everything off for later, hoping that everything will turn out better later). The result of procastination for a person is a decrease in ability to work and self-esteem, stress, deterioration of relationships with colleagues, and the occurrence of psychosomatic diseases.

The inability to say «no» and too rare delegation are formed from the field of interpersonal communication. According to E. L. Dotsenko, they are formed by implicit scenarios of intersubjective interaction between universal figures. The latter are functional spaces that are filled in by these communication partners [2].

An employee has a fairly clear idea of their functional place in the production team, so they cannot say «no» to a person who occupies a higher position if he increases the amount of work for them beyond the limits of their official duties. It is assumed that in such situations, the employee foresees possible consequences in this regard.

The inability to say «no» to a person who occupies the same functional position horizontally, provided that they are completely independent of it, can be considered from the point of view of K. Horney's research [6]. From the point of view of characterological analysis, a person creates his or her own idealized image, to which he or she should correspond. If this does not work, the person develops the feeling of anxiety. It is easier to experience a sense of lack of time than to accept the fact that this ideal is unattainable, although in this case the experience is aggravated.

Time constraints may occur due to errors in the management process. The most common among them [3]:

- lack of a high-quality system of personnel motivation in the enterprise;
- blurring of the tasks set;
- «spraying» the decision of unimportant tasks;
- manager's unwillingness to delegate;
- a large amount of routine work;
- mismatch of the employee's abilities to the position held;
- poor awareness of the leadership about the specifics of the production;
- a poorly-designed plan of activity of the enterprise;
- solving new problems that a person didn't have to deal with;
- frequent phone calls and messages.

Chronophobia can lead to the formation of one of the serious manifestations of this type of phobia - urgency addiction, which implies a state of dependence on a sense of lack of time [9]. Initially, people who suffer from this addiction look inspired and ready to work hard to achieve success, and up to a certain point they actually manage to achieve an increase in their salary and position, and overall their career growth looks encouraging. However, along with this, their number of responsibilities and the pressure of responsibility increases, and there is a sense of lack of time and fear of not being in time.

Urgency addiction disrupts the addict's identity and affects their perception of reality. All his internal forces are directed to experiencing an acute sense of lack of time, and because of this, he is not able to adequately experience other feelings (love, pleasure) and interact with others. All his thoughts are focused on completing tasks on time.

There are 6 personality characteristics of a person suffering from urgency addiction [7]:

- strict schedule up to ten-minute intervals;
- extremely fast pace of life;
- unquestioning acceptance of the need for overtime work;
- giving up personal time;
- inability to experience joy «here and now», as emotions are directed to the plan to complete tasks, or to experience past failures;
- emotionally negative future projection.

The state of urgency addiction implies a long-term stress, this can provoke the development of a number of psychosomatic problems. In addition, the state of stress involves the release of hormones and neurotransmitters (adrenaline, endorphin, etc.), and an attempt to get out of this state and return to the normal rhythm of life removes the body from the usual state of chemical imbalance and tension. This is accompanied by psychological discomfort, an increase in the level of anxiety, which often leads to a return of urgency addiction behavior, which is perceived by the body as less threatening and uncomfortable [5].

Methods and results

The research involved 25 people: 6 men and 19 women aged 23 to 47 years of various professions with permanent jobs. The main method used was a questionnaire for the diagnosis of urgency addiction.

According to the results of the study, the average score on the "Workaholism" scale is 35.2 out of 60 maximum possible points. This means that the desire for processing is present, but it is not clearly expressed or the person is able to control it.

If we consider the results of this scale, three people from the entire sample have a high level of workaholism, and another nine have an average level close to high. In other words, half of the sample has increased indicators of workaholism, which indicates a tendency to work overtime and to the detriment of themselves.

The average number of points on the "Personal time" scale is 27.4 out of 50 possible. In terms of quantitative indicators, 14 respondents have lower indicators, 8 have average indicators, and only 2 respondents have results that are slightly higher than the average. It can be concluded that the majority of respondents experience a lack of time, but this does not cause them acute experiences.

The average score on the interpersonal relationships scale was 29.5 out of 50 possible points. 5 respondents have reduced indicators, 18 have average indicators, and only two have increased indicators. This means that for most people, lack of time significantly affects the sphere of interpersonal relationships. A person does not have enough time to communicate with people close to him, and he has to specially plan time for this, sometimes at the expense of time for him or herself. However, such situations do not occur often.

The number of points on the "Pace of life" scale is 37 out of 60 possible. 9 respondents have high indicators, 14 have average indicators, and only 2 have low indicators. This indicates that the majority of respondents have a rather strong fear of being late and a sense of haste, which cause negative emotional experiences.

The total number of points on the questionnaire is 129.2 points out of 220 possible. 8 respondents have a total score on all scales in the range of 70-120 points, which is an average (closer to low) indicator. Such people have a certain tendency to urgency addiction, but this does not have a significant impact on them.

14 respondents have average (closer to high) indicators in the range of 120-160 points. This suggests that such people tend to have an unspoken urgency addiction, which often manifests itself situationally.

The remaining 3 respondents have higher scores (range-160 points or higher). This means that for them, urgency addiction is constantly manifested and has a significant serious impact on a person's daily life. For such people, all their thoughts and experiences are reduced to their work tasks and the fear of not having time to complete them, they are constantly in a state of haste and stress and are not able to perceive their present and future from a positive point of view.

Conclusion

So, according to the results of the research, it was found that the average level of urgency addiction is common among respondents. However, when considering each individual result, it is possible to distinguish 14 respondents who are inclined to develop a high level of urgency addiction, and 3 respondents who have already reached this level.

Since urgency addiction is one of the forms of chronophobia, we can say that at least 3 respondents with an increased level of urgency addiction have chronophobia. It can also be assumed that chronophobia is present in another 14 respondents who are prone to developing a high level of urgency addiction.

For those respondents who are found to have urgency addiction and, as a result, chronophobia, it is typical to experience constant stress, which has extremely negative consequences for them and the entire organization as a whole. This is reflected in the following [1]:

- errors in the current activities of employees;
- delays in the completion of projects, delivery or production of orders and goods, which leads to incorrectly calculated time for completing a task or project, incorrectly taken into account the capabilities of employees (especially exaggeration);
- loss of customers; reduction of the company's reputation;
- failure to comply with standards and lower performance indicators of the enterprise;
- decrease in the quality and intensity of work, loss of customers, decrease in the influx of new customers;
- decrease in the company's competitiveness and market position.

Thus, the study of chronophobia, which has an extremely negative impact on labor processes in the organization, is relevant today and is necessary to find ways to prevent this phenomenon.

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УДК 740

TECHNOLOGICAL DETERMINISM AND ITS MANIFESTATION IN SOCIETY

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Abstract: the purpose of this paper is to study the technological determinism theory and its impact on the individual development and society as a whole.

Keyword: determinism; technology; society; technocracy; thinking

ТЕХНОЛОГИЧЕСКИЙ ДЕТЕРМИНИЗМ И ЕГО ПРОЯВЛЕНИЕ В СОЦИУМЕ

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Аннотация: Цель работы состоит в исследовании теории технологического детерминизма и его влиянии на развитие личности и общества в целом.

Ключевые слова: детерминизм; технология; общество; технократия; мышление

Introduction

Currently, the issues of philosophical understanding technology are becoming more and more relevant. And this is due to the ever-increasing penetration of engineering and technology into society. The scientific significance of technical determinism has a special place in our context as theoretical and methodological attitude that has had a great impact on all public life spheres.

Problem statement

The aim of the paper is to study the technological determinism theory and its impact on the individual development and society as a whole.

Technological determinism is an attitude or concept according to which the type of society development, its social structure is determined by the science and technology development level. For example, under the influence of technical determinism in the second half of the XX century, the industrial society concept was born.

At the same time, the history of technology study showed that more than one generation of scientists and philosophers has already used the term "technological determinism". According to researchers of the twentieth century, new industrial technology in our time is the initial stage of using machines. However, the emergence of technologies and engineering is getting the important area of scientific knowledge only in the twentieth century [1].

Theoretical framework

Theory and literature review

Scientists dealing with the philosophical problems of technology distinguish two extreme trends of technological determinism. The first is technological eudemonism according to which progress in technology and engineering reflexively eliminates socio-cultural differences, class struggle and uneven regulation of wealth. The second trend is called technological alarmism which focuses on the negative consequences of technological progress in particular on strengthening of socio-economic contradictions, increasing violence against the individual, social life degradation etc.

It can be argued that technological determinism is a natural reaction to the innovative technological revolution. Engineering and technology cause identical consequences in all socio-economic structures at different stages of their historical and cultural development to the extent that technology has been intertwisted with the indifference of objective laws. [1]

An interesting position of the French philosopher Jacques Ellul, a proponent of self-governing technology, in his work "Technological society", the scientist argued that technology, to its effectiveness, determines which social aspects are the best of all suited for its development through natural selection. Throughout human history, geography, climate and other natural factors have largely determined the parameters of social conditions; technology has recently become the dominant objective factor. The industrial revolution played significant role in this process [2].

Skepticism about technological determinism was formed in the middle of the XX century and is associated with the use of new technologies in nuclear power, for nuclear-weapons production, Hitler's human experimentation during the II World War and other consequences that pose a threat to humanity.

Methods and results

The new twenty-first century creates new conditions for technical innovations. Technology began actively to appear in the culture. New neologisms have emerged: "artificial intelligence", "computerization of education", "automatic translation", "machine music", etc. At the same time the archetype of society itself was constantly changing and the perception of the world was deformed. Information began to replace fundamental knowledge and mediocre and dilettantish education shifted culture and spiritual values. Such transformation of the human intelligence shows the immorality and celebration of technocratic thinking.

What is technocratic thinking? This is a worldview, significant features of which are the dominance of the means over the goal, the private goal over the meaning and universal human interests, the symbol over the being and the modern world realities, technology over man and his values. For technocracy there are no classifications of morality, conscience, human emotional experience and dignity.

Also, the most important component of this position is the principle where a person is considered as controlled and programmed component for the system as an object of the most diverse manipulations and not as an individuality whohas not only personal autonomy but also freedom [2].

Disadvantages

Let's take closer look at a number of the most important negative factors having impact on technological determinism relatively social processes. Today humanity is too keen on the development of its technosphere than humanitarian knowledge. Such anomalies and shifts present serious threat. Currently unsafe experiments are being conducted with using the living matter as a resource for improving technological systems. In addition there is a high probability to destroy humanity with cyber systems and finally the worst version for us will be endless technocratic slavery and "electronic-technological hell".

Generally utilitarianism and technocracy dehumanize a person both moral and physiological reality, completely cutting his activity into the interactive field of future has not been completed yet. Profitable calculation and existence for the sake of existence enter into the world instead of authenticity, truthfulness. Well-known sociologist and philosopher Z. Brzezinski has predicted technocratic society coming which would be strengthened by the information or digital revolutionand argued that such consequences would lead to the dominance of new intellectual, political and scientific elite. The new society will be determined, in his opinion, not only by qualitatively new production type but also by new psychophysiology and up-dated mentality [1].

Advantages

At the same time the current state development analysis for post-industrial society reveals several positive trends. For example, it is characterized first of all as knowledge society, high tech spheres and services aimed at meeting a wide range of material and spiritual public needs, radically changing their working, living and leisure conditions. The latter can and should be attended as the positive influence on technological determinism. The proof is the transformation of the socio-cultural technology role into the development for social institutions. In particular, we see how digital information technologies to penetrate into the educational sphere. With the help of Internet technologies online education system has become one of the foundations in the educational sphere.

You can also demonstrate positive trends of impacting the advanced technologies in the medical field. So it was known at the end of August 2019 that medicine began using artificial intelligence products, the magnetically controlled thread-like robot which can actively glide through narrow, sinuous vessels to allow doctors to remotely guide the robot through the brain vessels for rapid treatment the cerebral aneurysms and strokes. In mid-March 2020 robots began to be used in the "smart" field hospital in the Chinese city of Wuhan which became the coronavirus infection epicenter. Artificial intelligence and medical devices help staff take care of older people and replace them medical chatbots. In February 2020 robot was known to be painlessly drawn venous blood in medical institutions. It was developed a Rutgers University [3].

Conclusion

In conclusion we note that we cannot but agree that scientific and technological progress undoubtedly transforms social space and has a serious impact on all areas of society's life. However, it is only one aspect of social development but is extremely significant. The formation and development of modern society are influenced by many other factors – social, political and spiritual. It is necessary to take into account the significance each of them as well as the factors do not act separately but are closely connected with each other.

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WAYS OF MANIPULATION IN ADVERTISING

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Abstract: This article explores the main aspects of manipulation in advertising in the 21st century. The problem of ignorance of these manipulations by consumers is analyzed. Purpose of the study is to identify the types of manipulations.

Keywords: manipulation; advertising

СПОСОБЫ МАНИПУЛЯЦИИ В РЕКЛАМЕ

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Аннотация: В данной статье рассматриваются основные аспекты манипуляции в рекламе 21 века. Разобрана проблема незнания данных манипуляций потребителями. Цель исследования является выявление видов манипуляций.

Ключевые слова: манипуляции; реклама

Introduction

Advertising occupies an important place in the world of the 21st century, it is a link between people and the culture of consumption. Advertising can be considered as the main part of marketing communications, the purpose of which is to draw attention to the object by means of disseminating information, maintaining, generating interest. Since advertising has moved from a narrow young direction to a course that permeates all spheres of life, then the tools of influence on the consumer become deeper, going into psychology, the so-called manipulations. In a short time, the number of manipulations has increased markedly. Now in advertising, you can observe such manipulations as: manipulation of the message format, psychological manipulation techniques, statistical methods of manipulation and others.

Theoretical framework

You have already heard and seen something about it, and you see other brands of the same product for the first time, and you do not know why it costs an order of magnitude more than all other products from this category, you do not know where it was produced and from what. You have just heard and seen something on TV, and this may well be a lie, because those who advertise their product are unlikely to be honest with you if their product has any defects. The familiarity effect is greatly enhanced if you come across this product for the first time. This, alas, is how the human brain works: it treats something unfamiliar with caution or even perceives it as a danger, and treats something familiar more loyally, and under familiar often, unfortunately, we mean things about which there is something somewhere I heard there.

1. Creation of the illusion of awareness of the proposed product.

Basically, this method is completely based on the first. The only difference lies in the detailing of information presentation. Now we see not a simple advertisement with an uncomplicated, but necessarily life-affirming slogan (like: "Be yourself!"), Calling to buy some kind of product, but we are also told some information about the product, which, by the way, can also be a lie or not quite true.

2. Manipulation of scientific facts in order to prove that this product is the best.

This method is based on the previous one, but now in advertising, facts (often false information) about a product are presented in such a way as to emphasize the uniqueness of the properties of this product, its dignity, or to attribute to it those properties that this product does not possess at all. E.g.: everyone probably remembers an advertisement for Blend-a-met toothpaste, when one side of an egg is treated with a regular paste, and the other with an advertised one, and placed in acid, and after which the part that was processed with the usual paste becomes soft, and that the part that has been treated with Blend-a-meth remains firm.

Question: Has anyone done this experiment at home? Has anyone verified the accuracy of what we are shown on TV? And after all, something suggests that an egg, having been in acid, is unlikely to remain solid after processing with Blend-a-meth paste. The product has clearly been given a property that it does not possess. What for?!

3. Endowing the product with certain socially significant properties.

Success

With the help of this method of promotion, an attribute characteristic of a certain social stratum is made from the product, and, accordingly, this is demonstrated in all its glory in advertising. E.g.: I recall an advertisement for a mobile phone, when a business man (looking like a businessman) in a nice expensive suit with well-groomed hair, sitting at a business meeting, puts his mobile phone on the table.

Thus, there is a binding of a specific thing to social status: this phone is for business people, if you are a businessman, then you simply have to buy yourself such a thing.

Very often this technique is used in advertisements for cars, watches, and perfume. Also, the product is often tied not just to social attributes, but to beautiful, successful, rich, seemingly happy people. How many times have you watched this picture on TV: she, a beautiful girl, takes a sip of "miracle drink" and spreads into a grimace of pleasure and happiness?

How many times have you seen a successful actor who was hired to shoot a commercial get behind the wheel of a beautiful expensive car or advertise eau de toilette? And here not only a direct connection is established - you are successful and rich, so buy this thing, but also the opposite one: if you WANT TO BECOME SUCCESSFUL AND RICH, then buy this thing, and do not start working and doing something in life. This is often presented as the secret of success.

