

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«ЯРОСЛАВСКИЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ»
КАФЕДРА ИНОСТРАННЫХ ЯЗЫКОВ



«ЛИНГВИСТИКА И ПРОФЕССИОНАЛЬНАЯ КОММУНИКАЦИЯ»

Сборник научных трудов по
материалам

I-й Всероссийской научно-
практической студенческой
конференции с международным
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ДОКЛАДЫ ПЛЕНАРНОГО ЗАСЕДАНИЯ

CULTURE SPECIFIC COMPONENTS OF THE CINEMATIC TEXT IN THE CONTEXT OF AUDIOVISUAL TRANSLATION

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Abstract. The article is focused on culture specific elements in the cinematic text from the standpoint of gap elimination in the process of translation. It gives insight into the theory of lacunae and their elimination, providing a brief overview of some classifications of lacunae. It also discusses some peculiarities of gap elimination in the context of audiovisual translation.

Keywords: audiovisual translation, culture specific components, lexical gaps, gap elimination, cinematic text

КУЛЬТУРНО-СПЕЦИФИЧЕСКИЕ КОМПОНЕНТЫ КИНОТЕКСТА В КОНТЕКСТЕ АУДИОВИЗУАЛЬНОГО ПЕРЕВОДА

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Аннотация. Статья посвящена культурно-специфическим элементам кинотекста в аспекте делакунизации при переводе. В ней освещаются предпосылки выделения лакун и делакунизации и даётся краткое описание некоторых классификаций лакун. В статье также рассматриваются особенности процесса делакунизации в контексте аудиовизуального перевода.

Ключевые слова: аудиовизуальный перевод, культурно-специфические компоненты, лакуны, делакунизация, кинотекст.

Since the second half of the 20 century the tendency to replace traditional media with multimodal texts, i.e. media products which combine multiple semiotic resources, has gained prominence. Such texts can exist in the printed form (e.g. comic books) as well as in the form of digital media (e.g. computer games, web sites). One of the major and most common types of multimodal texts is the film.

Today, cinematography is a large multi-billion-dollar industry with its products evoking interest not only in viewers, but also in scholars. The film is an object of study for many disciplines. Its various aspects are explored by scholars specializing in the fields of psychology, sociology, semiotics and linguistics. As the film typically includes a verbal component, it is a subject of special interest for translation theory as well.

One of the terms that are used in linguistics to describe the film as a textual phenomenon is a *cinematic text*. The prominent Russian Scholars G. Slyshkin and M. Yefremova define a cinematic text as a "coherent, integral and finished message, which is expressed with the help of verbal <...> and non-verbal <...> signs, organised in accordance with the intention of the collective functionally, which uses cinematographic codes <...> and is designed for audiovisual perception by the audience" [6, p. 37]. The term cinematic text lays emphasis on the properties of the film that are present in any text, namely, coherence and unity [2, p. 5].

Just like any media product created by an author belonging a particular linguaculture, a film bears signs of influence of that linguaculture, even though in this case the author is represented by a collective body rather than a single individual. The presence of culture specific components in a cinematic text can make it difficult for viewers with different cultural backgrounds to interpret the

message of a film in accordance with the author's idea and intention. This observation is supported by a substantial body of research. For instance, a study conducted by G. Slyshkin and M. Yefremova, where Russian and Chinese viewers were asked to comment upon several Soviet films, has outlined a number of components in a cinematic text that receive different interpretations depending on the cultural differences.

One of the many examples provided by G. Slyshkin and m. Yefremova is the negative reaction of the Chinese audience to some of the plotlines and characters' images in the Russian film *The Irony of Fate*. The ending, in which Zhenya and Nadya fall in love, is not perceived as a desirable outcome as the Chinese culture values long-standing relationships between men and women [6, p. 74].

Another study, which analyses the perception of the film *Moscow Does Not Believe in Tears* by Russian and American students, has shown that due to different views on gender roles in the respective cultures American viewers tend to see the character of Gosha as an embodiment of male chauvinism [4, p. 140]. Thus, the ability of viewers to identify the author's initial idea correctly largely depends on factors related to the recipient's culture, such as background knowledge, the system of values and the image of the world. To make a film more understandable to foreign audiences is one of the most important and essential tasks for the translator.

When translating a cinematic text, one should minimize the possibility of misunderstanding. What appears to be conducive to this aim is to single out culture specific components in the cinematic text and adapt them in the target language with special consideration given to characteristics of the viewer's perception influenced by his or her native culture. To describe textual components which are potentially unclear to a recipient belonging to a different linguaculture, the terms *gap* or *lacuna* are commonly used.

The history of the so-called lacunae theory goes back to Yu. Sorokin and I. Markovina. In their work, titled *Text as a Cultural Phenomenon* the authors state that lacunae are culture specific elements that are present in a given fragment of the text and can make it difficult for foreign recipients to decode a certain fragment [1, p. 183]. In the same work, Yu. Sorokin and I. Markovina provide a classification in which all lacunae are divided into linguistic and cultural ones. The former are further subdivided into language lacunae, which are connected with the Saussurean notion of *langue* and refer to the gaps that are found when two language systems are compared, and speech lacunae, which are related to the *parole* and singled out when comparing the parallel texts [1, p. 103]. The latter, depending on the translator's chosen strategy, can be full, partial or compensated [1, p. 103-104]. Other three types of lacunae can be singled out based on the level of the language systems in which they are found. These are lexical, grammatical and stylistic lacunae [1, p. 103].

Cultural lacunae appear when there is an exchange of texts between cultures. Within the class of cultural lacunae Yu. Sorokin and I. Markovina distinguish national-psychological ones, activity-based and communicational lacunae as well as those of cultural space. Cultural lacunae are connected with the group's self-image, the image of other cultures, sense of humour [p. 120], gestures and facial expressions [p. 122-127], daily routine, background knowledge, etc. [pp. 129-130]. In Sorokin and Markovina's typology, these lacunae can also be divided into absolute/relative, confrontative and contrastive (varying by depth), as well as explicit and implicit ones (varying by noticeability) [1, p. 97-98].

The theory of lacunae was further developed in works of other scholars. In her article, A. Ertelt-Vieth presents a "lacuna model", the aim of which is to look into various kinds of "gaps in understanding", which arise in the process of intercultural communication [7, p. 41]. Within this model, three large groups with no definite borderlines are distinguished. These are mental lacunae, activity-based lacunae and object lacunas. Along with these three categories, A. Ertelt-Vieth describes the additional axiological lacunae, which occur due to the difference in interpretation [7, p. 41]. The model built by A. Ertelt-Vieth has a practical application in the field of intercultural communication.

I. Panasyuk proposes his own classification of lacunae, which is based upon the model by Yu. Sorokin and I. Markovina. According to the researcher, the phenomenon of lacunae is

intrinsically linked with the notion of translation equivalence [5, p. 59]. I. Panasyuk introduces several improvements to Yu. Sorokin and I. Markovina's classification, one of them being the distinction between denotative and significative lacunae within the broader category of absolute lacunae [5, p. 65].