Masculinity (femininity)

How often have you seen in an advertisement a strong sweaty man who climbs a rock or swims are they sailing or are actively involved in sports, and then picks up deodorant and sprinkles with it? And the following phrase sounds: "ONLY for real men." Or else I heard this: "With Oldspice, a baby has become a man." I don't think anyone needs to explain that no deodorant will make you a real man or a real woman.

Social status

One of the well-known brands that refers specifically to status things is the iPhone. And this brand is very successful in promoting its product in this way.

4. Introduction of the name of the product or the advertising slogan of the product into the active vocabulary of the consumer. E.g.: Many probably remember the advertisement for Stimorol Ice - “In search of icy freshness”, when a man jumps into an ice-hole, and the others ask him: “Well, how? Ice? " The man, being in the ice-hole, answers with a displeased grimace: "No ice." Which, in essence, means "not cool".

Advertisers tried to introduce a new word into the audience's lexicon, which will replace such words as “cool”, “cool”, “good”, “wonderful”, etc. And, you see, they succeeded - the word "ice" got into our vocabulary and many people, especially young people, began to use it in their speech.

In fact, the roots of this method go back to the very first method of product promotion, namely the formation of "familiarity". All people talk about it, everyone knows it, which means it's familiar, which means you can safely buy, and out of ten chewing gums, most likely, the choice will fall on the one that is cooler, that is, "ice" ...E.g.: Another ad from a well-known chocolate bar manufacturer: "Don't slow down - snickersney!" What could this "snickersney" mean? What did the advertisers mean by this word? We can only guess, but it could mean "take a break" or "have a full blast." This is how brand thinking is formed by creating new words, and now, along with ordinary words, you can use "snickersney", which, in addition to the meaning assigned to it, carries the brand name; the same applies to the word "ice". The best ad is the one that talks about the product every day, whether people watch TV or not.

5. Creation of the myth that "everyone does it".

This technique is also often used in advertising. Have you seen such ads, where, e.g., they show a busy street, and on it every second person drinks Coca-Cola or eats chips? A lot of shots are flashing, they are trying to show us in a short time all segments of the population, of all ages, with satisfied faces from the use of this product.

A new reality is created for the consumer, where this product is assigned a certain place in life. E.g.: A hamburger is a good way to have a snack during your lunch break at work, coffee is a good way to wake up, a chocolate bar is a good way to eat and recharge, whiskas is a good food for your pet (and even better than natural food - more balanced, rich minerals and vitamins). Then, when they come to the store and see on the counter a fairly advertised product in this way, they buy it, because stereotypes have already been formed in their minds: “Everyone buys it. And I will buy, and I need. It's such a good way to have a snack, because how many people eat this way. "

Methods and results

Undoubtedly, the inevitability of a market economy is diversity; accordingly, advertising in such conditions is also inevitable for any manufacturer. Based on our analysis, we can distinguish as a result the following types of manipulations in advertising (see Table).

Table

Types of manipulations in advertising

1. Creation of the illusion of awareness of the proposed product.
2. Manipulation of scientific facts in order to prove that this product is the best.
3. Endowing the product with certain socially significant properties.
4. Introduction of the name of the product or the advertising slogan of the product into the active vocabulary of the consumer.
5. Creation of the myth that "everyone does it".

Conclusion

Summing up, we can say that in our time, manufacturers of various goods and services constantly resort to various kinds of manipulations, because with the development of the advertising sphere, consumer consciousness also develops, old tricks stop working.

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SYMBIOSIS OF THE STATE AND BUSINESS IN THE CONDITIONS OF THE DIGITALIZATION OF THE ECONOMY

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Abstract: The article examines the interests of the state and business in the context of the digitalization of the economy, the problems of the transition period and the directions for their solution.

Keywords: digital economy; digital technologies; business

СИМБИОЗ ГОСУДАРСТВА И БИЗНЕСА В УСЛОВИЯХ ЦИФРОВИЗАЦИИ ЭКОНОМИКИ

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Аннотация: В статье рассматриваются интересы государства и бизнеса в условиях цифровизации экономики, проблемы переходного периода и направления их решения.

Ключевые слова: цифровая экономика; цифровые технологии; бизнес

Introduction

With the digitalization of economic processes, Russian companies find it increasingly difficult to maintain competitiveness. The development of the digital economy is pushing business and the government to make changes associated with the need to adapt to new operating conditions.

The term digitalization means transformation of information into a digital form. This transformation in the economic sphere is shaping the digital economy. The digitalization of the economy has a positive effect on business in many ways: costs are reduced, the efficiency and level of automation of processes increase, and the company's competitiveness increases.

The goal of the study is to establish the role of the state and business in the transition to the digital economy and to find ways to solve the problems of transformation. The study analyzes the main directions of business and state development in the digital economic sphere and identifies their main problems.

The business transition to the digital economy is complex and capital intensive. Among the main problems of the transition period, one can single out: the need to introduce new technologies into business processes, searching and training personnel, and information security.

Solving the problems of business digitalization is impossible without the state assistance. Business transformation problems negatively affect the national economy, slowing its growth. The development of the digital economy is a prerequisite for the progressive movement towards increasing the efficiency of both business and society as a whole.

Theoretical framework

According to a World Bank report, the digital economy is a system of economic, social and cultural relations based on the use of digital information and communication technologies [5].

The digital economy is based on digital information and communication technologies based on the representation of signals by discrete analog levels. Among them are: big data, blockchain, virtual and augmented reality systems, and internet of things [4].

There are a lot of tools with which the concept of the digital economy can be implemented in practice, and most of them involve the comprehensive integration of digital information technologies and real economic processes at the level of states, markets and companies.

Under the influence of the digital economy, the elements and principles of doing business are changing: customers, competition, data, innovation and value. Intra-industry competition is growing, markets are expanding, and the competitiveness of industries in individual countries on world markets is increasing. Digitalization affects the requirements for the quality of the provision of products or services, it is easier for the consumer to track and compare them with the products of competitors. The labor market is changing: new professions appear, the market becomes more mobile.

Methods and results

Digitalization affects both microeconomics and macroeconomics. Business needs to transform in a timely manner to meet changing conditions, to maintain its place in the market and further growth of the company. The state and regions need to stimulate business, paying special attention to small and medium-sized companies, which are the locomotive of the development of national and regional economies.

In this study, we analyzed the main state programs in the field of digital economy and their implementation, statistics on the introduction of digital technologies in business and market development trends.

On the business side, digitalization of business processes is recognized as necessary, but it is a long and complex process. According to a study by the NAFI Analytical Center, most companies are aware of the need to transform business processes and are already introducing new technologies, but a fairly large share of organizations is not ready for dynamic transformation. Only 65% of interviewed Russian organizations in 2019 used the Internet as an instrument for promotion, more than 33% of companies do not use information security instruments [1].

The analysis revealed that many managers are psychologically and financially unprepared for transformation towards digitalization of business processes, because this requires a revision of the organizational culture, management practices, as well as significant investment. Only 45% of managers recognize the need to conduct digital literacy courses for employees: in the field of computer literacy, CRM systems, general knowledge in the digital economy.

In addition, digitalization has enabled many companies to transform industries and create digital platforms (Uber, Netflix, OZON). Every year the number of such platforms in Russia is growing; they are used as the main channels of interaction with potential customers. Digital platforms in comparison with the rest of the business have a clear competitive advantage and are more convenient for consumers. The emergence of such platforms within the industry significantly reduces the competitiveness of organizations that do not have sufficient digital equipment.

Accordingly, the business is faced with many problems, including: a lack of highly qualified personnel, increased competition, the emergence of new competitors in the market due to the development of digital platforms, the unpreparedness of the organizational culture of the organization for changes in internal processes, lack of funds for the implementation of digital technologies.

As for the state, it is interested in transforming business towards digitalization. At the moment, the national project "Digital Economy of the Russian Federation" is being implemented in Russia, aimed at increasing the availability of information and telecommunications infrastructure for all organizations, as well as increasing costs for the development of the digital economy. The project is financed both from the federal budget and from extra-budgetary sources, however, more than 67% are from the federal budget. The project is being implemented slowly; for September 2020, budget execution is about 20%. The targets for 2019 have not been met. The share of households with broadband Internet access from 2017 to 2019 changed from 72.6% to 73.6%, while the target for 2019 was 79%. This suggests that at the moment government measures to develop the digital economy are not sufficiently ineffective.

According to the Strategy for Scientific and Technological Development of Russia until 2035, the development of digital production technologies, the development of systems capable of processing large amounts of data, artificial intelligence and machine learning are among the priority areas.

As the study shows, at this stage, government measures to stimulate the development of the digital economy are not effective enough. However, it is worth noting the interest of the state in digitalization, the development of digital technologies and highly qualified personnel.

Businesses face high financial costs in the process of transformation and introduction of new technologies. The high speed of technology development forces us to constantly modernize and improve the digital security of the business and build a strategy for introducing new tools into the business environment.

Conclusion

Business and the state are closely interrelated and only through joint efforts is the effective and dynamic development of the digital economy possible.

The solution of problems can be facilitated by adjusting the state and regional policy in this area: the introduction of additional benefits for small businesses, the development of new programs for small and medium-sized businesses, the digitalization of state and municipal services.

On the part of the business, it is necessary to introduce courses into the work process to increase the digital literacy of employees, develop digitalization strategies that should contain clear management tasks and not run counter to the overall development strategy of the organization.

Without the joint efforts of the state and business, transformation towards the digital economy is impossible. Timely adaptation to external conditions will allow business to increase labor productivity and efficiency of activities, and the state will increase the rate of GDP growth and the welfare of society.

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УДК 7.06

THE IMPACT OF AN OUTBREAK OF A NEW CORONAVIRUS ON ART

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Abstract: The authors consider the emergence and development of the new coronavirus outbreak, its impact on the formation of difficulties and advantages in the field of fine arts, in particular in the emergence of new genres of modern and digital art. Many contemporary artists express their thoughts and beliefs through the lens of visual content. Such opinions may have a positive or negative impact on public understanding of the global pandemic.

Keywords: coronavirus, art; animation; pandemic; paintings

ВЛИЯНИЕ ВСПЫШКИ НОВОГО КОРОНАВИРУСА НА ИСКУССТВО

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Аннотация**:** Авторы рассматривают возникновение и развитие новой вспышки коронавируса, ее влияние на формирование трудностей и преимуществ для творцов в области изобразительного искусства, в частности, на появление новых жанров современного и цифрового искусства. Многие современные художники выражают

свои мысли и убеждения через призму визуального контента. Такие мнения могут иметь положительное или отрицательное влияние на восприятие общественностью глобальной пандемии.

Ключевые слова: коронавирус; искусство; анимация; пандемия; живопись

Introduction

Coronavirus is a disease that has affected the entire planet. Almost every sphere of human activity has been affected by this terrible pandemic. Art, as an important part of the spiritual development of mankind, has also undergone some changes. Some innovations have had a positive impact on art, while others have not. Because of the quarantine, new ways to create and see art have developed. Humanity is getting closer and closer to the availability of creativity. Our goal is to analyze how, as a result, different areas of contemporary art have changed due to the pandemic and how art ultimately affects society.

Theoretical framework

Any large-scale epidemic affected the economy, politics, and art. In the middle ages and the Renaissance, such allegorical subjects as "The dance of death "and "The triumph of death" became popular. Examples include the series of engravings "Images of death" by Hans Holbein the younger or "the Triumph of death" by Pieter Bruegel the elder.

Surprisingly, the cholera epidemic left a less significant mark on art. But the epidemic of "Spanish flu" in 1918 was reflected in painting. The most famous work is the painting "Family" by Egon Schiele. It shows the artist's wife, himself, and their unborn child. It is difficult to say how much Schiele anticipated death, but his wife died at the 6th month of pregnancy from a "Spaniard", and he died three days after her.

How the coronavirus has moved Russian theater into the future

The theater industry is going through a major crisis in the pandemic. On the one hand, a beautiful new world has begun. Theaters generously share videos and broadcast performances without an audience, but to a huge online audience. Independent artists come up with instagram performances, AR promotions and Skype workshops on dancing without touching in such numbers, as if only the coronavirus was expected. On the other hand, this is hell — there are huge budget deficits everywhere, actors and services are sent on vacation at their own expense, and non-state venues have nothing to pay rent with.

Musicians about life during the coronavirus

Music industry is one of the most vulnerable to the coronavirus pandemic. The ban on holding mass events excluded the possibility of basic earnings for promoters, musicians, club owners and other business participants. It's not just the rescheduling of festivals and cancellations of tours by Billie Eilish-caliber stars. For many musicians, concerts are the only source of income, and the cancellation of tours as the ban on public events in different cities of Russia comes into force can be fatal for them.

Everyone survives in the new reality in different ways: online concerts were given by Basta, "Bi-2" and Leonid Fedorov. The GOST sound label opened an account on the Patreon donation service. The Pain festival conducts a stream marathon "Quarantine is pain". The Doing Great Agency launched an online concert platform.

Whatever it all ends, it is already clear that the music industry will change once and for all. What can ordinary listeners do? Support musicians: make donations, do not miss online events, if possible, do not ask for a refund for a ticket to a postponed or canceled concert, and listen to music in streaming services.

Methods and results

In recent time, world of art is more connected with society than any time before. There are already many websites for modern artists such as "DeviantArt" [7] for example. Nowadays many people use artist's works in design especially. Modern culture is collaboration of art, worldwide news and sometimes politics. Therefore, such events as Covid-19 in our life are vividly reflected in art. Today we are going to realize how great pandemic influenced on art. To begin with it would be good to notice that most of artworks are made in digital, it is connected with modern demands. Our planet is crowded by artists and most of them haven't some 10 years for one great painting. Community requests fast and productive work and most of artists haven't got any alternatives. This is another case for reactionary nature of modern art.

To begin discussing the issue we must understand different details such as a "humanization" or "humanisation" trend. This movement has been rising among artists since 2010-s and is actual now. Humanisation usually means rethinking of some object and representing it like some person or mascot. In 2018 humanisation of Earth (Earth-Chan generally designed by Plasbott [8]) became a cultural-massive event with main theme: populating eco-positive worldview among all users of the internet by romanticization of Earth. Now in 2020 humanisation of Covid-19 has become equally popular. However, that humanization of Covid-19 is harmful for people's perception. The general problem is connected with romanticization of dangerous virus. Also we need to speak about the influence of the disease on comics. In our society short comics on social or humorous themes are especially popular but the period of pandemic showed us very interesting evolution of topics for comic shots. As an example we can address one artist with whom one of the authors has been familiar with for several years. The main theme of Alexander Belov's works was Postapocaliptica and apocaliptica. During pandemic he developed the topic of bio-apocaliptica and one of his art became comic-meme due to topicality. His group on the "VK" (social network Vkontakte), named "The last world of industrialization ART" [6] is the most popular place for his creations. Unfortunately, only 595 people know and support him.

Moving on to the most importand works, situation is more positive. Unlike humanisations in which young artists neglected the danger of Covid-19, the number of famous internet artists finished and showed us works appealing to the feelings. Most of them are devoted to medics, who day by day fight with the disease. For example, we can use Guangjian Huang's art. [1]

Business connected with paintings

The traditional art environment-auction and exhibition halls, social events, art experts seemed too snobbish to many new wave buyers and repelled them; [3] thanks to the development of online projects, these people were spared the need to immerse themselves in an alien atmosphere. If buyers of previous generations are used to close contact with art consultants, the collector of the new formation is noticeably more introverted, independent, and has a different approach to finding and processing information. [2] It is more comfortable for them to ask Google than to call an art dealer. He conducts his own research and, as a rule, is well versed in the tofig.

Film and animation producing

It can already be admitted that the coronavirus has done a good job in this area, putting the film industry on the edge of the abyss, beyond which some other life awaits it. The cancellation of film festivals takes place one after another. They promise to return – but it seems that the moment of truth has come for them, and they will not be able to return to their former guise. Festivals are not just a parade of films. They are embedded in the production chain in about the same fundamental way as a card in a house of cards: pull one out, everything collapses. It is no coincidence that the May Cannes still assures that it will definitely take place. Because the premiere in Cannes is the beginning of commercial success, premieres at the box office are tied to it, it depends on the prizes and the press how many people will see the picture, whether it will multiply the money spent on it. And the Cannes Film Market?! It is here that future projects are sold in embryo, here merchants ask the price for new products, a freshly baked hit is promoted to the masses. Therefore, the professionals of the film markets are already thinking about an alternative. And these thoughts are very timely: cinema is rapidly going to the Internet. Without waiting for the official announcement of the cancellation of the Cannes Film Festival, leading production and distribution companies announced the creation of a virtual market on the site of the Cannes Film Market. [4]

Recently it became known that the US Animators' Guild will actually donate more than $ 200,000 to other participants in the film industry who have suffered from the coronavirus now or will need financial assistance in the future. It turned out that during a pandemic, the animation industry can feel very, very good.

The guild will pay $ 210,000 to other members of the IATSE, the International Alliance of Film, Theater and Allied Workers (a union that brings together representatives of the US and Canadian entertainment industries). [5]

“While many in the industry have been negatively impacted by the pandemic, most animation studios have not shut down,” The Animation Guild said in a statement. “And our Executive Council has decided that the members of the Guild, who are also part of the larger IATSE union, will pay their dues up front to support those in need.” In particular, a special Fund for Film and Television will receive 200 thousand dollars, in addition, another 10 thousand dollars will go specifically for the delivery of food to IATSE members. For studios and streaming services that want to make money from viewers forced to sit at home, the finished product is worth its weight in gold and animation as well. The success of the film “Trolls. World Tour” from DreamWorks Animation at online distribution. Watching this success, Warner Bros. decided not to postpone the premiere of Scooby-Doo at a later date, but to release the film immediately on VOD platforms. Thus, the development and support of streaming services directly affects the number of fees, viewers and new investors.

Conclusion

The man, as a versatile individual, has always been drawn to spiritual enrichment. Even in various limited situations and difficult events, people will not be able to completely give up music, movies, paintings, books, arts. After all, without this, our world would seem to be a gray everyday life. Art helps people survive illnesses and come together for a common goal. In other words, it is impossible to answer unequivocally whether the coronavirus has had a positive or negative impact on art, because it has become available to many, and many have had to limit themselves and give up their favorite business. No one can tell the future, but it is safe to say that art has undergone irreversible changes.

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MODIFIED SYNCHRONOUS THREE-PHASE GENERATOR FOR POWER SUPPLY OF AUTONOMOUS CONSUMERS

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Abstract: The analysis of existing generator types for power supply of autonomous consumers was carried out and the most suitable generator type for this function was determined. The generator type modification with mathematical modeling has been made.

Keywords: electric generator; power supply; autonomous consumers; mathematical modeling

МОДИФИЦИРОВАННЫЙ СИНХРОННЫЙ ТРЕХФАЗНЫЙ ГЕНЕРАТОР ДЛЯ ЭЛЕКТРОСНАБЖЕНИЯ АВТОНОМНЫХ ПОТРЕБИТЕЛЕЙ

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Аннотация: Проведен анализ существующих типов генераторов для электроснабжения автономных потребители, на основе проведённого анализа было определён тип генераторов, наиболее подходящих для этой функции. Произведена модификация данного типа генератора и осуществлено математическое моделирование.

Ключевые слова: электрический генератор; электроснабжение; автономный потребителей; математическое моделирование

Introduction

The Russian Federation has huge territory located in different climatic zones with the heterogeneous relief. Due to this, currently there is a problem of supplying electricity to remote and isolated objects (autonomous consumers).

There are different concepts for providing autonomous power consumers which are based on the distributed power generation principle in a certain narrow area with climatic factors and terrain.

Usually a high degree autonomous consumer's isolation is associated with both the remoteness of the main power systems and the inaccessibility of the area. Therefore, it is not possible to connect them to the main power systems for partial or full power supply due to the high cost of implementing these projects

Taking into account the fact that autonomous objects which need electrical energy are mainly located either in mountainous area or in the polar region or in the taiga, the use of semiconductor technologies for generating electrical energy is not rational, since their capacity depends on the area of the involved territory and the isolation level in some conditions is insufficient or these parameters are difficult to implement in the required volume.

Thus, it is necessary to modify the existing electromechanical converters (generators) to expand their functionality and improve their electrical performance

Theoretical framework

As a result of the sources analysis [1, 2], table 1 the advantages and disadvantages for the types of generators was compiled which are widely used in the power supply to autonomous consumers for the generating complex needs.

Table 1

Electric generators

Generator type	Advantages	Disadvantages
DC generator	- Generates direct voltage at once. - Variablemagneticflux	- Moving contact. - High price. - High economic costs. - Increased dimensions. - Low functionality.
Asynchronous generator with a closed-loop rotor	- Simple design. - Low cost.	-Availability of additional devices for generating. - Low value of efficiency. - Low functionality.
Asynchronous generator with a phase rotor	- Ability to maintain a constant value of the frequency of the generated current. - Variable magnetic flux	- Mobile contact. - High cost. - A difficult MS. - Low efficiency value. -Availability of additional devices for

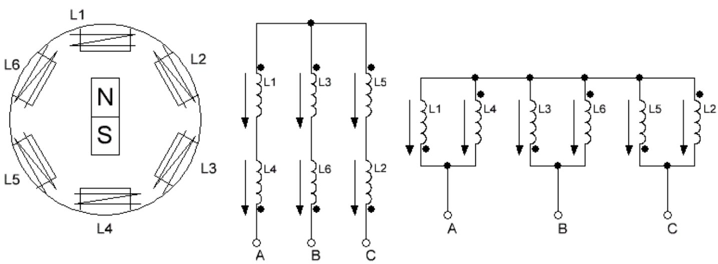
Generator type	Advantages	Disadvantages
		generating. - Low functionality.
Synchronous generator with electromagnetic excitation (EME)	- Variablemagneticflux	- Mobile contact. - High price. - Low functionality. - Availability of additional devices for generating.
Synchronous generator with magneto electric excitation (MEE)	-Lack of moving contact. - High reliability. - High value of efficiency	- High cost of permanent magnets. - Unregulated constant magnetic flux. -Low functionality

Taking into account all the advantages and disadvantages of the analyzed electric machines, it is rational to develop modified types of generators with extended functionality based on synchronous generators with MEE.

Methods and results

On the basis of synchronous generators with MEE, the modified three-phase generator was developed [3, 4] Fig.1, generating depending on the method of connecting the windings either double value of three-phase voltage or double value of three-phase current.

So when a different combination of stator windings is connected in series in groups L1-L4 and L3-L6 and L5-L2, one of the generated parameters increases, so with a serial connection, according to Fig.1b an increased current generation occurs and with a parallel one Fig.1c an increase in the generated voltage and in both cases an increase in the generated power occurs in proportion to the increased generated parameter.



a) b) c)

Fig.1 Three phase synchronous stepper generator

According to the mathematical apparatus presented in one of the previous works [4], we will perform mathematical modeling of the developed modified three-phase synchronous generator with MEE at the rotation speed of 20 rad /s (about 200 rpm), using the parameters of the VEM PEOR132S6 machine, we obtain the following current dependences on the generator winding (Fig. 2), the total generated current and voltage (Fig. 3).

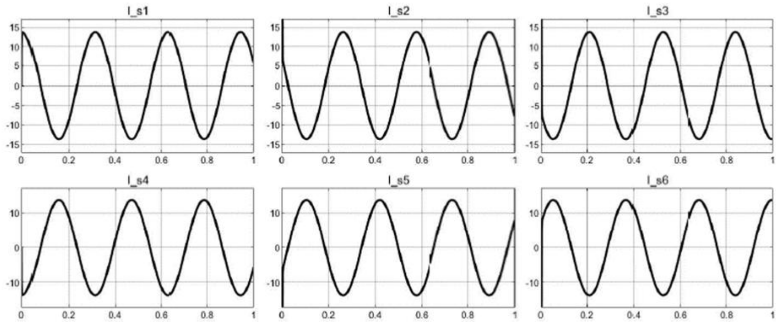
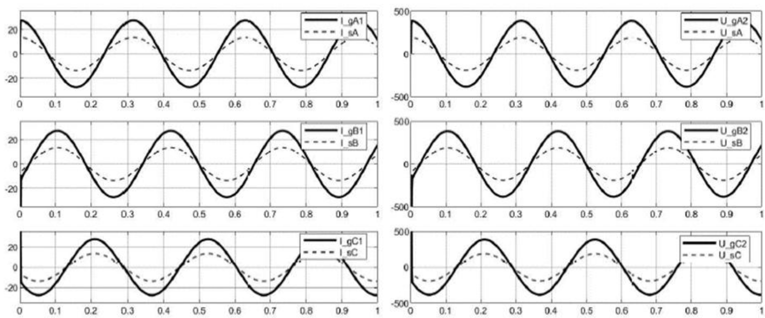


Fig.2 Three phase synchronous stepper generator

So Fig.3a shows the behavior of the generated parameters - currents in phases with the stator winding parallel connections. According to the graph, the generated currents are added and its value doubled.

Fig. 3b shows the graphs of the generator voltages when the stator windings are connected in series in phases. According to the graph, the generated voltages are added and their total value doubled.



a) b)

Fig.3 Generated voltage current at different stator winding connections

As you can see from the graphs presented in Fig. 2 and 3, the generated parameters doubled with different connections of the stator windings which confirm what was said in the previous statement for this generator type.

Conclusion

As a result of the work, the analysis of existing electric generators which are widely used in the power supply of autonomous consumers was carried out and the three-phase synchronous generator with MEE with the modified stator design was developed which allows us to increase the generated parameters of current, voltage and power by 2 times depending on stator winding connections method. Mathematical modeling for this generator type was also done.

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DAS URSPRUNGSLAND DER WAREN ALS SCHLÜSSELELEMENT DER ZOLLTARIFREGELUNG IM AUSSENHANDEL

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Abstract: In diesem Artikel wird die besondere Aufmerksamkeit der Bestimmung des Ursprungslandes von Waren geschenkt, denn es ist ein wichtiger Aspekt der Tätigkeit der staatlichen Organe und ist gleichzeitig das Instrument zur staatlichen Regulierung des Außenhandels und der Außenwirtschaftstätigkeit. Es werden die Ziele und Prinzipien der Bestimmung des Ursprungslands sowie die Bestimmung des Ursprungslands analysiert.

Schlüsselwörter: Ware; das Ursprungsland der Waren; Zolltarifregelung; Freihandelszone; Außenhandel

СТРАНА ПРОИСХОЖДЕНИЯ ТОВАРОВ КАК КЛЮЧЕВОЙ ЭЛЕМЕНТ ТАМОЖЕННО-ТАРИФНОГО РЕГУЛИРОВАНИЯ ВНЕШНЕТОРГОВОЙ ДЕЯТЕЛЬНОСТИ

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Аннотация: В данной статье особое внимание уделяется значимости определения страны происхождения товаров, потому что это является ключевым аспектом деятельности государственных органов и инструментом государства при регулировании внешнеторговой и внешнеэкономической деятельностей. Раскрыты цели и принципы определения страны происхождения, а также назначение определения страны происхождения.

Ключевые слова: товар; страна происхождения товара; таможенно-тарифное регулирование

Einführung

In der postsowjetischen Periode wurde der Begriff „das Ursprungsland von Waren“ nach einigen Phasen im Zollkodex der Eurasischen Wirtschaftsunion (EAWU) endgültig verankert.

Theorie

So war zum Beispiel dieser Begriff in dem zuvor geltenden Zollkodex der Zollunion legal und lautete wie folgt: „das Ursprungsland von Waren ist das Land, in dem die Waren vollständig hergestellt oder ausreichend verarbeitet wurden“ [3]. Diese Definition hörte jedoch nach dem Erlöschen der Rechtskraft der Zollunion auf, legal zu existieren.

Dementsprechend wurde der Begriff „das Ursprungsland von Waren“ im gegenwärtigen Zollkodex der EAWU ausgeschlossen und bekam laut diesen Veränderungen statt den legalen einen doktrinellen Status.

Es sei auch über das Abkommen der Regierung der Russischen Föderation, der Republik Belarus und der Republik Kasachstan vom 25.01.2008 (Absatz 4 Punkt 1 der Regeln für die Definition von „Ursprungsland von Waren“) zu erwähnen. In diesem Abkommen wird das Herkunftsland der Ware als das Land definiert, in dem die Waren vollständig hergestellt oder entsprechend den Kriterien für eine ausreichende Verarbeitung der Waren gemäß den Regeln verarbeitet wurden. Es ist erwähnenswert, dass dieses Abkommen für Waren aus Drittländern gilt (ausschließlich der Waren, die aus den Entwicklungsländern und den am wenigsten entwickelten Ländern sowie aus den Ländern stammen, die zusammen mit den Vertragsstaaten des Freihandelsabkommens erwähnt sind).

In Bezug auf das obengenannte Abkommen der Regierung der Russischen Föderation, der Republik Belarus und der Republik Belarus vom 12.12.2008 gilt eine Ware als die Ware des Herkunftslandes in folgenden Fällen:

a) Wenn sie vollständig in einem bestimmten Land hergestellt wird;

b) Wenn sie in einem betreffenden Land mit Rohstoffen, Halbfabrikaten oder Fertigprodukten aus einem anderen Land oder Waren unbekannter Herkunft hergestellt wird, unter den Voraussetzungen, dass diese Waren im betreffenden Land ausreichend bearbeitet oder verarbeitet wurden. Dieses Abkommen gilt für die Waren, die aus den Entwicklungsländern und den am wenigsten entwickelten Ländern stammen.

Schließlich ist das Herkunftsland in der Vereinbarung der Regierungen der GUS-Staaten vom 20.11.2009 (Absatz 2.1 der Regeln für die Definition „des Ursprungslandes von Waren“) ein Vertragsstaat, in dem die Ware gemäß den genannten Regeln vollständig hergestellt oder ausreichend bearbeitet / verarbeitet wurde. Diese Vereinbarung gilt für die Waren, die aus den genannten Ländern stammen und zu den Vertragsparteien des Vertrags über der FHZ vom 18.10.2011 [1] gehören. So ermöglicht die Anwesenheit von identischen Merkmalen in lokalen Definitionen eine allgemeine Definition „des Ursprungslandes von Waren“ zu entwickeln, lässt sich dabei ihren Status im Zollkodex der EAWG wiederherstellen.

Methoden und Resultate

Zusammenfassend könnte man schließen, dass jede von oben erwähnten Definitionen des Ursprungslandes der Ware nur im Rahmen der Vereinbarung gilt, in der sie verankert wurde. In dem aktuellen Zollkodex der EAWU gibt es jedoch keine Definition des Begriffs „das Ursprungsland von Waren“, wodurch sie ihren legalen Status verloren hat und doktrinell auslegt wird.

Die Definition von „Ursprungsland von Waren“ verfolgt mehrere Ziele:

1) Durchführung von frachtpflichtigen und nichttarifären Maßnahmen zur Regulierung der Einfuhr von Waren in das Zollgebiet der Mitgliedstaaten der EAWU und der Ausfuhr von Waren aus diesem Gebiet;

2) Schutz der inländischen Hersteller vor der Konkurrenz von ausländischen Waren;

3) Auffüllen des Budgets durch die Erhebung von Zöllen für importierte und exportierte Waren;

4) Aufrechterhaltung eines Gleichgewichts von Angebot und Nachfrage nach Waren;

5) die Stabilisierung der Preise durch restriktive und prohibitive Methoden.

Was bezüglich der Prinzipien zu ergänzen ist, so basieren sie sowohl auf der bestehenden internationalen Praxis als auch auf der Grundlage des Völkerrechts und der Gesetzgebung. Zur Zeit wird das Verfahren zur Bestimmung des Ursprungslandes von Waren durch die Gesetzgebung der Verbände von den Staaten, zum Beispiel der EAWU, festgelegt [2].

Je nach dem Ursprungsland von Waren gelten bestimmte Tarifpräferenzen, die in Form einer Senkung der Einfuhrzölle oder in Form einer Befreiung von der Zahlung gewährt werden. Zu den Ländern, deren Waren Zollpräferenzen haben, gehören Entwicklungsländer (Indien, China, Korea usw.), die am wenigsten entwickelten Länder (Malediven, Nepal, Liberia usw.), die Länder, die zu einer Freihandelszone (FHZ) zusammen mit der EAWU (Vietnam, Serbien, Iran usw.), sowie die GUS-Staaten, die Mitglieder der FHZ von den GUS-Staaten.

Für alle möglichen Fälle der Gewährung von Tarifpräferenzen werden die Bedingungen in der Gesetzgebung vorgesehen, die für verschiedene Fälle individuell sind. Die Präferenzen, zum Beispiel, sehen in Bezug auf die Entwicklungsländer so aus: Die der Präferenzregime unterliegenden Länder der EAWU haben Recht auf 75% der Einfuhrzölle nach Zolltarif der EAWU. Und für Waren aus den am wenigsten entwickelten Ländern gilt der Zollsatz von Null von den Einfuhrzöllen. Für die Mitgliedsländer der FHZ werden die Präferenzzollsätze durch Vereinbarungen über die Schaffung der FHZ bestimmt.