In the course of translation and adaptation to the foreign recipients, the lacunae require elimination. The strategy of elimination depends on the type of the lacuna and some other factors. Yu. Sorokin and I. Markovina describe only two main ways in which gaps are eliminated, namely, filling and compensation [1, p. 163]. Filling implies providing additional information about culture-specific elements, for instance, placing a commentary inside the text or at the end of it [1, p. 163-166]. The idea behind compensation, on the other hand, is to replace the culture-specific element with which the recipient would likely be unfamiliar, with something that is well-known in his or her culture. This is meant to facilitate the understanding of the text [1, p. 171]. This can also be done by drawing parallels between the culture of the source language and that of the target language. Another option for a translator is to use terms with narrower or broader meaning [1, p. 171-172]. As an example of this strategy, the authors mention the play «Тихий сотрудник», the title of which was translated into English as “Quiet Editor”, thus narrowing the lexical meaning and eliminating the gap [1, p. 172].

Although the above mentioned authors primarily used written texts as a source material for their inquiry, many of their observations are applicable to audiovisual translation as well, namely, the strategies of eliminating lacunae. In the article, which is focused on conveying culture-specific elements in subtitling, Ye. Malenova gives examples from the 2012 Russian film *Spy*. While in the original script the protagonist wears 43 sized shoes, in the English subtitles he gets shoes number 9 [8, p. 2896]. When it is mentioned in the film that one of the characters is a Komsomol member, the translator uses the word *communist* instead as English-speaking audience would be more familiar with it [8, p. 2897]. This is a vivid example of compensation.

On the other hand, it is evident that not all strategies that can be used when translating a written text are equally applicable to audiovisual translation. There are a number of limitations which are imposed both by the nature of the cinematic text itself and the requirements of a particular task. For instance, due to the physiology of human perception, a translator is usually not allowed to exceed a specific number of symbols per line, and in the process of dubbing it is necessary to pay attention to lip-syncing [3, p. 150]. In both cases, the translator is faced with time constraints. Therefore, it is often impossible to eliminate lacunae with the use of extended comments. Moreover, there are cases when the number of options for the translator is limited due to copyright laws [3, p. 151].

Thus, the film should be viewed as a cinematic text with culture specific components, which can complicate the perception and correct interpretation of the film by viewers who belong to a different culture. To eliminate the existing lacunae, the translator can use techniques and strategies that are applied in translation of a written text. However, there are a number of limitations arising from the nature of the film and audiovisual translation, most notably, temporal and legal constraints. Therefore, the process of gap elimination in a cinematic text translation has its own peculiarities as compared to gap elimination in other types of texts.

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AUTHENTIC SONGS AS A WAY OF DEVELOPING FOREIGN-LANGUAGE COMMUNICATIVE COMPETENCE

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Abstract. The article considers the concept of foreign-language communicative competence as the aim of teaching foreign languages. This goal requires the use of practical methods of teaching, such as using authentic songs. The article presents the results of a survey conducted to identify the opinions of teachers and students on the use of songs as educational material, as well as a comparison of their musical interests.

Keywords: communicative competence, foreign language communicative competence, sub-competence, song material, authentic, authentic song.

Nowadays, one of the most fast-growing trends remains to be the demand of the society for learning foreign languages. According to this, teaching of foreign language at schools is undergoing some changes. At the moment, it is more important to pay attention to the development of productive skills, which are speaking and writing, rather than receptive skills, which is reading. As a result, this society need was taken into account and fulfilled in the government requirements for education, according to which, the purpose of teaching a foreign language at schools is the development of foreign-language communicative competence (FCC).

It should be mentioned that in the concept of the term FCC lies the idea of communicative competence (CC). The first scientists who proposed the concept of CC was N. Chomsky. Subsequently, many Russian and foreign scientists conducted researches in this field. Russian scientist M.N. Vyatyutnev defined the CC as "the ability to choose and implement a model of speech behaviour, depending on a person's ability to navigate in a particular situation of communication, depending on the topic, communicative purposes and attitudes that the participants have before the conversation, as well as during a conversation in the process of mutual adaptation" [1]. Thus, it was found that the level of CC development is responsible for the ability to be a part of cross-language communication. This idea was important for the development of the methodology of teaching foreign languages, as it led to the emerging of the term of FCC, which means the ability of a person to become a full-fledged participant of intercultural communicative situations while communicating in a non-native language. Thus, if a speaker has formed FCC, he has the ability not only to communicate in a foreign language, but also to be familiar with culture, which makes communication more productive.

It is accepted to divide FCC into several components, which are so-called sub-competencies. Initially, the idea of doing this was put forward by M. Kainel and M. Svein. Later, on the basis of their idea other approaches have appeared, including two most common in the academic community: European and Russian approaches. In accordance with the European approach, FCC can be divided into linguistic, sociocultural, sociolinguistic, strategic, discursive and social competencies. Russian sub-competencies are based on the ideas of V.V. Safonova and include linguistic, speech and sociocultural sub-competencies, which stand for knowledge of the means of language, the ability to select them in a particular speech situation, being familiar with the culture of the country whose language is learnt. This particular work takes into consideration the Russian, as the research is based on the data of Russian schools.

Given the above, the formation of FCC is connected to the development of practical skills, rather than the acquisition of theoretical knowledge. These days the main goal of teaching foreign languages at schools lies in receiving practical skills and education tends to become practical-oriented and requires implementation of practical activities, as well as interactive teaching methods into the process of education.

Thus, in our opinion, an authentic song is one of the most efficient means of developing the FCC in terms of practical-oriented approach in teaching foreign languages. The educational potential of using song as a means of teaching foreign languages was described by many scientists, such as E.N. Karpichenkova, N.P. Shutova, I.P. Lyubetskaya, S.A. Sotnikova, M.S. Fatakhova, S.Yu. Solovyova, N.F. Orlova, S.F. Gebel, I.L. and others.

From the point of view of methodology of teaching foreign languages, an authentic song can be examined from two sides. First of all, any song is a piece of poetry performed to music. It is a combination of a music component and verbal text, so that the meaning of the text is fully revealed with the help of music, which provides the listeners with the emotions expressed by the author. On the other hand, the song is a bearer of the culture, as well as the language at a certain historical stage of its development. Thus, any song has a dual nature, which is valuable for the methodology of teaching foreign languages. The fact that the song is one of the variants of the authentic text, as well as a sample of the artist's authentic speech, allows it to be used as a mean of developing the linguistic and speech sub-competences of the FCC. As a bearer of some cultural characteristics and social tendencies, a song can contribute to the development of the socio-cultural competence of the FCC. All of the above proves the feasibility of implementing songs into the process of foreign language education at schools.

Considering all the above, it can be concluded that teaching with the use of authentic songs is effective and can significantly help in the development of FCCs. This conclusion led to the question of whether authentic song materials are used at English lessons in modern Russian schools. What's more, another question is how effectively teachers can use this method of teaching. According to this, there was a survey of English teachers and high school students of Saint-Petersburg.

The first part of the survey is devoted to identifying the opinion of teachers on the effectiveness of using song materials at their foreign language lessons. Five of a secondary school teacher of different ages were questioned. 60 % of questioned teachers of the age from 50 to 60 years old, 20 % are of the age from 20 to 30 years old, and 20 % of the age from 40 to 50 years old. All respondents gave a positive answer to the question "Do you think that working with authentic songs in foreign language lessons is an effective method of teaching?", which means that teachers of secondary schools realize how valuable an authentic song is, from the point of view of methodology of teaching. Despite this, only 80 % of respondents answered positively to the question if they use foreign songs at their lessons. This information suggests that although teachers understand that songs can be productively used for the development of FCC, not all of them know how to work with such materials.