Die Art der Regeln für die Bestimmung des Ursprungslandes von Waren und die Ergebnisse der Bestimmung des Ursprungslandes von Waren haben Auswirkungen auf die Gewährung der präferenziellen Handelsvorteile, die Bildung von Handelsströmen, sowie die Arbeit der Zollbehörden. Diese Regeln können so aufgestellt werden, dass sie sowohl zur Einschränkung für die Entwicklung des Handels als auch zu ihrer Expansion dienen könnten.

Daher können sie angewendet werden und werden oft als Instrument der Handelspolitik verwendet.

Zusammenfassung

Zusammenfassend könnte man sagen, dass der Verlauf des Handels zwischen den beteiligten Ländern durch die Entwicklung des Freihandelsabkommens und die damit verbundenen Regeln der Definition des Ursprungslands von Waren beeinflusst wird.

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INTRODUCTION OF THE ELECTRONIC VERSION OF THE DU-46 JOURNAL ON THE RAILWAY

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Abstract: This article discusses the introduction of the electronic version of the journal DU-46. The data with the calculation of economic efficiency and analysis of the effectiveness of this implementation are given.
Keywords: railway; digitalization; journal

ВНЕДРЕНИЕ ЭЛЕКТРОННОЙ ВЕРСИИ ЖУРНАЛА ДУ-46 НА ЖЕЛЕЗНОЙ ДОРОГЕ

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Аннотация: В данной статье рассмотрено внедрение электронной версии журнала ДУ-46. Приводятся данные по расчету экономической эффективности, а также даётся анализ эффективности этого внедрения.
Ключевые слова: железная дорога; цифровизация; журнал

Introduction

Many compulsory documents at railway station are used to provide safe and reliable operation. One of the documents is the DU-46 journal which is used at every railway station. It is designed to record all the faults that occur in the CTC devices, the track, the contact network, also the results of inspections of devices, the performance of track work at stations and adjacent stages are included.

The purpose of the article is to determine the feasibility of introducing an electronic version of the journal DU-46, and the tasks are to calculate the economic effectiveness and analyze the result.

Theoretical framework

Now all stations use paper version for this logbook and the station uses48 journals per year approximately. Therefore, these are costs such as:

– costs for printing services;
– the cost of delivering journals to the stations;
– storage of spent journals of the DU-46 form;
– recycling of journals over the terms of their storage;
– human labor costs.

Methods and results

To reduce the economic costs of creating, using and storing the journal of the DU-46 journal, it is proposed to introduce its electronic version. For its functioning, it is proposed to create an automated information system for automated control systems. It will be unified for managing and maintaining an electronic journal of the DU-46.

When using such an automated system, in addition to economic costs, the risks of accidents will be minimized. The risk of a breach of safety will be reduced because when filling out paper forms DU-46 in the workplace there will be concentrations of people from related departments for processing journal entries, which leads to distraction from the attendant duties and potential accident situations.

In 2019, the West Siberian Directorate purchased 3,500 pieces of DU-46 journals at a price of 54.50 rubles. From all this, we can conclude that the amount for the purchase of this form of journal is equal to:

$$3500 \times 54{,}50 = 197\ 750\ rubles.$$

However, the use of the electronic version of the journal requires the implementation of software and protection against unauthorized access to information on personal computers. Therefore, it is necessary to calculate the implementation of an automated management system for the electronic version of the DU-46 journal and see the economic effect of its implementation. We will calculate the funds for one year.

For software development, we will involve employees of the information and computing center, they will help with the creation of software. Protection system and encryption will be engaged by the company "Infotex".

«Infotex» is a company that develops and manufactures high-tech software and hardware-based information security tools. Their security solution is ViPNet technology– a VPN solution for secure data transfer in a secure network. At the moment, this technology is the most reliable solution in the Russian information security market.

Table 1 shows the software and the cost of their licenses.

Table 1

Software

№	Software	Cost, rubles	Additional functions
1	ViPNet Client for Windows	9740	Protecting user jobs
2	ViPNet SIES Core 2.x	19200	Technical support service

Calculation of funds spent on purchasing software data:

$$9\,740 + 19\,200 = 28\,940 \; rubles.$$

This amount of expenses will only go to one station on the West Siberian railway. Expenses for the road as a whole, which includes 293 stations, will be as follows:

$$(9\,740 + 19\,200) \times 293 \; = 8\,479\;420 \; rubles.$$

This amount is more than the annual savings, but this amount goes to data security, which is very critical for the railway. Access to the paper version is less secure. The possibility of forgery is high, the chance of damage to the magazine is also high, and with such a system, there will be authorized access for each registered user from their workplace.

Calculation for the maintenance of personnel who will be engaged in software development. To create the software, we will take 2 software engineers and 2 technologists who are needed to prepare documents for this software with its technical familiarization and implementation at the station. Such employees work with an average salary of 60 thousand rubles per month. The development of an automated control system will take a year.

Since our program requires clear cooperation with adjacent systems of the station, it will have to adapt it to other systems so that when sending information to another system, the other system will be able to read what the employee sent.

In 2020, the norm of working time per person is 165 hours per month. You can determine the hourly pay of a software engineer and technologist. Since we took the salary for two software engineers and two technologists on average 60 thousand rubles, their hourly pay will be equal to:

$$\frac{60\,000}{165} = 363{,}64 \; roubles.$$

Table 2 shows the wage fundfor software developers.

Table 2

Wage fund

Stage	Number of hours	Tariff rate, rubles per hour	Cost of stage, rubles
1.Problem statement	16	363,64	5 818,24
2.Algorithm and structure development	50	363,64	18 182
3.Program encoding	1000	363,64	363 640
4.Program debugging	500	363,64	181 820
5.Preparing of program documentation	200	363,64	72 728
TOTAL:	1766	-	642 188

With a usual 40-hour workweek, the development of such software will take 44 weeks when working 5 days for 8 hours.

After that, you need to calculate the cost of software development:

$$642\ 188 + 8\ 479\ 420 = 9\ 121\ 608\ rubles.$$

Thus, the advantages of implementing the electronic version of the DU-46 journal:

–high-quality, timely provision of information;
– increase the speed of information transfer;
–elimination of double entry of information;
– creating an information environment with other systems;
– providing paperless operation technology;
–convenient user identification procedure;
–high-quality security system;
–elimination of risks fortransport security violation.

There will also be the possibility of remote interaction of personnel with the system in the event of various kinds of epidemics and quarantines, which is now an urgent problem. But there are also disadvantages of such a system:

– high economic development costs;
– system failures that occur.

Conclusion

Thus, in this article, the economic efficiency of the introduction of the electronic version of the DU-46 was journal considered. From an economic point of view, this project is not effective, but the feasibility of introducing it is of great importance, which proves a large number of advantages of this system.

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УДК 336.71

THE EFFECT OF CORONAVIRUS INFECTIONS ON THE USE OF CONTACTLESS PAYMENT METHOD

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Abstract: The article discusses the successful development of a contactless payment method due to the pandemic, since currently millions of people around the world use bank cards, as well as the main problems of a contactless payment method. It was revealed that the majority of students use contactless payments. It was concluded that contactless payment will develop in the future if banks pursue an active marketing policy and attract more and more customers to secure contactless payments.

Keywords: technological progress; future society; technology development; corona virus; contactless payment

ВЛИЯНИЕ КОРОНАВИРУСНОЙ ИНФЕКЦИИ НА ИСПОЛЬЗОВАНИЕ БЕСКОНТАКТНОГО СПОСОБА ОПЛАТЫ

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Аннотация: В статье рассмотрено успешное развитие бесконтактного способа оплаты за счёт пандемии, так как в настоящее время миллионы людей во всём мире пользуются банковскими картами, а также основные проблемы бесконтактного способа оплаты. Выявлено, что большинство студентов пользуются бесконтактной оплатой. Был сделан вывод, что бесконтактная оплата будет развиваться в

дальнейшем, если банки будут проводить активную маркетинговую политику и привлекать всё больше клиентов к безопасной бесконтактной оплате.

Ключевые слова:технический прогресс; общество будущего; развитие технологий; коронавирус; бесконтактная оплата

Introduction

In the modern world, technological progress and views on the future are an urgent topic, they require study and research. Modern technologies have a significant impact on humanity which allow us to develop ourselves as well as develop numerous areas of our life including the economy.

Today almost all of humanity uses debit or credit cards. And Russia is the first country in the world using contactless and digital payments. In our world many things can happen that others do not expect, such as corona virus infection which all doctors and scientists are trying to defeat. The virus is transmitted not only through the air but also remains on clothing, handrails and even banknotes.

Theoretical framework

Undoubtedly the problem is very relevant now because everything is happening right before our eyes we see it every day and face a direct threat. But thanks to new technologies we have greatly simplified our life; remote work and contactless payment are a great way to save ourselves.

Contactless payment method appeared in 2002 and in Russia appeared much later 12 years ago, in 2008. MasterCard presented the first contactless technology and banks started issuing special cards. If earlier people with such a map were viewed as aliens, now it is an integral part of our life. The number of payment transactions has increased due to various gadgets, key chains, smart watches and even rings.

Now many students began to buy food at the University or in malls paying by card and not using money. In the metro people are much less likely to buy tokens and began to pay by bank transfer, putting your gadget or card to the turnstiles.

According to the survey conducted among students of the NSTU faculty of business, the following results were obtained (see Fig.).

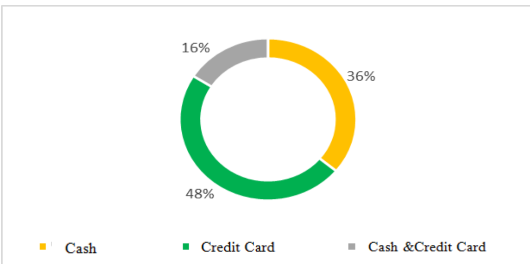

Fig. Methods of funds more often used by students

194 students participated in the survey and the survey was conducted using the Google Forms system. As you can see the predominant part of the chart is with non-cash payment.

Of course, cashless payments have their disadvantages, but they are directly related to the user. Recently, thefts of funds from Bank cards have become more frequent. Cash is easy to lose or it can be stolen. If a debit card or any other card is lost, you can block it in a certain banking application and your money will not be lost.

Another advantage of contactless payment is its speed. If you compare the maps to the terminal and how long will you give delivery, there is no doubt contactless card will win because it just removes exactly the amount of money you spent.

Contactless payment can solve most of the problems faced by users of simple cards. And we need to expand the infrastructure for implementing this system so that absolutely everyone can use it.

Very often, contactless payments are used at gas stations and in the entertainment sphere such as shopping. Today, more and more people stay at home and often use online stores. In this case, not only contactless payment is used but also money transfer operations from one current account to another.

At the moment you can pay for your purchases in a contactless way absolutely everywhere, in every corner of the city or the country as a whole. Even small businesses and kiosks have contactless payment terminals which makes life easier for those who rarely carry cash. These terminals are installed at railway ticket offices, pharmacies and grocery stores and restaurants bring you a terminal to pay for it. Cinemas and convenience stores also have contactless payment terminals. Now it is difficult to find a place that accepts payment only in cash.

Contactless payment is not only a card that your Bank account is linked to but also social cards such as a pensioner's, disabled person's or student's card. Public transport has its own special terminals for reading such cards. Contact with other people's banknotes or iron money in this case does not occur.

Methods and results

Everyone knows that the whole world has undergone huge changes due to the pandemic. Natural conditions have become much better, people have stopped polluting the environment for some timeand animals in many countries have started to go to the shores of the seas, to cities and villages. The pandemic also had a significant impact on the economy of many countries, for example, many Russian banks switched to partial remote work, and closed some branches that had minimal customer visits. In response, many banks have started offering more and more contactless services. For example, the Bank "Opening"(Otkritie) in absolutely all the types of cards has embedded chips and contactless payment, the customer only need to choose the type of card. URALSIB Bank issued almost all debit cards, as well as salary and pension MIR cards with PayPass technology [2].

The international information Agency RIA Novosti has revealed a huge increase in contactless payments against the background of coronavirus infection. Starting from January to March 2020, the percentage of contactless payments was 86%, and in 2019 this figure was only 58% [6].

The MasterCard payment system conducted a survey that revealed the percentage of people who started using contactless payment as well as completely excluded the use of cash etc. The survey involved 1,600 people from 150 localities in 50 regions of Russia. According to the survey 43% of Russians have become much less likely to pay in cash during the coronavirus pandemic, 22% have completely stopped using cash, using only Bank cards, 36% of people use their smartphones to pay. Some started using watches and bracelets for payment – 7% of respondents as well as Google Pay services-44%, Apple Pay-33% and Samsung Pay-11% [5].

However, not all Russian citizens know how to use with digital technologies as a third of respondents considered contactless payment methods unsafe. Over time, it is necessary to train the population in digital literacy and then we will definitely be able to get even closer to the technologies of the future.

Conclusion

We can say with complete confidence that Pay services are becoming more and more popular among all ages. Ernst & Young predicts that by 2035 almost all transactions will be made using contactless payment, i.e. gadgets or rings. It is important for people to take care of their future so that technologies do not cloud the human mind and thus spoil the environment [1, p.173]. Even now you can see that using gadgets as payment is becoming a common action. And Russia actively developing its market is open to innovation and cooperates with popular technology organizations so that users of various types of cards can pay in the way they like. The state policy of the Russian Federation also contributes to the development of the information services market. Today the basic documents for information development society in Russia are "The development strategy of information society" and the "Digital economy of the Russian Federation" whose primary purpose is the investment and support information innovation [3].

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ONTOLOGICAL GLOBAL CRISIS IN IT-SOCIETY

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Abstract: The paper states technology implication in modern society. The IT policy would result in instant crisis and development of postmodern ontology of plural possibilities.
Keywords: society; IT; crisis; implication; postmodern ontology

ОНТОЛОГИЧЕСКИЙ КРИЗИС ЦИВИЛИЗАЦИИ В ЦИФРОВОМ ИНФОРМАЦИОННОМ ОБЩЕСТВЕ

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Аннотация: Статья посвящена проблемам технологизации современного общества. Проводимая политика внедрения инновационных технологий приведет к кризисным явлениям и плюралистической постмодернистской онтологии
Ключевые слова: общество; информационные технологии; кризис; внедрение, постмодернистская онтология

Introduction

Modern society, especially in Russia, accepts IT as a major perspective of its development. Modern gadgets are widely used in professional and everyday activity. IT implication is a general tendency, and it attaches various spheres of human being. Recently Russian government has accepted a perspective of state service providing IT forms for value papers and all operation, bills and other documents. Many specialists accept it enthusiastically. Nevertheless all processes in society as a rule have an ambiguous result. We see no reason to accept IT format and service implication. Thus IT adaptation is regarded as a simple fantasy for an absence of sane reason to be used so widely.

IT influence is an urgent problem. Its implication is inevitable, though its solution may help to make a strategy for politics planning.

Theoretical framework

Modern researchers often accept the development of technologies and IT implication as a sign of progress [4]. There is a notion, that IT lead to the following stage of evolution, A. I. Shpicberg, K. A. Zhumagalieva and N. A. Stefanova assert it [5; 6]. On the other hand A. Nikitin finds, that human society is not ready for rapid changes caused by IT implication [3]. This controversive situation needs a precise research.

Methods and results

This research has been done under the major observing approach of classical science. Choosing facts of assertion is the prominent technic of argumentation in this paper. We use the methods of analysis, observation, prognostication, the chain of causes and results in practice of this research, choosing the most crucial spheres of IT influence.

IT development has resulted in various progressive effects upon social trends. We see globalization as a leading trend. Its progress is determined by the politics of “open societies”, proposing IT as a clue. There are various ways in communication; the social dialog is increasing, which may result in pivotal transformations. The spirits of human being constantly increases. IT represent a guide for esthetic influence. Individuals accept much of ideas and forms provided by its availability. Information technologies intensify social contacts. In Russia their implication is accepted as a mover of intense economic development. These expectations are feasible. Wide scale economic projects are implemented. We predict instant reduction of many operations in economic and social sphere as a result of IT implication an society ontological transformation. On the contrary, there is no clear answer to the question of future achievements in the course of economic and social crisis. We may also suffer the ontological crisis caused by contradictory tendencies causes by IT society. The inhabitants live in the world of symbols and operational links. IT surroundings create an illusionary background, in which individuals often make false conclusions. This trend is accepted as the postmodern plural ontology characterized by the temporal and matter disordering. All positive economic tendencies in IT implication do not withstand the causes of social influence. Thus IT implication future and its results are unclear. IT environment induce a notion of mess and chaos. We often observe individuals under the stress in IT society conditions. Unlimited possibilities in the course of postmodern plural ontology with all its fatal metaphysics.

IT implication in politics attaches the sphere of public relations and communication. IT is expected to stay a universal means of communications with no long term changes.

In economics we expect ontological evolution towards new forms with changing basic pints of control. Under the influence of new social ontology it changes values greatly. There appear new notions of money. This phenomenon is notably identified with temporal processes of intensification. Economics itself may endure ontological changes, meaning system changes. Symbolic notions will not take part in collaboration. The economic ontology will endure anthropology. Any sphere of the individual environment will turn into economic operation. Thus IT implication would result in total operationalize as a conceptual point of civilization. Values would continue to become of social environments.

Of cause, besides the trend of metaphysical background, IT implication in economics would be represented by new strategies and projects, in which IT implication is supposed to be leading and determinant.

The best possibilities of IT implication are found in medicine. They are used either in management or in practice.

In education, a most delicate anthropological sphere IT implication has already caused multiple discussions and negative attitude. Students suffer the surplus of IT links. Ontology as the surroundings continue to be disrupted. Students and the youth spend the most part of their life perceiving IT surroundings and gadgets. Information reality is autochthonous. Its further implication in the sphere of education disrupts the harmonious context and the chain of ontological events. Even this days experts find disordering in IT implication for the sphere of education [1]. The current stage of the event doesn’t give an opportunity to manage IT implication for the sphere of education in a constructive way. Its disordering is expected to be increasing.

We see no ways of other evolution for the IT. Thus it has already achieved its apogee. Following the knowledge of metaphysic harmony, it is expected that future stages of social development and anthropological aspects would result in consecutive degradation.

IT implication has resulted in a mess, threats of cyber terrorism. Specialists find no solution for the problems of aspects attached to the IT sphere.

Nowadays there is no point to lead in progress. Due to the metaphysic essence and methodology information technologies cease to produce perspective. Operational ways in process and IT apprehends give no point to continue analysis.

Thus the mere quantum in search of further ways has already been realised. IT development is rapid and intensive, bur it leaves no variety of continuation. The concept and the figure extraction lead to a dead end. That is why we foresee the spot point and, following the scale of regress, slow return to the values and modern ontology with certain changes of cause.

Caused by rapid intensification in the course of data processing, human environment meets disruption.

All expectations of the new anthropological epoch [2] do not consider retrograding tendencies, irrational essence of human nature. On the contrary, IT stay a means of communication, its further implication in applied operationalism seems to be impossible.

The disadvantage of IT economics is in potential contradiction between the physical matter and IT reality.

We often suffer the bank card misuse caused by technological reasons. If the IT operation board controls all the basic social processes, it would end in disaster.

Human society faces the menace of fatal disorder and break caused by the first evident cataclysm, whence its linking points suffer an IT stress of disproportion in instant moments and further prolongation controversies. This menace is real for the major part of basic operating decisions. Even now it is attended to the data processing linked to technological items in Russia. Besides there is no alternative non-technological way to be used. People check questionnaires and bills online. There is a project in Russia providing bank services online only.

The society tends to disintegrate under conditions of constant multiple pressure. Informational environment fits these demands. It can cause social chaos.

Modern science and humanities present no means for achieving compromise among biological, physical and social human nature. Any such aspect exists separately.

The informational society development follows simplification of geometrical and numeric forms and algorithm, causing ontology breaking. The matter of technology contradicts social evaluative processes

There is probability, that all these arguments are false in case of reciprocal processes if social stabilization. But current political social and overturns and other cataclysms are not to be reversed.

When numeric ontology in IT is too complicated and social links are distorted, we face the situation of social collapse. In the foremost future under dependence on IT this tendency seems to be real. We observe all the signs of oncoming decay. The society is divisive and its positions are metaphysic. There is no chance to keep the fatal forms, no retrograde steps are provided and the politics itself welcomes IT implication, making plans for the future.

Conclusion

There are no reasons for attending IT implication and their further development as a positive and progressive trend. We expect more negative results in IT implication. IT must be used applied only and restrictive. One should not mix the means and the matter.

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УДК 623.4

APPLICATION OF THE MILITARY INDUSTRY IN THE CIVIL SPHERE

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Abstract: The article deals with the transition of technologies from the military to the civil industry. The analysis of the development of military-industrial complex is carried out.

Keywords**:** military-industrial complex; technologies; invention; development

ПРИМЕНЕНИЕ ВОЕННОЙ ПРОМЫШЛЕННОСТИ В ГРАЖДАНСКОЙ СФЕРЕ

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Аннотация: В статье рассматривается переход технологий из военной промышленности в гражданскую. Проведен анализ развития оборонно-промышленного комплекса.

Ключевые слова: военно-промышленный комплекс; технологии, изобретения; разработки

Introduction

The military-industrial complex is the area of state production, which is a set of research and testing institutions, manufacturing enterprises, organizations that develop, test, manufacture and dispose of weapons, military and special equipment for the armed forces of the state.

For a long time, war has remained the most mechanized type of human activity, and the army has been the most solvent customer of any innovation. If there is an opportunity to win faster, with the least losses, and ideally without making contact with the enemy at all, then it is definitely not to be missed. Despite the damage and losses that result from the development of the military industry, we can confidently note the advantages of its improvement for the technological progress of a society as a whole. Over time, military production has established the production of competitive high-tech civilian products. In this article, we consider civilian products, which the military-industrial complex has been able to master.

Theoretical framework

The problem of developing weapons and using military technologies in the civilian sphere has always been there, because humanity will never stop developing weapons, therefore, discovering new technologies and using them for peaceful purposes

Thus, the article by V. N. Rassadin and A. Sanchez-Andres considered this issue [5]. Their article reveals the features of the production of military equipment and civilian products at the enterprises of the defense complex. In particular Rassadin considered this issue from the economic side [4], and Sanchez-Andres in the social sphere [7].

The methods and results

The main method of research is theoretical analysis.

One of the most unobvious, but at the same time well-known examples is *canned food.*

At the beginning of the 19th century, the French government under Napoleon announced a reward of 12,000 francs to an inventor who had come up with a cheap way to store food. By that time, France had conquered most of Europe and Napoleon intended to wage a war on another continent. The French military was extremely interested in any new developments that would feed the huge, even by modern standards, Napoleon's army. Then the chef of one of the Parisian restaurants, Brever Appert, offered to preserve food in tin cans. He noted that food cooked in closed cans did not spoil for a very long time. Soon this method was adapted for mass production of canned food. We can no longer imagine our life without canned food.

Another striking example is nuclear weapons. Nuclear weapons are explosive weapons of mass destruction. The damaging factors of a nuclear explosion are: shock wave, light radiation, penetrating radiation, and radioactive contamination [1].

The shock wave is the main damaging factor. Most of the destruction and damage to buildings and structures, as well as mass destruction of people, is usually caused by its impacts.

The power of light radiation causes burns, eye damage (temporary blindness) and the ignition of flammable materials and objects.

Penetrating radiation is the flux emitted during a nuclear explosion by gamma rays and neutrons [2]. The effect of this damaging factor on all living beings (including humans) is the ionization of atoms and molecules of the body, which leads to disruption of the vital functions of individual organs, damage to the bone marrow and the development of radiation sickness.

Radioactive contamination of the territory occurs due to the fallout of radioactive substances from the cloud of a nuclear explosion [2].

Without any doubt, *nuclear weapons* are the most dangerous type of weapons that destroy life. However, almost immediately after its invention, mankind learned to use the energy of nuclear decay for practical, profitable but at the same time peaceful purposes.

Nuclear power plants are known to be super-useful structures, which are a complex of technical structures designed to generate electricity from the energy released during a controlled nuclear reaction. Officially, the share of electricity produced by nuclear power plants has fallen over the past decade from 17-18 percent to just over 10. According to other sources, the future belongs to nuclear power, and now the share of nuclear power is increasing, and new nuclear power plants are being built throughout the world including Russia. While most nuclear power plants are not designed to meet the thermal needs of the population (except for a few countries), nuclear power is used for nuclear submarines and icebreakers. Countries that actively use nuclear energy to meet the needs of the population are the United States, France, Japan. Nuclear power plants in France cover more than 70% of the country's electricity needs. Nuclear power has the advantage of huge energy potential in spite of low resource consumption.

Further we can also mention chemical weapon. It is a type of mass destruction weapon which uses military toxic chemicals. BTCS include toxic substances and toxins having a damaging effect on the human and animal bodies, as well as phytotoxicants that are used for military purposes to destroy various types of vegetation [3].

Phytotoxicants are intended to reduce the masking ability of trees and shrubs, as well as to destroy cereals and other types of agricultural vegetation [6]. On the other hand, phytotoxicants are used to control weeds and invasive plants.

The positive factors of the invention of chemical weapons include a sharp progress in the development of respiratory protection and protection from chemical influences.

The list of products originally produced as military products can be supplemented with the following:

Cargo pants with patch pockets, which today are almost in everyone's wardrobe, were invented by the British for their soldiers in the 1930s. They offered a convenient way to carry ammunition and weapons in patch pockets. *A few years later, American troops were provided with the trousers. And in the 1990s, cargo pants became very fashionable among the population.*

In 1938, Roy Plunkett, an American inventor, unexpectedly created a unique material, *polytetrafluoroethylene*, or in common parlance Teflon. It had really incredible capabilities: unique molecular properties and heat resistance, as well as a low coefficient of friction. It goes without saying, the material attracted people in green uniforms, who were not going to tell the common people about it. Teflon has been used to create bearings, as a protective layer for radar antennas and for other purposes. However, since the second half of the last century, this material has been actively used in various types of production and aerospace activities. Among other things, a few decades later it began to be used as a non-stick coating.

Special attention should be paid to the global invention of the last century, the *Internet.* The World Wide Web started in the military research Agency DARPA (USA). After the Soviet Union launched the first artificial satellite, the American authorities decided that the United States would need an extensive information exchange system in case of war. It was decided to develop a computer network. Leading state universities and Stanford Research Center got the order for its development. The network was named ARPANET and initially united only a few universities. Later, it went beyond the military-industrial complex and became the Internet we know.

Conclusion

In conclusion, having analyzed the information, you can see both positive and negative aspects of the development of the military industry. The examples are as follows: due to the need to be protected from chemical and nuclear weapons, people began to produce personal protective means, such as respirators. Namely after military tests of nuclear weapons humanity began to use the energy of atomic fission for peaceful purposes. A lot of things that we are used to and use in everyday life were previously purely military and narrowly focused. On the other hand, there are also negative aspects of the rapid military industrial development. A huge amount of taxes is spent on military production, which could be used in other areas. Moreover, weapons of mass destruction, such as nuclear, chemical or biological, sooner or later have to be disposed of. However, humanity has not found a proper way to do this without harm to the environment. It cannot be said with certainty that the development of the military-industrial complex is only harmful, but it is important to control its pace and plan ahead our future.

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ZOLLVERWALTUNG IN DER RUSSISCHEN FÖDERATION: ZUSTAND UND PERSPEKTIVEN

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Abstract: Der vorliegende Artikel befasst sich mit den Problemen, die die wirksame Verwaltung von Zollzahlungen und deren Kontrolle von Einnahmen an den Staatshaushalt der Russischen Föderation verhindern. Der unvollständige Mechanismus zur Berechnung

und Zahlung von Zöllen entspricht nicht mehr dem heutigen Wirtschaftsniveau und der modernen Realität. Es wird eine aktive Tätigkeit der Zollbehörden im Bereich der Nutzung und Verbesserung bestimmter Systeme und der Einführung eines Rechtsrahmens dargestellt.
Schlüsselwörter: Ware; Ursprungsland der Ware; Zollzahlungen

АДМИНИСТРИРОВАНИЕ ТАМОЖЕННЫХ ПЛАТЕЖЕЙ

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Аннотация: Данная статья посвящена изучению проблем, которые препятствуют эффективному администрированию уплаты таможенных платежей и их контролю за поступлением в Федеральный бюджет РФ. Отражена активная деятельность таможенных органов в данной сфере с использованием и совершенствованием определенных систем и введении нормативно-правовой базы. На основании полученных данных была продолжена реализация мероприятий, направленных на дальнейшее развитие и расширение сферы применения новых прогрессивных технологий уплаты таможенных платежей.
Ключевые слова: товар; страна происхождения товара; таможенно-тарифное регулирование

Einführung

Die unzureichende Wirkung des Mechanismus zur Berechnung und Zahlung von Zöllen zieht nach sich zusätzliche Schäden bei einheimischen Herstellern, deren Waren nicht mehr wettbewerbsfähig sind, und auch bei gesetzestreuen Importeuren. Das oben genannte Problem könnte als Relevanz der Forschung auftreten.

Theorie

Zur theoretischen Grundlage der Forschung gehören die Werke von einheimischen Wissenschaftlern auf dem Gebiet des Zollrechtes sowie der Zollregulierung.

Auf der Grundlage der erhaltenen Forschungsergebnisse wurde die Umsetzung von Maßnahmen zur Weiterentwicklung und Erweiterung des Anwendungsbereichs neuer fortschrittlicher Technologien zur Zahlung von Zöllen vorgeschlagen. Dank der durchgeführten Analyse wurden die Diskrepanz zwischen dem Stand der Verwaltung von Zollzahlungen und den an sie gestellten Anforderungen, die Notwendigkeit, die unzureichende Effizienz der Fiskalmaßnahmen von Zollbehörden festgestellt und die Einführung neuer Wirkungsmittel der Zoll-Einnahme vorgeschlagen.

Die wirtschaftlichen Interessen des Staates werden maßgeblich durch die Wirksamkeit seiner Finanzpolitik bestimmt. Einerseits sind an diesem Prozess zuständige Exekutivbehörden der Russischen Föderation wie die

Bundeszollverwaltung und der Bundessteuerdienst beteiligt, andererseits juristische Personen und Personen, die steuerpflichtig sind.

Zollzahlungen und Zölle sind die wichtigsten Reguliermechanismen in Bezug auf die Teilnahme des Staates im System der Außenwirtschaftsbeziehungen. Sie gewährleisten einen erheblichen Teil des Staatseinkommens und bestimmen weitgehend den Platz des Landes in der internationalen Arbeitsteilung.

Der Anteil der Zölle und Steuern im Bundeshaushalt liegt heute bei mehr als 50%. Die Praxis der Verwendung von Zollzahlungen in unserem Land zeigt jedoch, dass Russland aufgrund der Nichtübereinstimmung zwischen den Erfordernissen der wirtschaftlichen Entwicklung und der Unvollkommenheit des Verwaltungsmechanismus nicht nur erhebliche finanzielle Verluste erleidet, sondern auch den inländischen gesetzestreuen Warenproduzenten, deren Waren nicht mehr wettbewerbsfähig sind, zusätzlichen Schaden bringt. Auch die Zollhinterziehung führt zu einer Verringerung der Effizienz der Zoll- und Zollregulierung im Allgemeinen.

Da der erhebliche Teil von Haushaltseinnahmen der Russischen Föderation durch den föderalen Zolldienst realisiert wird, sei es notwendig, das moderne System der Zollzahlungen zu überarbeiten und deren Einnahme in den Haushalt des Staates zu kontrollieren. Es sind daher betreffende Maßnahmen zu entwickeln, um die Zollhinterziehung zu verhindern.

Durch die Zollbehörden erhobene Zahlungen werden im derjenigen Mitgliedstaat der Zollunion in der Währung dieses Staates gezahlt, dessen Zollbehörde die Waren freigibt. In diesem Fall wird die Zahlung auf ein Einheitskonto der zuständigen Behörde geleistet: „ein Konto, das für eine zuständige Behörde bei einer nationalen (Zentral-) Bank oder bei einer zuständigen Behörde, die ein Korrespondenzkonto bei einer nationalen (Zentral-) Bank hat, zur Gutschrift und Verteilung von Einnahmen zwischen den Haushalten eines Mitgliedstaats eröffnet wurde“ [2].

Die zuständigen Behörden sind Staatsorgane, die Bargeld für den Haushalt des Landes bereitstellen. In Russland ist es die Bundeskasse der Russischen Föderation.

Methoden und Resultate

Eine Analyse des derzeitigen Verfahrens der Verwaltung von Zollzahlungen und Gebühren, die von den Zollbehörden der Russischen Föderation erhoben werden, lässt die Konsequenzen ziehen, dass die Zollbehörden Russlands eine große und verantwortungsvolle Aufgabe haben und sind beauftragt, Zahlungen verschiedener rechtlicher und wirtschaftlicher Art einzuziehen, die derzeit einen erheblichen Teil von Einnahmen des Bundeshaushalts Russlands ausmachen.