As for the survey of students' opinion, there were 40 participants of the survey, including two school classes: the 10th and the 11th. Most of the respondents, namely 91,7 %, gave a positive answer to the question "Do you think that listening to modern foreign songs can help in learning a foreign language?" with the percentage of negative answers of 8,3%. This result suggests that most high school students also realize the value of authentic songs as teaching material. However, only 15,8 % of respondents claimed that their school teacher of English uses foreign songs as a teaching method, and 84,6 % of those who claimed that songs are used in their foreign language classes.

The revealed results once again emphasize the fact that an authentic song is an effective tool to develop FCC, and it is stated not only by teachers, who have knowledge in the field of methodology of teaching, but also by students themselves. Both teachers and students stated that song material is rarely used by teachers in educational process, although its value is obvious. Thus, it can be concluded that teachers should pay more attention to interactive teaching methods, one of which is an authentic song.

As it was stated before, the song genre is capable of developing FCC, however, it also has some other advantages. While studying the works of Russian researchers, such as V.A. Kochetova, V.N. Danova, S.U. Zamarina, S.A. Sotnikova, it was mentioned that one of the key advantages of the song genre which they consider is its affection to the emotional aspect of the personality, which is inextricably connected with the cognitive aspect, and therefore stimulation. What is more, people often experience positive emotions while listening to music. Therefore, the integration of music into the learning process will lead not only to effective learning, but also to the development of a positive attitude to the subject, in general.

However, not all songs can be effective in the development of FCC and its sub-competencies. Based on this fact, teachers should be able to choose a composition according to the needs of students. To facilitate this process, it's possible to use the principles of song selection provided by by E.P. Karpichenkova [2]:

1. The principle of authenticity, which provides that students get acquainted with the sound of real speech and develop their auditive skills and broaden their linguistic and cultural knowledge;
2. The principle of influencing the emotional sphere of the personality by taking into account the age and the interests of students;
3. The principle of methodological value for the formation and improvement of language skills. It is complied when a song correlates with the topic of the lesson and the material studied at a particular language level, taking into account educational programs, as well as the methodological conditions of a particular lesson.

As for the survey conducted, in addition to identifying the opinions of teachers and high school students on the effectiveness of authentic songs as a way of teaching foreign languages, its aim was also to determine whether the opinions of students and teachers on the choice of suitable songs for learning a foreign language are similar. Teachers were asked to list the songs which they use or would use as a means of developing FCCs. As for the students, they were asked to share foreign singers whose songs they like. The results of this survey are shown in Table 1.

Table 1. Comparative analysis of music selection

Foreign music used by teachers as teaching material	Foreign music, which students are interested in
Songs included in the learning program, songs from famous films and cartoons, The Beatles, Elton John, Queen, Smokie, Elvis Presley, Michael Jackson.	Ariana Grande, Billie Eilish, Lil Peep, One Direction, Sam Smith, Queen, The Beatles, The Weeknd, AC/DC, ASAP Rocky, Ed Sheeran, Dua Lipa, Lana Del Rey, System of a Down, Halsey, Fall out boy, Nirvana, Linkin Park, Harry Styles, Coldplay, Miley Cyrus, Lana Del Rey, Michael Jackson, Cardi B, XXXtentacion, 6ix9ine.

After analyzing the answers of the respondents, it became clear that authentic songs that teachers of a foreign language use at their lessons do not match much with the interests of students. A small number of performers was indicated by both of the respondents, including Michael Jackson, The Beatles, Queen. Thus, when choosing musical compositions for lessons, teachers do not follow an important principle of choosing songs, namely, the principle of influencing the emotional sphere of the personality. Based on the results obtained during the analysis of scientific papers on the integration of foreign music into the educational process, it became clear that the positive impact on the emotions of students is very important. Thus, organizing lessons using foreign songs, teachers may not apply the whole methodological potential of this teaching method.

The final part of the survey was devoted to the recognition of the portraits of modern singers and members of musical groups, as well as popular musicians of the past by teachers and students. The purpose of this section is to find out how much foreign language teachers are aware of modern musical performers, as well as how much students are familiar with musicians whose popularity occurred in the second half of the last century. Ten artists were selected for the survey, namely, Freddie Mercury, Elton John, John Lennon, Michael Jackson, Ozzy Osborne in the first group, and

Ariana Grande, Billie Eilish, The Weekend, Harry Styles in the second one. Respondents were asked to compare the portraits of musicians with their names. The results are presented in Table 2.

Table 2. Teachers and students' awareness of modern musicians and musicians of the last century

Performers	Percentage of recognition among teachers	Percentage of recognition among students
Performers popular in the previous century		
Freddie Mercury	100 %	84.6 %
Elton John	80 %	30 %
John Lennon	100 %	71.8 %
Michael Jackson	100 %	100 %
Ozzy Osborne	100 %	69.2 %
Performers popular nowadays		
Ariana Grande	60 %	100 %
Billie Eilish	60 %	100 %
The Weeknd	100 %	89.7 %
Harry Styles	60 %	87.2 %
Dua Lipa	80 %	92.3 %

The results table shows that the percentage of recognition of older foreign performers among teachers is significantly higher than among high school students. Thus, the average percentage of correct answers in this category among teachers is 96 %, and among students is 71.12 %. As for the recognition of modern popular performers, students gave the largest number of correct answers, which is 93.84 %, on average, while teacher gave 72 % of right answers. Despite the fact that teachers are more aware of the lives of musicians of the past generation, the percentage of correct answers about modern musicians is also quite high. Thus, this part of the survey shows that the musical interests of English teachers and students differ. However, this gap is not so large to say about a complete discordance.

To sum up the study conducted, it can be concluded that the benefits of the use of authentic foreign songs in the development of FCC while teaching foreign languages are confirmed by many Russian and foreign scientists. Moreover, despite the positive impact on the development of FCC, researchers claim that its impact on the emotional sphere of the personality is also of a high importance from the point of view of methodology of teaching foreign languages. The results of the survey, the respondents of which were English teachers and high school students, showed that both of them are aware of the value of authentic song materials for learning and teaching languages. However, not all teachers use these materials at their lessons. It was also revealed that the preferences of high school students in foreign music do not coincide with the choice of compositions for teaching a foreign language carried out by teachers. Despite this, it turned out that teachers know most of popular modern singers, as well as students know many of the performers popular in the last century. Thus, if teachers decide to use song material at their lessons, the choice of the compositions may not have a positive impact on the emotional aspect of students' personality, as their age and interests are not taken into account. All in all, it reduces the effectiveness of the development of FCC with the use of authentic songs.

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BRANDS RULE THE WORLD

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Abstract. The article deals with concepts such as "brand", "branding", "trademark" and technique of interaction between a supplier and a client, their influence on consumer's consciousness. Some aspects of business communication between two parts of any commercial process are discussed.

Keywords: brand, customer, marketing, advertising, package.

«Business communication» language of a consumer with a product starts with visual perception, when he sees storefronts, advertising campaigns and, of course, the product itself. A large and professional team headed by marketing specialists, brand director and designers work on this perception. Thanks to modern innovative technology, a consumer has the opportunity to make the right, informed choice. Although, many of us have a negative attitude to advertising, in a store we look at the products familiar to us from billboards or television. Nowadays a brand is the link between business and an individual. Any brand uses different opportunities to communicate with customers. These opportunities are called touchpoints or customer-brand interactions that form an impression and an emotional response. The purpose of this paper is to determine the role of a brand in the relationship between a consumer and a product. The objectives were: 1) consider concepts such as "brand", "branding", "trademark"; 2) point out some technique of a brand and consumer interaction; 3) draw conclusions.

In English there are two interrelated but not similar concepts - trademark and brand. The concept of trademark is legal and corresponds to the meaning of Russian word "tradename". The concept "brand" is marketing and related to Russian "trademark" or simply "brand". Therefore, it is necessary to give explanations of the above concepts to avoid confusion.

Trademark - this is an absolutely legal term denoting an object of intellectual property that protects the name and some other attributes of goods (firm, services, ideas) from competitors.

A tradename is a name under which goods, services, firms, ideas are advertised, promoted, sold. Tradename is a concept that combines consumer properties of goods, trademark image and reputation.

A brand is a set of perceptions in consumer's imagination, certain associations and values that a consumer has in the process of buying and using the brand.

Marketers say, "A brand is an image and a trademark is a symbol" [2].

There are many brand-related collocations in marketing. The most commonly used ones are:

Table 1. Most commonly used brand-related collocations

Word/Word collocations	Translation
a brand image	престиж, образ и репутация торговой марки
a brand manager	бренд-менеджер
a brand platform	платформа бренда (описание свойств бренда)
a brand promise	обещание бренда (соответствие потребительских свойств ожиданиям покупателей)
brand essence	сущность бренда (краткий концепт, определяющий бренд)
brand vision	концепция развития бренда
co-branding	партнерство двух брендов

Types of brands	
a brand leader	бренд, который лучше всего продается на конкретном рынке
a flagship brand	ведущий бренд
a generic brand	небрендовый продукт
a premium brand	премиум-брэнд
an economy brand	брэнд, товары которого продаются по низким ценам
an own brand / an own-label brand / a private label brand	собственная торговая марка

A marketer's action in the process of brand formation and development can be characterized by the following words:

Table 2. Words used to characterize the actions of a marketer in the process of brand formation

Word collocations	Translation
building brand awareness	увеличение/повышение известности/узнаваемости бренда
building brand consideration	увеличение числа потребителей, приобретающих товары данного бренда
building brand loyalty / increasing brand retention	развитие лояльности к конкретному бренду
building brand preference	увеличение количества потребителей, предпочитающих конкретную торговую марку
maintaining brand equity	поддержание ценности и значимости бренда
using brand leverage	использование подъемной силы бренда (для вывода на рынок нового продукта)

It is also necessary to highlight the concept "branding". According to M.O. Makashev: "Branding is a set of managerial actions carried out with the use of specific techniques to coordinate operations and procedures in the branding system. Branding is a managerial activity in the formation and development of a trademark and its brand" [3].

The first interaction point of a consumer and a company is package. It is brand's personality, its face and aesthetics. Package should be able to stop consumer's gaze and motivate him to purchase. In the modern world the speed of getting information is incredibly high so a consumer has 1-2 seconds to make a choice. Therefore, package must have a design that catch an eye immediately and triggers to force consumer motivation. For example, with the coronavirus pandemic, food delivery and takeaway food have become popular. Coffee cups are pretty popular. They give people more than just a chance to have a hot drink on the way somewhere. Foreign researchers write that walking around town with a cup of coffee makes people feel like they are on vacation. Coffee shops try to make their cups recognizable, so that consumers can easily distinguish them from another ones. For example, the Starbucks logo that appears on a coffee drink cup is statistically recognizable 8 out of 10 times. If a user has a diversity in choosing a product, in terms of package there is a little but we have a few examples. Package can be individual for each guest. There are two variants to offer a guest to take part in generating: a package for him or her, or to make an individual package themselves.

Jagermeister, for example, used the first one. They offered everyone who wanted to download a template of their package and to finish it with the help of stickers on Instagram. The most popular ones in a week got a box of liquor from the company. Needless to say, there were a lot of people who wanted it.

The second variant is more difficult. In Novosibirsk in 2013 the Pizzeria "Pizza Sinitsa" was opened (now a network of pizzerias). One of the most interesting innovations was their package. It

is an ordinary Kraft pizza box where a wish from "Pizza-Sinitsa" team is sure to be written or author's drawing is painted. In addition, when ordering you can specify the reason to order the pizza, and then the wishes will be appropriate. In result, it has given a large number of mentions in social networks and positive feedback [1].

Now package is more than the necessary item to get food home. It can be a catalyst to purchase, the way to get additional media coverage or a business fish. So it's worth of paying special attention and maybe even inviting your guests and customers to take part in its creation.

Besides package, according to Marceto company, in 80 % of cases the decision of whether to purchase or not is influenced by the color of the company's brand, because almost each person has an intuitive understanding of color [5]. For example, if you remember the logos of banks and financial institutions are mostly designed in blue and dark blue colors (banks VTB, Otkritie). Blue color is associated with sea, depth, power, security, with the blue you relax and trust them your money, deals and securities management. The green, another popular color in banking is inevitably associated with prosperity (probably with green dollars), growth, prestige, generosity. It is ideal for companies dealing with cash flow. Red color is mainly used in FMGG - sector (Coca Cola, McDonalds). The red stimulates appetite and attention. It is power, will, dominance. Yellow color is perceived as warm and friendly, it looks creative and inspires optimistic hopes. Tinkoff Bank's positioning was exactly that: a non-standard approach, the bank without offices and ATMs, cheerful and human support, which is not afraid to joke with customers.

In addition to package and color, consumers pay attention to the company's image. According to an Aflac survey, 82 % of consumers believe that socially responsible brands are more successful than companies that don't think about ethics. Ethical marketing is a marketing concept that focuses not only on the benefits of a product or service but also on the positive impact of products on society and environment.

Ethical marketing is more of a philosophy than a strategy. The philosophy of some companies is expressed in the trend for organics affected food, household chemicals. And while many companies are following the trend, few can boast a concept as unusual as Dr. Bronner's, the best-selling organic liquid soap brand in the United States. Initially, Emanuel Bronner gave away free soap to those who attended his lectures on mankind unification. Excerpts from his speech are still printed on packages of Dr. Bronner's soap. Bronner decided to channel soap production into business after he had realized that people came to his lectures just to get a free sample. While brands following the principles of ethical marketing, choose different lines of business and techniques they have one thing in common, a desire to compensate the environment, protect workers' rights, and help the most vulnerable.

It turns out that 73 % of consumers support sustainability and share responsibility of preserving the environment. Consumers are willing to pay more for organic products (41 %), goods that do not harm the environment (38%) and support social responsibility (30 %). But, unfortunately, the manufacturer is not always honest with its consumer. Unfair marketing strategy is called "greenwashing", when a brand forms an environmentally friendly image of its product, but in fact it is not.

In our country greenwashing has already gained significant momentum. Store shelves are flooded with a large number of products with prefixes "ECO", "BIO", "ORGANIC", etc. Unfortunately, among all this ecological diversity you could find more disguised deception than you imagine. According to Sergey Korshunov, a member of the Public Council at the RF Ministry of Agriculture, over 90 % of such products are eco-fake [4].

Today the word "greenwashing" is used much oftener. It has been already included in the electronic version of the Oxford English Dictionary. The consumer perceives business on an emotional level through the prism of its brand and communication. So it's very important to be conscious of what your brand transmit to the audience.