Die durch Zollbehörden Russlands erhobenen Zahlungen werden in drei Gruppen unterteilt:

- die zwischen den Zollunion-Ländern verteilten Zahlungen;
- die vollständig in den Bundeshaushalt überwiesenen Zahlungen;

- die auf einem Einheitskonto erfassten Zahlungen, bevor die zollrechtlichen festgelegten Maßnahmen getroffen werden.

Es sei darauf hingewiesen, dass jede dieser Zahlungsarten ihre eigene Funktion hat. Die Zahlungen der ersten Gruppe sollten in erster Linie zum Schutz des Binnenmarkts von Mitgliedstaaten der Zollunion beitragen, und Zahlungen der zweiten Gruppe erfüllen Ausgleichs- und Steuerfunktionen.

Die Änderungen in der Struktur der Zollzahlungen sind auf Änderungen der Erdölkosten und der Zollsätze sowohl beim Import als auch beim Export sowie auf Änderungen der Struktur und des Aus- und Einfuhrwertes zurückzuführen, die durch die Erfüllung der Verpflichtungen unseres Staates beim Beitritt zur Weltzollorganisation bedingt sind. Dazu gehört eine Senkung und in einigen Fällen die Abschaffung von Zöllen für verschiedene Warengruppen.

Daraus kann man schließen, dass die Zollzahlungen einen erheblichen Anteil an der Struktur des Bundeshaushalts der Russischen Föderation betragen.

Zusammenfassend lässt sich sagen, dass die wirtschaftlichen Interessen des Staates weitgehend durch die Wirksamkeit seiner Fiskalpolitik sichergestellt werden, die weitgehend von den Aktivitäten des Bundeszolldienstes abhängt, der bei dem Transport von Waren und Fahrzeugen über die Staatsgrenze der Russischen Föderation gesetzlich mit der Erhebung von Zöllen betraut ist.

Die Zollzahlungen betragen über 50% von gesamten Einnahmen des Bundeshaushalts Russlands und stellen das System von Zöllen, Steuern, Gebühren für die Erteilung von Lizenzen, Gebühren und anderen Zahlungen dar, die von den Zollbehörden der Russischen Föderation auf die vorgeschriebene Weise eingezogen werden. Der Großteil der Zollzahlungen wird durch Mehrwertsteuer, Einfuhr- und Ausfuhrzölle gebildet.

Trotz hoher Wachstumsraten wird die Erhebung von Zöllen durch das Problem der Steuerhinterziehung erschwert, das ihre schützenden und regulatorischen Auswirkungen weitgehend erschwert. Dabei verliert der Bundeshaushalt einen erheblichen Teil der Einnahmen, die Bedingungen des gleichberechtigten wirtschaftlichen Wettbewerbs innerhalb des Landes werden verletzt und somit lassen sich ernsthafte Hindernisse für die Entwicklung der inländischen Produktion zeigen.

Bei der Prüfung der Verwaltung von Zollzahlungen als Verwaltungsprozess betrachten wir eine Reihe von Methoden und / oder Instrumenten zur Wahrnehmung einer Steuerfunktion, die von der im Zollbereich zugelassenen supranationalen EAEU und den nationalen Behörden der Mitgliedstaaten verwendet werden. Der Umfang der Befugnisse zwischen diesen Ebenen ist nicht gleich und wird variiert.

Als Integrationsvereinigung verfügt sie über einen einheitlichen Rechtsraum in Fragen der Zollregulierung, einschließlich Zollzahlungen. Die Richtungen der Entwicklung sind von der Art der Zahlung multidirektional abhängig.

Die Fragen der Zoll- und Zollregulierung (im Zusammenhang mit Zöllen) sollten auf supranationaler Ebene gelöst werden. Die Probleme der Steuereinnahmen erfordern eine Vereinheitlichung und Harmonisierung der einschlägigen Normen der nationalen Gesetzgebung. Die Grundlage für die gesetzliche Regulierung der Zölle für jeden Staat der EAEU sind die Normen der nationalen Zollgesetzgebung.

Die Forschung der rechtlichen Rahmen für die Regulierung von Zollzahlungen reicht nicht aus. Die internationalen Verpflichtungen, die die EAEU-Mitgliedstaaten übernommen haben, sind zu untersuchen, um die relevanten Normen des Zollkodexes und anderer zollrechtlicher Gesetze zu analysieren.

Alle EAEU-Mitglieder müssen sich gut in der nationalen Gesetzgebung auskennen. Erst dann wird es je nach Art der Zahlung möglich, das angemessene Regulierungsniveau zu bestimmen und zu entscheiden, welche Norm angewendet werden soll. Die Koordinierung der Verwaltung der Zollzahlungen auf supranationaler Ebene erfolgt durch die Eurasische Wirtschaftskommission (EWG). EWG hat einen beratenden Ausschuss für Steuerpolitik und Verwaltung.

Vielversprechend sind Bereiche der Harmonisierung der Steuergesetzgebung von den EAEU-Staaten im gegenseitigen Handel. Dazu gehört das Funktionieren von den Verbrauchsteuersätzen für Alkohol und Tabakerzeugnisse und im Zusammenhang mit der Schaffung eines gemeinsamen Kohlenwasserstoffmarktes die Harmonisierung der Verbrauchsteuersätze für diese Warengruppe.

Die mit den Parteien des Steuersystems für E-Commerce-Waren vereinbarten Ansätze haben auch für die EWG eine Priorität. Dies erfordert einen harmonisierten Mechanismus der Besteuerung des elektronischen Warenhandels.

Angesichts der erheblichen Schwankungen der Haushaltsrentabilitätsindikatoren in Abhängigkeit von den Ergebnissen der Außenwirtschaftstätigkeit sollten als vorrangige Ausrichtung der Finanzpolitik des Staates in erster Linie nicht die Lösung von Problemen der Haushalts- und Steuerregulierung sein, sondern die Effizienz der Zollpolitik im Hinblick auf die Erhebung von Zahlungen bei der Durchführung der Außenwirtschaftstätigkeit [1].

Die nationalen Systeme der Zollbehörden in den EAEU-Mitgliedstaaten sind gesetzlich verankert: In der Kirgisischen Republik, der Republik Armenien, der Republik Belarus und der Russischen Föderation ist es durch die Normen der Zollregulierung festgelegt, aber in der Republik Kasachstan durch den Kodex „Über Zoll“.

Die analysierten Zollvorschriften enthalten Normen für die Zuweisung von Aufgaben an die Zollbehörden zur Verwaltung von Zollzahlungen. Jede Zollbehörde eines Mitgliedstaats der EAEU spielt entsprechend ihrem Platz und ihrer Position im System eine bestimmte Rolle und führt eine mehr oder weniger umfangreiche Verwaltung der Zollzahlungen durch.

Wir haben die Hauptfunktionen der Verwaltung von Zollzahlungen formuliert, die die Zollbehörden in Abhängigkeit von den ihr übertragenen Aufgaben ausführen:

- die Gewährleistung der korrekten Berechnung und Aktualität der Zahlung von Zollzahlungen und die Einhaltung von Verboten und Beschränkungen sowie die Analyse und Kontrolle solcher Aktivitäten auf der Grundlage eines Risikomanagementsystems;
- die Erhebung von Zöllen und Steuern, Zollgebühren, Ergreifen von Maßnahmen zu deren Durchsetzung;
- die Organisation, Koordinierung und Kontrolle der Richtigkeit der Berechnung und Erhebung von Zollzahlungen, deren Rechnungslegung nach dem festgelegten Verfahren; Bilanzierung von Zahlungsrückständen bei Zollzahlungen, festgestellten Zahlungsrückständen und Zahlungsrückständen bei Steuern und Gebühren im Zusammenhang mit dem Warenverkehr über die Zollgrenze der EAEU, Gewährleistung der Einziehung dieser Schulden, Strafen und (oder) Zinsen und Ergreifen anderer in den nationalen Rechtsvorschriften vorgesehener Maßnahmen;
- die Rückgabe (Aufrechnung) von übermäßig bezahlten und übermäßig eingezogenen Zollzahlungen, Salden nicht ausgegebener Vorauszahlungen, Barsicherheiten gemäß den nationalen Rechtsvorschriften;
- die Kontrolle über die Gültigkeit der Gewährung von Stundungen und Raten für die Zahlung von Zollzahlungen; Annahme der Sicherheit für die Zahlung von Zollzahlungen, Bestimmung ihrer Größe und Methode oder Befreiung von der Sicherheit für die Zahlung von Zollzahlungen gemäß dem festgelegten Verfahren.

Die erfolgreiche Umsetzung der Zollkontrolle über die Richtigkeit der Berechnung und die Rechtzeitigkeit der Zahlung von Zollzahlungen hängt vom Einsatz moderner Informationstechnologien ab. Eine wirksame Kontrolle der Richtigkeit der Berechnung der Zollsätze kann daher nur unter Verwendung wissenschaftlich fundierter quantitativer Methoden für ihre Berechnung erfolgen. Basierend auf den Ergebnissen der Analyse der nationalen Gesetzgebung der EAEU-Mitgliedstaaten zur Charakterisierung der Zollbehörden als Gegenstand der Verwaltung von Zollzahlungen glauben wir, dass sie sich im Stadium der „Abstimmung“ befinden.

So ergreift der Bundeszolldienst (FCS) Maßnahmen zur Vereinfachung und Erweiterung der Möglichkeiten zur Zahlung von Zöllen. Zum Beispiel, entwickelt das Verfahren für die Fernzahlung von Zollzahlungen für Personen, die Waren in elektronischer Form über ein elektronisches Terminal deklarieren, einen Mechanismus für den Zahler, um Informationen über die Ausgabe des von ihm gezahlten Geldes zu erhalten. Die Zeit, die der FCS benötigt, um Informationen über die Gutschrift von Geldern auf dem Konto der Bundeskasse usw. zu erhalten, wurde auf zwei Stunden verkürzt.

Um die Kosten zu minimieren und zu vereinfachen und die Bedingungen für die Durchführung von Vorgängen bei der Erledigung von Zollformalitäten zu verbessern, einschließlich derer, die sich auf die Verwaltung von Zollzahlungen beziehen, wurde in der EAEU 38 ein Mechanismus mit einem einzigen Fenster entwickelt und angewendet. Dieser Mechanismus ermöglicht den Teilnehmern, die Schwierigkeiten bei der Verwaltung zu beseitigen und Unterschiede bei den Verbrauchsteuersätzen zu merken. In Kirgisistan sind an der Grenze mit Armenien laut den Gesetzen Armeniens, Weißrusslands und Kasachstans nur feste Sätze zulässig, Ad-Valorem-Sätze sind ebenfalls möglich, und in Russland gibt es auch kombinierte Sätze [3].

Die aktuellen Entwicklungsbereiche eines „einheitlichen Fensters" umfassen wie folgt:

- die Entwicklung und Konvergenz nationaler Ansätze zur Entwicklung dieses Mechanismus;
- eine aktive Informationsinteraktion;
- die gegenseitige Anerkennung elektronischer Dokumente usw.

Das Vorhandensein von Steuern bei Zollzahlungen hat zu einem besonderen Augenmerk auf die Verwaltung der Mehrwertsteuer und der Verbrauchsteuern für in die EAEU eingeführte Waren geführt.

Die Verwaltung von Zollzahlungen ist als Teil der Zollverwaltung zu betrachten, die mit drei Richtungen korreliert werden:

1) Systeme der Verwaltungsorgane (Steuern bzw. Zoll);
2) eine Reihe von Regeln und Vorschriften für Steuermaßnahmen und spezifische Steuertechniken in der Steuerverwaltung und das Verfahren für die Erhebung Zollzahlungen bei der Verwaltung von Zollzahlungen sowie Festlegung von Verantwortlichkeitsmaßnahmen für Verstöße gegen Steuer- und Zollgesetze;
3) die Informationsumgebung für die Implementierung von Managementfunktionen – Informationsbeziehungen von Steuer- und Zollbehörden und Leitungsgremien in anderen Bereichen (sie überschneiden sich jedoch erheblich, für jede Art der Verwaltung sind sie unterschiedlich, z.B.: der Weltzoll der Weltzollorganisation (WZO).

Durch diesen Mechanismus wird der Rechtsrahmen auf mehreren Ebenen bereitgestellt, der die Normen der internationalen Verpflichtungen umfasst, von den Mitgliedstaaten der EAEU, dem Zollkodex der CU und anderen Zollakten übernommene EAEU-Gesetzgebung sowie nationale Zollgesetzgebung der EAEU-Mitgliedstaaten.

Zusammenfassung

Basierend auf den Ergebnissen unserer Analyse von einigen Forschungen sei es auf Folgendes zu schließen: Es ist notwendig, die Zollzahlungen durchzuführen, die im Rahmen ihrer Verwaltung ausgeführt werden sollen:

1. Die Zollzahlungen sind Steuereinnahmen des Haushalts und dürfen nicht für andere Zwecke ausgegeben werden.

2. Die Zollzahlungen werden nur für den Warenverkehr über die Zollgrenze der EAEU erhoben. In den meisten Fällen dienen sie als Bedingung für eine solche Bewegung. Diese Funktion wird durch ihre grenzüberschreitende Natur ausdrückt.

3. Die Zollbehörden haben das Recht, Zollzahlungen einzuziehen.

4. Die Zahlung von Zöllen wird durch die Zwangskraft des Staates sichergestellt. Im Fall der Nichtzahlung, Verletzung der Zahlungsbedingungen, Umgehung von Zollzahlungen wird dafür die schuldige Person strafrechtlich, administrativ, finanziell und rechtlich zur Verantwortung gezogen.

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STRUKTUR UND FUNKTIONEN VON DEUTSCHSPRACHIGEN MICROBLOGS

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Abstract: Der Artikel setzt sich ein Ziel, Microblogging als Web 2.0.-Netzwerkservice für öffentliche Selbstpräsentation und Interaktion im Rahmen der Internetlinguistik darzustellen. Hierfür werden Struktur und Inhalte der deutschsprachigen Microblogs auf Plattformen der bedeutendsten Netzwerkservice in Deutschland Facebook, Twitter und Instagram betrachtet.
Schlüsselwörter: Web 2.0.; Microblogging; Internetlinguistik; Internet-basierte Kommunikation

СТРУКТУРА И ФУНКЦИИ НЕМЕЦКОЯЗЫЧНЫХ МИКРОБЛОГОВ

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Аннотация: Данная статья ставит целью в рамках интернет-лингвистики представить микроблоги в качестве сетевого сервиса второго поколения (Web 2.0.) для осуществления самопрезентации и интеракции. Для того, чтобы доказать наличие названых функций микроблогов и выявить дополнительные, были изучены структура и содержание немецкоязычных микроблогов на платформах крупнейших социальных сетей в Германии: Facebook, Twitter и Instagram.
Ключевые слова: Web 2.0.; микроблогинг; интернет-лингвистика; интернет-коммуникация

Einführung

Es sind schon fast 30 Jahre vergangen, seitdem das World Wide Web für den breiten Benutzerkreis erreichbar wurde. Der moderne Mensch von heute kann auf Nutzung von einem oder anderem Onlinedienst kaum verzichten. Microblog ist eines der jüngsten und meist fortschreitenden Genres der computervermittelten Kommunikation bzw. Internet-basierten Kommunikation [1] wegen seiner Popularität, Änderungsgeschwindigkeit und Vielfältigkeit. Die Entwicklung der Microblogging ist eng mit sozialen Netzwerken und anderen Web 2.0.-Services verbunden [4]. So gilt als das Hauptkriterium zur Bestimmung eines Microblogs und zur dessen Unterscheidung von anderen Blogformen genau seine Zugehörigkeit zu den sozialen Netzwerkdiensten, wo es beträchtliche Zeichenlimite für Postings, die mehreren Benutzern gleichzeitig zugänglich sind, gibt.

Theorie

Die Struktur von Microblogs basiert sich auf traditionellen vollförmigen Weblogs und enthält die neuen Komponenten, die in Zusammenhang mit neuen Funktionalitäten und Eigenschaften in Microblogging entstanden. Diese sind vor allem Kontaktliste (Freunde-, Follower- u.ä.) und News-Feed, Möglichkeiten zu Kommentierung und Bewertung von Posts, Funktionen von Reposting, Hashtags und Stories. Auf solche Weise nehmen Microblogs eine Zwischenstelle zwischen traditionellen Tagebuch-Blogs und persönlichen Homepages in Netzwerken [5].

Ein sichtbarer, aber trotzdem wichtiger Zug von Microblogs ist Hypertextualität [2; 1]. Von großer Bedeutung hier ist die reiche Verwendung von externen (auf anderen Seiten) sowie internen Links (auf Teilen und Dateien innerhalb derselben Seite). Interne Links wie Hashtags und Nicknames gezeichnet mit „@“, die auf Profilseiten deren Besitzer senden sind die bedeutendsten Komponenten, vermitteln Interaktivität, eine der Grundfunktionen von Microblogs.