Since the dawn of the digital age in the late 1990s and early 2000s, branding, marketing and advertising techniques have differed in many ways from those previously established. Television

commercials outperform print advertising, while social media advertising and other online platforms outperform print and TV taken together.

Advertisers have many new tools (for example, the ability to rely on demographic data advertising on Facebook, Instagram, Google, Yandex) and ways to interact with each member of their target audience. At the same time and for the same reasons, companies face serious competition that wasn't there a dozen years ago. Today, brand reputation is not just about word of mouth but also about review. Consumer buying decisions are mostly influenced by ranking and online reputation. Branding and the brand itself, in its turn, help increase profits and sales, expand the range and consumer awareness of unique qualities of the product, gain an impressive market niche and implement a long-term development program.

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Секция «ИСПОЛЬЗОВАНИЕ ВОЗМОЖНОСТЕЙ ЦИФРОВОЙ СРЕДЫ ПРИ ИЗУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ»

FOREIGN LANGUAGE FORMATION FOR DISTANCE LEARNING

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Abstract. The article deals with the problem of a foreign language space formation for distance learning. The advantages and disadvantages are discussed alongside with different points of view represented by the authors investigating the topic under consideration.

Keywords: Language formation, foreign language space, distance learning, distance-learning technologies.

Today, education is engaged in one of the most important tasks of personality formation, one of the conditions of which is to define itself as a member of an ethnic group that is ready for contact with other cultures and peoples. To yield positive results at the cross-cultural interaction, emphasis should be made on studying the cultural world of each country and promoting inter-ethnic dialogue. It keeps the interests of other peoples and the creation of the atmosphere of trust that ensure inter-ethnic understanding successfully. Hence, it is important to create a foreign language space, as it will help to develop the communication abilities of learners and to ensure their successful socialization.

Some authors have developed a paradigm of culturally sensitive education, respecting the individual's culture based on universal values and morality, which in its turn belongs to the cultural heritage of the various peoples of the world. In other words, education has the mission of upbringing the individual through culture.

Language is one of the most important means of cultural expression. It reflects everything: the peoples' life style, their cultural values and their national characteristics (mentality). Thus, language plays a vital role in the development of the spiritual environment, and the individual has access to the culture of another people and another country, in other words, to a different cultural environment. [2]

Nowadays the formation of a foreign language space for distance learning is particularly actual, as this form of education has become widespread due to the COVID-19 pandemic, which has forced most people to become self-isolated, but the need for education remained.

The basic principle of distance learning is direct interaction between students and their teachers. In other words, distance learning focuses on traditional learning in the form of online conferences. This format makes it possible to have the same effect as full-time classes.

Distance learning has both advantages and disadvantages for students. The most common advantages are:

1) The possibility of simulating real processes and developing acquired skills and experience in a virtual space, minimizing possible losses and risks;

2) Interaction in a virtual space makes it possible to reduce the level of psychological discomfort, which leads to a greater sense of psychological security and to the development of communicative activity among learners;

3) The possibility of disclosing individual features, since it is possible to become anonymous participants of the interaction.

The disadvantages of virtual space include:

1) The impersonation of the subjects of the educational process;

2) Lack of emotional contact between learners and teachers, as the exchange of sociocultural experiences becomes more complicated.

3) Projecting the laws of the real world onto virtual space and vice versa. [5]

Foreign languages distance learning has its peculiarities. For O.V. Lvova, the results of it depend largely on the quality of the e-learning materials, which should be developed in accordance with all teaching principles, as well as with communication and communication-cognitive and sociocultural approaches to language learning. At the same time, the electronic teaching and learning system as a whole should provide the learners with teaching, methodological information, various schemes, audio and video comments of the teachers, and multifunctional testing system, as it provides an input, training and final control of the study discipline. [4]

Nikolaeva M.V. in her work indicates that there is a division between distance learning and online learning. Distance learning is an interactive interaction between educators and students, in which information is exchanged and communication is carried out through web-based tools such as various training services, online conferences and e-mail. Online learning is an extension of distance learning. It is learning through any electronic gadget that has access to the Internet. In other words, distance learning is the distance between students and e, and online learning is the process of learning through the Internet and electronic devices. [6]

Y.A. Zusman believes that mastery of foreign-language culture is gradual, as learners gradually acquire knowledge of a particular element of a different culture. Various game and learn-game programs, resource manuals, computer simulators may be involved in this process, as the wider the range of software used, the more opportunities there are for a variety of educational elements educational process. [3]

Despite all the advantages of a remote format for the study of foreign languages, there are also some problems that can prevent the formation of a foreign cultural space in a digital environment:

- Maintaining the pace of research;
- Reducing the speed of response to the request and the request for a reply;
- Special difficulties in learning and memorizing sounds or phonemes with little resemblance to their mother tongue;
- Understanding the language, especially at a rapid pace;
- Spelling errors in written assignments;
- Understanding of the language concept and its correct application in testing;
- The need for learners to have self-discipline and time management skills;
- Access to the Internet for students and teachers;
- The availability of a computer or other devices for distance learning;
- The need for interest on both sides. [4 6]

The introduction of face-to-face distance-learning technologies in foreign languages contributes to the training of specialists with a broad perspective, as trainees are immersed in a different cultural environment, which in its turn will teach the skill of intercultural communication.

Let us review the methods used to form a foreign language space in a remote format.

The Internet technologies make it possible to develop reading, speaking and writing skills and abilities of students, thanks to the inexhaustible information resources of the global network: world news, encyclopedic, country and other sites. A major contribution to the development of modern distance learning technologies has been made by a software product such as Skype, which

can provide a dialogue between the teacher and the learner, all of which are in optimal working conditions.

1. Webinars. Webinars are interactive and the student is involved in active cognitive communication activities, involving the use of language knowledge to solve communicative tasks in joint creative activities in groups.

2. Interactive learning activities. In comparison with other forms of education, it is the only that best meets the needs of today's world for the training of skilled personnel able to adapt to constantly changing conditions. In interactive learning, priority is given to two key objectives: first - «to teach to learn»; second - «to teach to put into practice new knowledge».

3. Virtual communities (e.g. social media: www.facebook.com, www.vk.com, www.my.mail.ru) are oriented towards communication, which is very important when learning foreign languages, as it helps to develop communicative competence. They allow to eliminate blocking communicative affects at the expense of psychological security and the possibility of sublimation.

4. Virtual worlds (virtual universes such as Second Life.com, There.com, ActiveWorlds.com) allow a student to be placed in a situation that cannot be recreated in the real world for practical or ethical reasons. What happens in virtual reality is perceived by the subject as part of the real world. Artificially created simulations of reality are becoming more emotionally-meaningful. The structure of consciousness is organized according to the principle of hypertext - nonlinearly connected subjective realities, which are semiotic-meaning formations.

5. Online games:

- A single-player role-playing game allows the subject to immerse himself in conditions in which he cannot enter real life, to gain new experience, to acquire new meanings, knowledge and skills;

- A multiplayer role-playing game is a virtual reality in which people from around the world can interact with each other by adhering to agreed rules and pursuing goals set in the game.

Online games are aimed primarily at interaction and communication; allow developing socio-psychological competence, helping in solving various internal conflicts. Moreover, the success of such a game cannot be achieved without partnering with other players, and therefore the games contribute to the acquisition of collaborative skills. [1] [5] [6]

In conclusion, distance education is widely available throughout the world, as it allows access to education from anywhere in the world. It should also be noted that the remote environment allows for the expansion of contacts between different peoples and the broadening of the cultural horizons of each individual, thus allowing for the creation of a foreign-language space.

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APPLICATION OF DIGITAL ENVIRONMENT TECHNOLOGIES IN LEARNING ENGLISH LANGUAGE

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Abstract. The article focuses on the notion of digital environment in language learning. The most effective is the teaching of the foreign language by the traditional method of learning simultaneously with use of the possibilities of the digital environment. Mastering the foreign language can be achieved through lectures and seminars on the Internet, e-books, electronic dictionaries, applications and educational platforms. Their abundance contributes to the development of students' skills. The learning process becomes highly motivated with modern information technologies.

Keywords: digital environment, information technology, educational environment, learning style, grammar-translation method of learning.

Currently the capabilities of the digital environment are widely used. A digital educational environment implies the set of conditions created for the implementation of educational programmes using e-learning, distance learning technologies, taking into account the functioning of the electronic information and educational environment. The latter includes electronic information and educational resources, information and telecommunication technologies and appropriate technological means that provide comprehensive mastering of educational programmes by students regardless of their location. The capabilities of the digital environment are much more relevant than in the educational process. Modern realities force both students and teachers to resort to the help of information technology.

It is possible to study foreign languages in various ways: via video and audio materials or via text electronic media. The choice of the method depends on students' learning style. The latter depends on students' way of perceiving information. Some prefer a visual type of perception, others – an auditory one. There are also people with the kinesthetic type. For people with the first type, visual images give more information and are easier to perceive. They easily make up a story from a picture or describe what they saw [4]. Students with an auditory type of perception find it easier to assimilate information by ear, attach great importance to words, music and various sounds. In the overwhelming majority of cases, they have eloquence and good memory. For the kinesthetic type of perception the practical side of learning is especially important. These people want to fully understand and assimilate the received information.

The most common method of teaching foreign languages, adopted in modern universities, is the traditional method of learning, or the so-called grammar-translation one. According to this method, language proficiency means a good knowledge of grammar and vocabulary [3]. The process of improving knowledge is the movement from one grammar to another. For the studied grammatical constructions, the teacher selects texts for reading and their further translation. The use of the aforementioned possibilities of the digital environment alongside the traditional study of foreign languages with the textbooks recommended in work programmes can provide a plentiful vocabulary, erudition and the ability to understand native speakers of the target language, as well as contribute to increasing motivation to learn a foreign language.

Information technology is a set of methods, production processes, software, hardware and linguistic tools integrated for the purpose of collecting, processing, storing, distributing, displaying and using information in the interests of its users [2]. IT in the context of foreign language learning implies the use of various training programs and resources. TED is an American nonprofit

foundation that has been giving lectures since 1984, the best of which are now featured on the official TED website. The topics of the lectures are varied - science, art, politics, design, business, global problems, technology and entertainment. Using the materials of this platform in the study of foreign languages is useful in the format of ordinary viewing of speeches on a topic of interest. It helps to learn new words and set expressions, as well as to practice the phonetics of the language using the repetition of the speaker's speech called shadowing. This platform provides text versions of speeches, divided into blocks by timing, which you can work with while watching the video itself. TED Members earn exclusive access to unforgettable events with big names from the TED stage, inspiring conversations with a global community, and more [6].

In addition to TED, on the Internet, namely on the well-known YouTube platform, you can find many video lessons, seminars, lectures for self-study, with the help of which the student has the opportunity to work out any educational block that interests him on his own.

Obviously reading plays an important role in learning as it expands a person's horizons, enriches his inner world and develops his memory. As for learning foreign languages, reading e-books or listening to their audio versions can increase the reader's vocabulary. The retelling of the material you have read develops the ability to clearly express a thought in a foreign language. This method is widely used in teaching foreign languages at universities. Students choose the literature they are interested in for independent acquaintance, write out unfamiliar words when reading and retell them by passages in the classroom.

During the translation process, students may come across unknown words. In this case, they refer to dictionaries. To save time and simplify translation activities, students are increasingly using electronic versions of dictionaries: *Multilex*, *ABBYY Lingvo*, *Reverso Context* and etc. For example, in the *ABBYY Lingvo* dictionary while translating students can not only see the meanings of a word in different topics, forms and its transcription, but can also listen to the correct pronunciation in several dialects and view all sorts of examples and features of the use of this word in texts, established expressions, and other interpretations.

It is common knowledge that it takes daily practice to be successful in learning a language. Undoubtedly, this is difficult to implement due to the workload of the educational or work schedule. In order to use every free minute with benefit, there are a huge number of applications to learn new words, independently from the desired list, or practice the use of grammatical structures in exercises. The most famous of them are *Duolingo*, *BBC Learning English*, *English Grammar in Use*, *Puzzle English* and etc. These applications provide regular language learning and systematic repetition of the passed material. Apps for language learning in the form of games and entertainment are no less effective. For example, *Lyrics Training* is a platform where students can learn a language through songs. Users insert missing words based on hearing. This platform is available for download to the phone. It also has an extensive set of songs and can be used by learners of any language level.

Educational platforms are also an equally important part of the educational information environment. During a difficult epidemiological situation, educational platforms have gained particular value, providing students with the opportunity to learn a language remotely from anywhere in the world with an Internet connection. These platforms include *Teams*, *Zoom*, *Skype*. They have a wide range of functions that facilitate the learning process and bring it closer to the offline format. Students can use interactive whiteboards, screen sharing for movies, training videos, tables, presentations and other video materials. However, for in-depth study of foreign languages, this teaching method has a number of disadvantages. One of them is the weakness of the Internet signal. This is followed by problems with sound, minimal or no convenience for conversational practice, which is one of the main aspects in learning foreign languages.

To draw the conclusion, one can say that with the unlimited possibilities that the information environment can provide us in the study of foreign languages, maximum efficiency and increase in knowledge of the language can be achieved only with a combination of the traditional (grammatical and translation) method of learning foreign languages and information technology. Having a good grammar and vocabulary base, you can improve using materials from the Internet. Information

technologies provide each student with an individual working method performing practical work, information resources, methodological and control materials, time resources, the possibility of individualization and differentiation of the learning process, highly motivated work with modern information technologies.

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METHODS OF LEARNING ENGLISH IN MODERN RELIGIONS

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Abstract. This article deals with modern methods of teaching newcomers to English, based on the author's approach to the process of knowledge and perception of information. The most effective methods of learning English are listed.

Keywords: methodology, foreign language, language schools, perception of foreign speech, electronic platforms, grammatical constructions.

The modern world is international and practical people have no boundaries in communication. This was largely facilitated by a change in approach to the study of various languages: the emphasis shifted from the study itself to the study of conscious and subconscious perception of information. Scientific studies have shown that people perceive information differently, and to facilitate study, material should be submitted so that the most developed feelings, reflexes and brain areas are included in the work.

Pimsler Method

The original author's method, which was developed in the 60s of the last century and based on the perception of a foreign language by ear.

According to teachers and most students, today Pimsler's course is almost the best audio material for learning English. The technique is based on the fact that the student, in the process of listening to the lesson, first immerses himself in the language environment, and then becomes a full-fledged participant in the dialogues. Most of the occupation, the student repeats the phrases behind the announcer, assimilating new vocabulary and grammatical construction of phrases.