Eine der wichtigsten Charakteristiken Microblogs vom Standpunkt der Linguistik ist eine Tendenz zur stilistischen Verschmelzung und zu Mischung von Merkmalen der schriftlichen und mündlichen Sprache [3]. P. Schlobinski und T. Siever bezeichnen das letzte als „Rückkopplungseffekte der gesprochenen Sprache auf die Schriftsprache“ [2, S. 83]. Somit setzten sie Microblogging zwischen asynchrone (Diskussionsforen, E-Mails) und quasi-synchrone (Chat) Kommunikationsformen, denn Microblog ist keine Echtzeit-Kommunikation, doch strebt nach Lebendigkeit der gesprochenen Sprache.

Ein anderes Grundmerkmal von Microblogging ist Heterogenität. [2, S. 53]. Zahlreiche extralinguistische Faktoren, wie Thematik, die mit Zielen und persönlichen Interessen, Fertigkeiten, Ausbildung eines Bloggers verbunden sind, beeinflussen wiederum die Auswahl von Lexik, Stilart usw. Außerdem bieten verschiedene Netzwerk-Plattformen verschiedene Möglichkeiten für Microblogging. Daraus entstehen letztens auch vielfältigste Funktionen von Microblogs.

Methoden und Resultate

Für die Untersuchung wurden 90 Postings von 90 bis 1200 Zeichen lang aus 90 Microblogs auf 3 Netzwerkplattformen, die heute unserer Meinung nach am besten für Microblogging geeignet sind: Twitter, Facebook und Instagram. Die Analyse setzt inhaltliche Betrachtung von den Texten der nach dem Zufallsprinzip gewählten Microblogs voraus, um erst die von Autoren der Blogs verfolgten Ziele und dann deren Funktionen zu bestimmen.

Twitter gilt als die erste und vorbildliche Microblogging-Plattform (Hashtags, zum Beispiel, wurden erst hier eingeführt) [3]. Fast alle von wenigen Untersuchungen von Microblogs waren am Beispiel dieses Dienstes durchgeführt. Die Blogs in Twitter („tweets“) erhielten sein Präfix „micro-“ nach seiner begrenzten Länge: erst nur von 140 Zeichen und seit dem Jahr 2017 schon von 280 Zeichen. Die Blogger schreiben auf dieser Plattform über ihre Erlebnisse und Erfahrungen, wie es von vornherein ausgedacht wurde, doch äußern sie heute sogar lieber ihre Meinung über irgendein lokales oder weltliches Geschehnis. Trotzdem nimmt Twitter nur den vierten Platz unter den populärsten Netzwerkdiensten in Deutschland. Hier schreiben Menschen zu verschiedensten Themen und in verschiedensten Formen und Stilen: von journalistischen Kurzberichten bis Scherze und Anekdoten (Abb. 1):

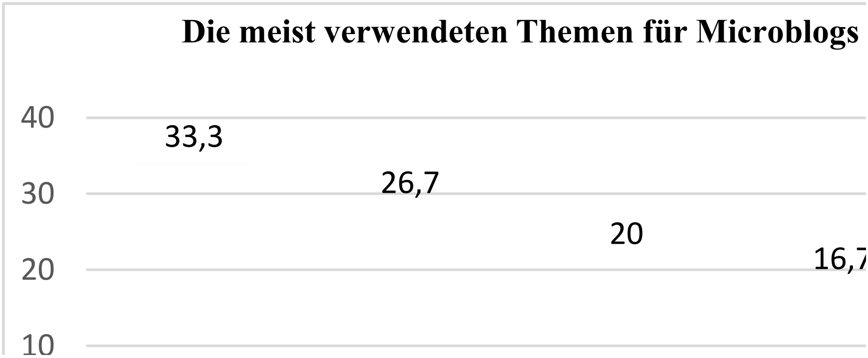

Abb. 1 Themen für Microblogs in Twitter

Dies verursacht oft breit angelegte Diskussionen, weil Twitter gerade dazu sehr gut angelegt ist. Es ist möglich, in Tweets andere Benutzer bei Erwähnung seiner Nicks anzureden, was die Letzten dazu bewegt, in den Kommentaren oder gar mit Hilfe von Retweets (vorhandenen Tweets) zu antworten. Mit der Funktion von Retweeting erfahren die einzelnen Tweets und die ganzen Microblogs in Twitter sehr schnell eine weite Verbreitung. Da ist auch am deutlichsten das Phänomen der öffentlichen Kommunikation zu beobachten. So ergibt sich hier bestimmt eine kommunikative Funktion und das besonders hohe Niveau von Interaktivität, was Twitter von zwei anderen Netzwerken unterscheidet. Dieser Faktor führt wahrscheinlich sowohl zu Themendiversität, als auch zum größeren Grad der Anonymität der Benutzer.

Facebook ist der populärste öffentliche Netzwerkdienst in Deutschland [4], doch gerade für Microblogging werden im Allgemeinen weniger erweiterte Twitter und Instagram bevorzugt. Das ist vermutlich damit verbunden, dass Facebook ein komplexeres Netzwerk ist, wo man Gruppe nach Interessen einrichten kann, die den Foren ähnlich ist, und die meisten BenutzerInnen verwenden es als Messengerdienst (für private Nachrichten). Facebook ist auch mehr von älteren Generationen genutzt, deshalb sind hier professionelle Microblogs von Nachrichtensendungen, Publizisten usw. zu treffen. Nachrichten und Politik werden meist nicht in eigenen Microblogs, sondern nur in Kommentaren zu den offiziellen Posts besprochen. Daraus ist die Hauptfunktion von Facebook die Funktion der Informierung (Abb. 2). Auf dieser Plattform schreiben Blogs Prominente und öffentliche Personen wie PolitikerInnen, SportlerInnen, MusikerInnen, SchauspielerInnen usw. So ist hier auch die Funktion der Selbstpräsentation vertreten. Oft wird Facebook als Nebenplattform von Menschen, die traditionelle

Blogs (auf eigenen Seiten) schreiben. Die Abbildung 2 zeigt die meist verwendeten Themen für Microblogs in Facebook:

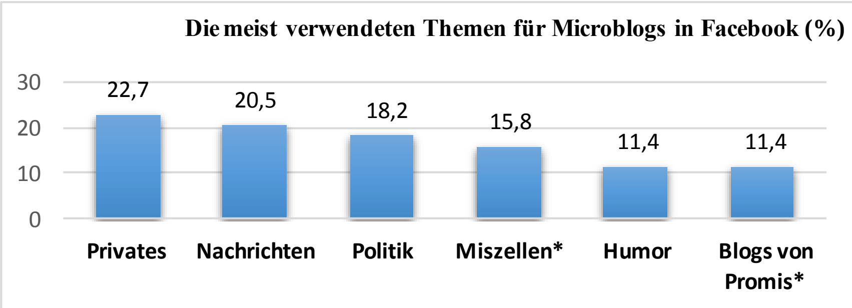

Abb. 2 Themen für Microblogs in Facebook

Kommentare zur Abbildung 2:

Miszellen* – fachspezifische: Reisen, Mode, Gesundheit, Bücher.

Blogs von Promis* – Anreden an Bewunderer, Ankündigung von Auftritten usw.

Instagram ist im Vergleich mit zwei anderen Plattformen unter den jüngsten Benutzerinnen verbreitet [4]. Obwohl die Objekte für Publikationen in Instagram Mediadateien wie Fotos und kurze Videos sind, kann man zusätzlich Beschreibungen darunter lassen. Einige Blogger aber nutzen Fotos nur als eine Ausgestaltung für ihre Microblogs und zu Erregung von Aufmerksamkeit der potentiellen Leser. Instagram erlaubt bis 2200-Zeichen Lange Beschreibungen, was sogar informationsreiche Blogs zu schaffen ermöglicht. Natürlich sind Instagram-Microblogs durch Selbstpräsentationsfunktion geprägt, was von unentbehrlicher Begleitung der Blogs mit Fotos vermittelt wird. So ist Instagram eine bequemere Plattform für Prominente als Facebook. Wichtig ist hier die Funktion der Selbstreflexion, da wir auf dieser Plattform eine Reihe von Microblogs fanden, die an Tagebücher erinnern und somit an traditionellen Weblogs (Abb. 3). Charakterisierend für Instagram ist eine Beitrag-Funktionalität „Story" (ist auch in Facebook verfügbar, doch wird es da nicht so gern benutzt). Sie besteht darin, dass BenutzerInnen immerhin kurze Videos oder Fotos mit Aufschriften dazu veröffentlichen können und diese Medien für andere nur 24 Stunden da sein werden. Wir glauben, dass diese „Featur" kann als eine einzelne spezifische Form von medialen Microblogging betrachtet werden kann. Oft genug werden Stories zu Mitteilung der Linken von Informations-, Nachrichtenpostings oder publizistischen Artikeln verwendet, somit ist es möglich, auch eine Funktion der Informierung zu nennen.

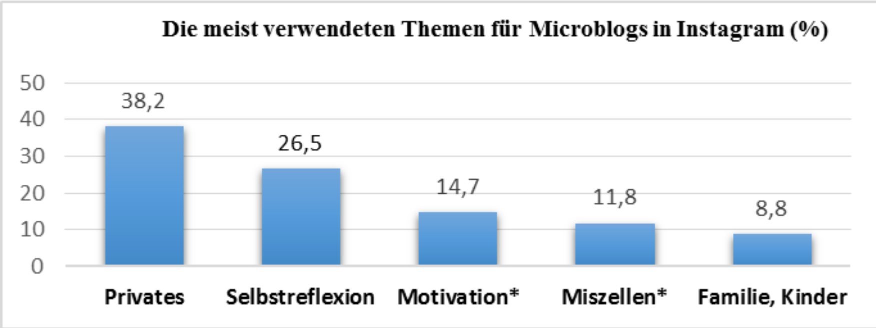

Abb. 3 Themen für Microblogs in Instagram

Kommentare zur Abbildung 3:
Motivation* – Zusprüche, Empfehlungen, Blogger vermittelt seine Erfahrung.
Miszellen* – fachspezifische: Sport, Kochen, Gesundheit, Tier usw.

Zusammenfassung

Die Grundfunktionen von Microblogs sind kommunikative Funktion, Funktion der Informierung und der Selbstpräsentation. Einerseits halten viele Prominente Microblogs, um die Ereignisse aus ihrem professionellen und privaten Leben mitzuteilen und auf solche Weise mehr Bewunderer zu gewinnen, andererseits melden sich auf solchen Plattformen alle noch nicht bekannte Menschen, die Anerkennung für ihre schöpferische Tätigkeiten finden wollen. Microblogs dienen als eine Plattform zu Diskussion, Meinungsaustausch und Vereinigung von Menschen mit gemeinsamen Interessen. Deshalb ist die Kommunikation mittels Micropostings eine öffentliche Mehrnutzerkommunikation. Daneben spielt Microblogging auf dem deutschsprachigen Gebiet die Rolle eines Nachrichtenportals, wo es offizielle Microblogs von Nachrichtenprogrammen, Zeitungen, Zeitschriften und einzelnen JournalistInnen oder PolitikerInnen sehr beliebt sind. Dort werden Informationen von weltlichen und regionalen Ereignissen schnell übermittelt und frei kommentiert.

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УДК 159.9

LOOKING FOR THE PERFECT REMOTE OPERATION INTERFACE

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Abstract: In this study, we examined the impact of the software interface on the communication features of remote teams. To do this, we asked several groups of students to work together on a task that requires creative and structured thinking. The obtained data allow us to draw a conclusion about the influence of the interface and mechanics of online interaction on the specifics of remote teams.

Keywords: social networks; remote teams; online interactions; remote work

ПОИСК ИДЕАЛЬНОГО ИНТЕРФЕЙСА УДАЛЁННОЙ РАБОТЫ

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Аннотация: В этом исследовании мы изучили влияние интерфейса программного обеспечения на особенности коммуникации удаленных команд. Для этого мы предложили нескольким группам студентов совместно выполнить задание, требующее креативного и структурированного мышления. Во время работы мы вели наблюдение за процессом обсуждения, а после выполнения задания мы попросили участников оценить эффективность и комфортность работы. Полученные данные позволяют сделать вывод о влиянии интерфейса и механики онлайн взаимодействия на специфику работы удаленных команд.

Ключевые слова: социальные сети; удаленные команды; онлайн взаимодействия; удаленная работа

Introduction

Today we can witness how the labor market is transforming with an increasing reliance on online technology. The reasons for the voluntary transition of people to the format of remote work are the interest of workers in a new form of employment and the successful experience of others, high income, the opportunity to gain versatile transnational experience, various family circumstances, loss of work or the opportunity to attend it [2]. The problem of switching to a remote work format became especially urgent during the coronavirus pandemic. The results of the forced introduction of a remote work format in almost all institutions are very different: some were able to get additional benefits from this and improve online interaction technologies, while others suffered from depression, burnout and loneliness. However, it cannot be denied that education, the labor market and many other aspects of social life have changed forever. Therefore, it is necessary to explore new social phenomena and methods of communication that continuously arise and change in modern conditions. In our previous work, we compared face-to-face and online work formats and came to the conclusion that both personal and remote collaboration modes have their advantages and disadvantages, which means that it makes sense to combine interaction in a different format for the most efficient and comfortable work. The organization of face-to-face teamwork has been studied for a long time and in detail, and online communication is a new, least studied and most rapidly changing form of communication, in which new tools and mechanics regularly appear, which our research is devoted to. Now there are many online services that can be suitable for communication between remote teams. Some are interchangeable, some contain unique functionality. Teams often have to try several options or use several services at once to find the most suitable communication medium for themselves, to compensate for the shortcomings of each of them. This can waste the team's time and energy resources. The aim of the studyis to identify the most valuable options that remote teams use in their work, the problems that they face, observe the dynamics of the teams using different services. This knowledge would be useful to create such a one-stop service.

Theoretical framework

Our previous work was aimed at studying the specifics of interaction between teams in person and online.We conducted an experiment, based on the results of which, we were able to identify the types of tasks for which each of the work organization options could be more effective. Based on the results of the research, we concluded that offline teams acted quickly and freely, covering a wide range of problems, which is important when solving creative tasks, searching for non-standard solutions, as well as at the early stages of creating projects. In an online team, group processes are more measured, which contributes to the creation of a favorable psychological climate. However, due to the depersonalized nature of interaction, we observed a decrease in motivation for interaction and detachment from group goals. At the same time, the online team worked smoothly, carefully and accurately, paying attention to every aspect of the task. In this way, the online team is more efficient at solving specific tasks with already defined variables, which require attention to detail, complex structured tasks, and planning tasks.[1] This study shows the importance of choosing the right forms and conditions for effective team work. But the possible formats of interaction between teams online are also striking in their diversity. Usually, online platforms for interaction are chosen by teams intuitively. And it's not uncommon for teams to try several options before finding one that meets most of the team's needs. So, the idea of this study is to find out how the interface features and mechanics of online interaction can impact the specifics of remote teams.

Methods and results

For our research, we put together three teams of four people each. The teams had to complete a task: to organize a New Year's party. When planning, many factors had to be taken into account, such as the number of people invited, the location, the budget, and the timing. The teams also had to be creative and think through the design of the room, menu and entertainment. Each team used one of the online platforms for interaction: Telegram, Vkontakte, and Google Docs. During the work of each of the teams, we monitored the specifics of their communications. At the end of the work, participants were asked to fill out the questionnaire. It includes the following questions:

- How comfortable were the proposed terms of communication?
- How convenient was the team interaction?
- How well-coordinated was the team's work?
- How do you assess the effectiveness of your work?
- How difficult was the task?
- Please, rate your contribution to the solution of the problem.
- Evaluate the interface of the program you were working in.
- Evaluate whether the program's functionality is sufficient to effectively solve the problem.

For these questions, we used the Likert scale. Respondents were required to assign a rating on a scale from 1 to 5 points, where 1 is the lowest satisfaction and 5 is the highest satisfaction.

The differences in the approach to using the above-mentioned online services began with the choice of gadgets by the team members. The subjects were more likely to use smartphones to work in Telegram and Vkontakte (in 3 out of 4 cases), while all the study participants used a computer to work in Google Docs. Thus, messengers can be considered more mobile compared to Google Docs.

The time spent on solving the problem also differed. The team that used Vkontakte managed it the fastest - in 22 minutes. The team working with Telegram managed it in 36 minutes. The team that used Google Docs spent the most time solving the problem - 1 hour and 50 minutes.

The team working in Telegram had an active discussion. Short messages dominated in the conversation. There was quite a lot of interpersonal communication. The team preferred to use a conversational style of communication including emojisin their messages. The team did not structure the response or make a general conclusion. In the course of the conversation, individual tasks were consistently solved. Decisions on each item were summarized immediately. By team voting, the decision was either recognized as correct or incomplete. Based on the results of the survey, the team rated the communication conditions as comfortable, and the organization of interaction as convenient. The efficiency of the work was rated as high. The team's coherence was average. The task did not appear difficult. The team members evaluated their contribution to the solution of the problem as either high or medium. The program's interface was highly rated, and the functionality was sufficient.

For the team that worked in Vkontakte, communication was fast. Decisions were made quickly. Each team member offered several short options, and the others chose the appropriate one by voting. The minority took the side of the majority. The messages were short, often consisting of a single word. A relaxed style of communication prevailed.Emojis and stickers were used. At the end of the discussion, the team made a brief summary of the decision. The results of the survey showed that the team highly appreciated the comfort of communication conditions and the organization of interaction. The team's coherence was high. The efficiency of the work was assessed as either average or high. The task did not appear difficult. The team members rated their contribution to the task in various ways: from exceptionally low to very high. The program's interface was rated high enough, and the functionality was sufficient to successfully solve the problem.

The team that used Google Docs started by structuring the response. At first, all the team members just wrote their own versions, without interacting. Then one of them took on an organizing role and started communicating. During the entire work, communication was inactive, participants often fell silent, and only one person continued to initiate communication. Activity was observed only at the beginning and at the end of the work, in the middle there was a significant decline in activity. The team had to clean up and edit the notes they made as the solution progressed. At the same time, the final decision was carefully thought out and clearly structured. According to the survey results, the team rated the comfort of communication conditions as rather low, and the organization of interaction as inconvenient. The team's coherence was average. The efficiency of the work was rated as average. The task did not appear difficult. The team members evaluated their contribution to the solution of the problem as quite low. The program's interface was rated high enough, but the functionality was insufficient to successfully solve the problem.

Among other things, we asked the participants to identify the main advantages and disadvantages of the online services in which they worked. Among the advantages most often were highlighted “the ability to see that the teammate is typing", "nice design”, “user-friendly interface”, "the ability to send audio messages”, and "privacy". The disadvantages were usually "questionable confidentiality”, "distortion of the quality of media files”, ”inability to see avatars of the teammates“, ”inability to see who is typing". Based on the responses, we can assume that monitoring the situation is of great value to users (the ability to see who exactly sent the message, who made edits, who of the teammates is currently typing, and who is silent). This can probably impact the activity of team members, as it allows them to feel that they belong to the group in an impersonal space. We can clearly see the difference in interaction activity in Telegram and VKontakte, which have these functions, and in Google Docs, where they do not. We can also talk about the value of privacy, which seems to contradict the previous statement, but we believe that there are certain ways to preserve privacy that can be used without sacrificing the activity of communication. Of course, the quality and comfort of work is influenced by the design of the service, the user-friendly interface and the proposed functionality.

Conclusion

Based on the results of our research, we can conclude the following that working in Google Docs was the least comfortable, and the team also ranked the work as the least coordinated and efficient compared to the rankings of teams that used other platforms. However, external observations show that the Google Docs team performed the task more thoroughly than other teams. The participants ranked the work of VK as the most comfortable, but the performance ranking was lower than that of Telegram. We found it surprising that after completing the task, the participants ranked the sufficiency of the Telegram interface higher than VK, despite the fact that the VK functionality is much broader.

This data allows us to conclude that the ability to simultaneously edit a document without the possibility of free communication forces employees to focus on the task, but leads to discomfort, while the additional features of social networks make communication more free and comfortable, but distract from the task and reduce efficiency. So, to balance comfort and thoroughness, it is necessary to balance the appropriate functionality of the interaction tools.

The next step in our research is to create a trial version of the messenger that would take into account all the nuances of remote teams work that we learned about during the research.

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SOCIAL PERCEPTIONS OF HARASSMENT

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Abstract: The aim of the research is to study social perceptions of harassment using the example of a sample of students of the Altai branch of the RANEPA.
Keywords: harassment; social perceptions; gender discrimination

СОЦИАЛЬНЫЕ ПРЕДСТАВЛЕНИЯ О ХАРАССМЕНТЕ

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Аннотация: Целью исследования является изучение социальных представлений о харассменте на примере выборки из студентов Алтайского филиала РАНХиГС.
Ключевые слова: харассмент; социальные представления; гендерная дискриминация

Introduction

In the modern world there is a clear desire for equality in society, therefore the issue of gender discrimination is extremely relevant and is the object of many studies and discussions. The aim of this work is to study social perception of one of the forms of discrimination - harassment. It includes inappropriate words or actions of a sexual nature directed at one employee from another. To meet the criteria for harassment, the behavior in question must be both undesirable and sexual in nature [1]. The victim and aggressor of such sexual behavior often have hierarchical relationships. The victims are at great risk by making the details of what is happening publicly. Children are afraid of teachers, adults of any sex are afraid of bosses, women are afraid of public condemnation, and men are afraid of ridicule.

Theoretical framework

The US legal system has determined that there are two main types of sexual harassment, the first of which occurs when one employee offers another a job or benefit in exchange for sexual favors. The second type of sexual harassment is called a "hostile work environment". In such cases, an employee or a group of employees repeatedly makes obscene comments or is suggestive, makes unwanted sexual advances, or otherwise uses sex to create a work environment that is intimidating or threatening to others. Feminist movements, both in the past and in the present, have been fighting for women's rights with certain results. In addition to the obvious increase in the political and economic rights of women over the past couple of decades, feminism has also amended social ideas about the nature of sexism, gender discrimination and harassment, in particular. For example, the recent high-profile incident by film producer Harvey Weinstein, when society really rallied to support the victims of harassment. People also spread the hashtag "#MeToo" on social networks, under which they talked about their own similar bitter experience or expressed words of support.

Social representations are a system of values, ideas, metaphors, beliefs, and practices that serve to establish social order, orient participants and enable communication among the members of groups and communities. Social representations are generated in constant communication between people. They also perform another important function - to facilitate the implementation of these communications. In addition, social representations perform a number of other tasks: orientation of the behavior of individuals and justification of social relations, construction and maintenance of social identity [2]. The most common way to make an unknown phenomenon clearer is to give it a name. According toMoscovici, by naming something, «we free it from disturbing anonymity to give this genealogy and turn it into a set of specific words to find it, in fact, in the matrix of our cultural identity" [3].

Methods and results

To study social perceptions of harassment, a survey was conducted based on the free association method. Associative techniques are an integral component of the study of social representations. This is due to the fact that it is they that make it possible to obtain symbolic, implicit material is the key for the analysis of representations. The method of simple free associations is a method in which the respondents are presented with a concept, and asked to develop associations with it.

The Aix-en-Provence school, or structural approach, is directly inscribed in the theoretical tradition of studying social representations. The study involves identifying their structure, which is achieved through the implementation of the following stages: identifying the content of the performances and analysis of the structure of views [4].

The elements that appear in the core have the greatest number of connections with other elements of the presentation, that is, they perform the function of organizing the presentation [5].

The study involved 30 students of the Altai branch of RANEPA. The sample is balanced by gender (18 girls and 12 boys took part in the study);the average age is 19 years. The sample included students of different faculties, such as Law, Psychology, State and Municipal Administration, and Economics, to avoid the influenceof the specifics of their scientific knowledge on the ideas about gender discrimination. We used the Googleforms service for the survey. Thus, 43 associations were collected for the word "harassment".

The core of the perception is formed by the following elements: negative attitude, Harvey Weinstein, sexual character and crime. The peripheral system includes concepts such as “inappropriateness”, “mistrust”, “intimidation” and “boss” (see Fig.). The core element that was most often encountered in the respondents' answers was “negative attitude”. Thus, the respondents gave color to this phenomenon, condemning such behavior. The second most popular association with this element is “crime”. The connection of this element with the elements of the peripheral system, for example, with inadmissibility, is clearly visible.Such an element as "Harvey Weinstein" is also worth noting. The incident with this person really caused a great resonance around this phenomenon, which was reflected in social perception. This incident helped to raise the issue for discussion at the global level.

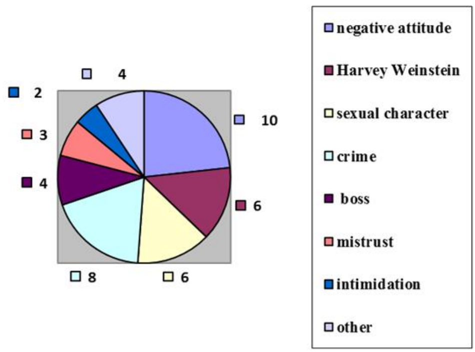

Fig. Research results

Conclusion

So, we can conclude that the social perception of harassment among these respondents is as follows: harassment is a crime of a sexual nature, followed by intimidation by a more powerful person, sometimes causing distrust. The respondents have a negative attitude towards this phenomenon and have often heard about it in connection with the Harvey Weinstein's case.

Often the victims who are faced with harassment at work are people who cannot afford to lose that job, because their survival depends on this work. They don't talk about it simply because they need money and are not sure they will find another job for themselves. There is a lack of group solidarity (complaints of sexual harassment usually do not generate support among colleagues and girlfriends, and advertisements like "a young woman without children is being invited to work" are perceived not as discrimination, but as an opportunity to use their competitive advantage by those who do not meet the requirements) [6]. Unfortunately, due to such patriarchal beliefs, the victim of harassment is condemned by the society, which believes that the victim herself is to blame for what happened, that she misbehaved, she was too defiantly dressed or could not resist, which makes the victim feel unprotected. Developing negative social perceptions about harassment helps create a friendly environment for victims where they can feel free from being judged for their traumatic experiences and where the perpetrator is more likely to be punished.

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PSYCHOLOGICAL CHARACTERISTICS OF SUPERSTITIONS AND THEIR POPULARITY IN MODERN SOCIETY

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Abstract: Superstitions as the easiest way to justify various phenomena of the world have always been widespread in society. Despite the tendency to rationalize certain phenomena among young people, belief in mysticism is still quite common. The results of the study confirm this hypothesis.

Keywords: superstitions; mysticism; omens; anxiety; tension

ПСИХОЛОГИЧЕСКИЕОСОБЕННОСТИ СЕУВЕРИЙ И ИХ ПОПУЛЯРНОСТЬ В СОВРЕМЕННОМ ОБЩЕСТВЕ

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Аннотация: Суеверия как наиболее легкий способ оправдания различных явлений всегда были распространены в обществе. Несмотря на тенденцию к рационализации тех или иных феноменов среди молодежи, вера в мистику по-прежнему встречается достаточно часто. Результаты проведенного исследования подтверждают эту гипотезу.

Ключевые слова: суеверия; мистика: приметы; тревожность; напряжение

Introduction

Among young people in modern society there is a tendency to abandon belief in superstition and mystic. However, we noted that despite the convinced distrust of mysticism from the students, many of them follow the mystic signs. In our study we examined the psychological foundations and causes of superstitious behavior and also studied the prevalence of superstition in the student community.

Theoretical framework

To conduct the research, we explored different approaches to explaining superstition. There are several approaches to this definition: cognitive, affective-motivational and behavioral. Now we will consider it in more detail [4].

The cognitive approach defines superstition as an attempt to understand and interpret what a person is unable to explain for him or herself. In this case, the signs allow us to classify and generalize the information received for ordering, organizing and embedding it in our own vision of the world.

In contrast to this approach, there is an affective-motivational theory. Here superstitions are viewed as an affectively saturated mental phenomenon that performs the function of protecting the emotional sphere. This approach explains omens as a way of calming a person in front of uncontrollable phenomena. Superstitions and various rituals give the illusion of controlling the situation and perform a psychotherapeutic function.

The behavioral approach explains the nature of superstitions as a consequence of the inability to understand the cause-and-effect relationships between one's own behavior and subsequent events in the surrounding world, as well as the unconscious unwillingness of a person to take responsibility for his or her own actions.Superstitious behavior is the one that arises and maintained as a result of accidental reinforcement, which is actually not consistent with it.

Common to all theories is the definition of superstitions as prejudices that do not correspond to reality or are invented by the individual him or herself and are accepted as a manifestation of mysticism and supernatural forces. This is the definition of superstition that we will adhere to in our study.

While studying the theory on this topic, we found that the main reasons for belief in mysticism include: depressed or unbalanced emotional state of a person; the desire of the individual to justify his or her actions by external circumstances; the level of human intelligence; culture to which a person belongs [1].

It is assumed that superstition serves as a psychological defense when experiencing anxiety or tension. So, when relying on superstition, a person achieves an internal balance by performing certain ritual actions aimed at protecting against supernatural forces. In this regard, during a pandemic, when a lot of people are under stress of nervous tension, faith in mysticism and omens may increase. That is why the research data is most relevant in the current period - a period of emotional decline in society.

A person's superstition is also directly related to his personality traits. So, there are two ways to take responsibility for our own actions: justification of consequences by external circumstances (external locus of control), full acceptance of responsibility for the results of the activities (internal locus of control). We assume that people with an external locus of control are more predisposed to believing in mysticism and performing ritual actions.

Superstition is also directly influenced by a person's intelligence and social conditions in which he or she was brought up and lives at the moment. The basic vision of the world, the general system of views and critical thinking are formed in the childhood. If in childhood a person did not learn to be independent and think critically, in the future in stressful situations it will be difficult for him or her to find an effective way to solve the problem, which can be compensated by faith in various superstitions and the desire to justify failure with mysticism.

Superstition and belief in mysticism also depend on the culture. We examined the most common superstitions of England and Russia, found the similarities and difference. For example, in England it is customary to avoid the number 13, the passage under the stairs and putting new shoes on the table. According to the British, all these events and facts can bring many failures and problems. At the same time, in Russia, spilled salt and a meeting with a person carrying empty buckets are considered bad omens [3]. A common superstition for both cultures is a broken mirror and a black cat crossing the road, which will also certainly bring trouble. And in general there is a method of protection against "dark charms" - you need to knock on wood three time. And to attract good luck both in Russia and in England look for a four-leaf clover or cross fingers [2].

Methods and results

Based on the theoretical data, we conducted a survey to find out the proportion of students prone to superstition. 61 students at various faculties aged 18-23 took part in our study.For the research we created a questionnaire consisting of three questions: «Can you call yourself a superstitious person?», «Do you observe any rituals to attract good luck or protect you from bad luck?», also a question with a multiple choice of things in which a person believes:

1. You need to knock on wood to undo a “jinx”;
2. A black cat crossing the road brings misfortune;
3. You must not wash your hair before the exam;
4. Spilled salt brings misfortune;
5. Breaking a dish brings good fortune;
6. Put a 5-ruble coin under your heel to get an excellent mark at the exam;
7. A four-leaf clover brings good fortune;
8. Beginners are always lucky;
9. Number "13" brings misfortune;
10. None of the options.

The results of the questionnaire showed that among the 61 interviewed 74% indicated that they consider themselves superstitious and only 26% considered themselves not superstitious. At the same time, most of those who answered that they rather do not believe in omens nevertheless chose from the list rituals that they regularly observe (61% of the respondents).

Also, based on the results of the survey, we identified the most popular omens among students: «You need to knock on wood to undo a “jinx”», «Breaking a dish brings good fortune», «A four-leaf clover brings good fortune», «Put a 5-ruble coin under your heel to get an excellent mark at the exam», «A black cat crossing the road brings misfortune». These signs account for 79% of the entire list constituting 10 options.

Conclusion

Thus, in our study we considered theoretical approaches to the definition of superstition and also examined the dependence of a person's superstition on his or her personal qualities, such as emotional tension and the level of intelligence. According to the results, the proportion of popularity of superstitions and acceptance among young people is quite high which we link to the high level of stress in modern society. Such tendency may be associated with the pandemic affecting not only the physical, but also the psychological state of people. We also found that the majority of students who do not believe in omens still observe certain rituals.

Conducting our research, we intend to raise people's awareness of this issue, which will reduce the level of superstition among the youth. This is necessary in order to reduce the risk of harm to a person’s health in case he or she justifies incomprehensible phenomena by mystical and supernatural forces.

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АКТУАЛЬНЫЕ ПРОБЛЕМЫ
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ЯЗЫК, КУЛЬТУРА И ТЕХНОЛОГИИ
В ИЗМЕНЯЮЩЕМСЯ МИРЕ

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IN THE CHANGING WORLD

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