The effectiveness of this method of learning English is that it develops communicative, that is, it makes it "speak the language," and not engage in interpretation or translation exercises. At the same time, the student is automatically given a real British accent, which is also important.

The Pimsler classification system consists of three levels, each of which contains 30 lessons. In total, about 500 lexical units are mastered during the training. For one occupation, the author recommends taking 30 minutes each day.

Books by Ilya Frank

Frank's teaching technology is included in ways of learning English by immersion in the language environment, because it involves reading English literature in the original, using only small dictionary inserts of Russian translation. The whole text is divided into small duplicated paragraphs: first, the student reads the adapted lines (with translation and explanations), and then the same passage, but already completely in the original. Thus, there is a simultaneous explanation and fixation of the educational material.

Of the advantages of the technique, it is worth noting:

The combination of interest in storytelling and the educational benefit of reading;

*A fairly large volume of vocabulary;
Learning words in context;
Automatically remembers the grammar of phrases.*

In addition, Ilya Frank's method contributes to the development of associative ligaments when the reader, not knowing the word, guesses it by a familiar root or understands the meaning due to the context.

The student regulates the duration of the occupation himself, and you don't even have to monitor, progress: the further you move in reading, the greater the lexical reserve is absorbed.

Dragunkin Method

Compared to the methods already cited, the study of English using the method of Alexander Dragunkin can be called reverse. If Frank and Pimsler offer immersion in English, then Dragunkin, on the contrary, adapts a foreign language to Russian perception.

The whole course is an author's revision of the English rules, using effective techniques for quick language learning. The author simplifies the English grammar as much as possible, explaining it not only in accessible form, but also in a language close to the reader, including jargons and friendly appeal "to you." To study foreign vocabulary, the method of associations is actively used here, according to which English words are compared with Russian expressions similar in sound.

In general, this is a full-fledged language system designed for easy and fast learning of English independently from scratch. But, one cannot keep silent about flaws. Dragunkin does not give an understanding of the logic of English, does not teach the British accent and does not consider all the nuances of grammar, so for serious purposes this approach is hardly worth using. But this is a good way to quickly learn the language by going on a trip or work trip.

Also the Polyglot project, which author is Dmitry Petrov can be one of options of learning English. The famous linguist and the polyglot Dmitry Petrov realize the system of teaching language in a TV show format. 8 volunteers whose task under the leadership of the teacher to master a modern language for 16 class periods participate in a reality. Each lesson is devoted to any grammatical subject and also development of new vocabulary and "live" communication.

Thus, the author successfully combines own methods of training in English with a classical technique of teaching the foreign speech to a group of pupils. And with ease everyone can use videos of a show on the way to self-training and knowledge of English.

Language schools today are very popular. Rapid and qualitative results are given by the methodology of learning English in foreign language schools, where they conduct a course of intensive immersion in the country's speech, culture and traditions. In fact, this is an express method of learning, because over a limited period of time, students must be imbued with a foreign environment, and will turn into true Britons or Americans.

The main features of the methodology:

-Lingual school is a communicative method of learning. The communication here always dominates reading, writing, and grammar. At the same time, the emphasis is placed more on spoken speech than in formal English.

-The use of cases is actively practiced. They are game situations and discussions that facilitate the involvement of each student in the lesson process.

- Knowledge here is taught by a direct native speaker, and students will have to forget about such concepts as native speech and translation. All communication is conducted only in a foreign language.

-The student can choose individual training or classes in common groups.

If you do not take into account the financial aspect of the question, this method has practically no shortcomings.

Each author seeks to offer the best techniques and methods for learning the language. In search of a new approach to study, Igor Schechter brought into system of learning knowledge in English - **a colloquial approach**.

Training is based on the perception of foreign speech as a native language. That is, the author seeks to develop the ability to use English subconsciously in the student, without thinking about the correctness of constructing grammatical constructions or suitable vocabulary.

This skill by means of cases and situational thinking is developed: small etudes in which each pupil has to say the remark are played. At the same time the speech of participants of a conversation is spontaneous, nobody prepares remarks in advance and knows a subject of cases.

Such classes are held daily, the duration of the lesson is 3 hours. The course is divided into 3-4 stages, the passage of each of which takes a month. A break is provided between the stages to consolidate the knowledge gained.

Next, it is worth noting the selections of Gunnenmark. This course for the independent study of English is a set of techniques that facilitate the mastery of the basics of the language.

The method is based on the analysis of "speech stamps," that is, the author proposes to study only the most important rules, phrases and words that are often found in communication. The tutorials are called "Minigram," "Minifraz" and "Minilex." All material is additionally illustrated and voiced by native speakers, so the technique is considered an ideal base for starting to study English. Students regulate the duration and frequency of classes independently.

Separately, it is worth mentioning such interesting methods of learning English as **watching films, listening to songs and reading books in the original**.

Yes, combining personal interests with study helps to develop a craving for classes and truly become interested in language. But do not think that you will turn on your favorite film and immediately understand all the lines of the heroes. In fact, this is a very painstaking job.

Even it is very difficult to sort movies with subtitles since often it is necessary to stop the reproduction of the file, to look for the translation of misunderstood words and to write out new expressions in the dictionary. The same concerns songs and books in English in the original. Therefore, before being accepted to such technique, sensibly estimate the forces. We would recommend to get to similar work not earlier than development of the average level of knowledge (Advanced).

Equally useful in training are **innovative technologies** based on gaming techniques.

Electronic platforms present the material in an accessible form and carefully monitor the consolidation of the received information. For example, if you gain lexical margin and union cards, mobile applications will definitely check the assimilation of information according to several parameters: hearing perception, writing and pronunciation.

From noble, online services, mobile applications and computer programs are popular: *Duolingo; Rosetta Stone; Lex!; Bussau; Lingualeo*.

All of them use game methods of teaching modern English. For successful actions, users are encouraged by game points, and errors in answers lead to a decrease in the rating and the constant repetition of the material. By the way, the repetition system is based on a deep analysis of user behavior: the success of remembering and the periodicity of the appearance of this word are taken into account.

Interactive applications are excellent for learning the language, but you cannot rely only on the use of programs. We recommend combining game methods with thorough grammar classes.

Thus, with the development of information technologies, an increase in foreign contacts, the development of culture and trade, the need for society to master foreign languages in a significant amount with little time was increased. This led to the creation of a group of effective teaching methods. The use of these methods is carried out in order to implement a communicative approach in teaching English. Of course, the main task of the above-mentioned teaching methods is to increase the level of the English language, but at the same time there is a focus on the comprehensive development of the personality, on the simultaneous development of the intellectual, emotional, motivational aspects of it.

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**ANALYSIS OF STUDENT SATISFACTION WITH THE EDUCATIONAL PROCESS IN
THE CONTEXT OF DISTANCE LEARNING
(ON THE EXAMPLE OF THE DISCIPLINE "FOREIGN LANGUAGE")**

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Abstract. The article is devoted to the issues of transition of university students to distance learning and the introduction of digital technologies in the educational process. The advantages and disadvantages of distance education as a means of foreign language teaching are discussed in the article. The results of a survey conducted in St. Petersburg Polytechnic University (economics profile), aimed at determining the attitude of students to the distance learning format of a foreign language are described.

Keywords: distance learning, digital technology, foreign language, digital educational environment

The outbreak of COVID-19 Coronavirus pandemic has destabilized the lives of people across the globe. Because of this, nearly every university all around the world and many teachers of various disciplines faced with the necessity of organizing the transition to full distance learning. Providing an effective learning process without losing the quality of educational services in the future has become one of the key issues of higher education system [1]. Thus, there is a major problem of organizing the effective work of students in the process of mastering educational programs, particularly in the discipline "Foreign language".

Research materials and methods: comparative analysis of educational and methodological literature, student survey.

According to many authors learning in a distance format helps students to improve skills of independent work, develop analytical and critical thinking, data analysis and research skills for further using for specific purposes. N. N. Kraft concludes that an independent approach to information selection increases the level of student's independent work which leads to the further formation of positive personal qualities, such as the aspiration for life-long learning, self-development and competitiveness [5].

A study by E.S. Polat shows that distance learning is defined as a new form of organizing the educational process. Unlike traditional education distance learning involves other means, methods and forms of learning, a different form of interaction between the teacher and the student, as well as students among themselves [6].

We should note that several researchers point out some disadvantages of the distance learning format. According to the authors the main disadvantages are:

1. Technical and communication problems (these problems are related to information security on remote platforms and privacy policies);
2. Insufficient level of development of the digital competence among teachers and students;
3. The lack of personal contact with teachers and other students [4].

Despite the existing disadvantages of distance learning and foreign language learning through the integration of digital technologies into the educational process which researchers note (reduction of interpersonal contacts and depersonalization, reduction of hours for classroom work

etc.), the independent work of students in a distance format and a digital educational environment are the key aspects of the curriculum of a higher educational institution [2].

To effectively organize the process of learning a foreign language in a distance format, it is necessary to integrate innovative technologies into the educational process. Innovative technologies are considered to ensure not only productive independent work of students on the LMS (learning management system) Moodle (Modular Object-Oriented Dynamic Learning Environment) platform, but also provide the ability to organize effective communication by means of synchronous communication tools that support the video conference format (Zoom, Skype, MS Teams, etc.) and thus ensure "face to face" interaction between students and teachers [3].

The results and their discussion: The wide use of the combination of LMS Moodle and MS Teams proved its effectiveness during the distance learning in Peter the Great SPbPU. To implement our study, we conducted the online survey with seven closed questions. Students of the 2nd and 3rd courses (22 and 33 students respectively) took part in the survey. The participants are students of the Institute of Industrial Management, Economics and Trade of Peter the Great SPbPU, who studied foreign language (discipline "Foreign language. Professionally-oriented course") in the fall semester of the 2020-2021 academic year in a distance format. The survey was aimed at determining the advantages and disadvantages of distance learning of a foreign language in technical university. Students were asked to identify the main advantages of distance learning of a professionally-oriented foreign language. The results of the survey are presented in Fig. 1.

- Skills development of independent search, analysis of information, classification and further using for specified goals
- The increase of the level of student's independent work in general, which leads to the further formation of positive personal qualities
- More competent time distribution on learning and self-organization
- Distance learning is characterized by great convenience and flexibility, then the traditional format of learning
- The effectiveness of group and pair work in foreign language classes on the MS Teams platform due to the functionality that allows you to divide meeting participants into private meeting rooms
- The flexibility of distance format offers the opportunities to adapt to individual needs of the student

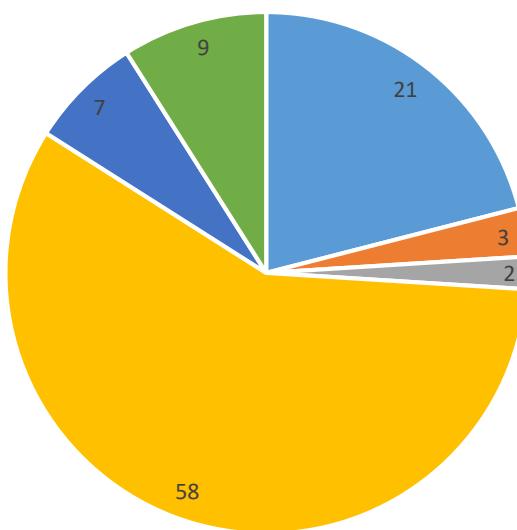


Fig. 1. The advantages of distance learning of a foreign language in Peter the Great SPbPU

Thus, the results of the study conducted by the authors show that students identify more advantages than disadvantages of the distance format of learning. According to the survey technical problems (poor internet connection and communication problems) are the main disadvantages. At the same time, the results of the survey showed that 70 % of students of the economics department have an increased level of motivation to learn foreign language due to the integration of digital technologies in the educational process. 83 % of respondents noted an increase in the level of self-organization when performing tasks independently in the LMS Moodle system.

The survey shows that students consider the formation of the ability to work independently with information to be the greatest advantage of the distance learning format (90 % of respondents). Also more than 50 % of students noted the effectiveness of group and pair work in foreign language classes on the MS Teams platform among the advantages of distance learning. As the respondents noted the reason is the functionality of MS Teams video conferences that allows to divide meeting participants into private meeting rooms.

Conclusion. The results of the study confirm that to ensure effective teaching of foreign languages during the transition to the distance format, it is necessary to integrate innovative technologies into the educational process. This will allow students to effectively organize independent work and ensure interaction between students and the teacher. Besides, the online educational platform (LMS Moodle) described by the authors and the means of synchronous communication that supports the video conference format (Zoom, Skype, MS Teams, etc.) proved their effectiveness during distance learning at Peter the Great SPbPU. Thus, the study conducted by the authors proved that the transition of students to the distance format does not reduce the quality of the educational process. At the same time, the skill of independent work with information increases, which leads to the further formation of positive personal qualities, such as self-development and competitiveness.

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ADVANTAGES AND DISADVANTAGES OF USING NEURAL MACHINE TRANSLATION (NMT) (BASED ON POPULAR ONLINE TRANSLATORS)

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Abstract. This article is devoted to neural machine translation. The part of the text analysis is carried out with the help of different machine translation programs. The main advantages and disadvantages of these online services are also identified that provide transfer services. Assumptions are made about the possible ways of their development.

Keywords: translation activity, neural machine translation, online service, machine translation systems, advantages and disadvantages of machine translation.

The object of this research is neural machine translation in linguistics. The subject of the research is advantages and disadvantages of using Google Translate.

Translation activities carried out by translators take place under different conditions: the texts to be translated differ in subject matter, language and mode of translation. And that makes it possible to create different kinds of translation, each of which has its own peculiarities. Nowadays, the attention of scientists is attracted by machine translation [1, c. 23].

Machine-assisted translation is known to mean the process of translating both oral and written texts from one natural language into another through specific computer programs.

In today's world, new technologies are designed not only to make human life easier, but also to propel human beings to new stages of technological development. Moreover, «information technologies ... lead to new ways of using language forms». A significant leap in development can be seen in the field of machine translation, which improves day by day.

Machine translation has undergone a long and complex development and has become an indispensable assistant, which greatly reduces both time and cost of translation. A notable development in this area has been the introduction of neural connections into machine translation technology.

Over the last few years, large companies like Google, Microsoft, and then Yandex have started to apply neural network technology to machine translation.

Neuronetwork machine translation does not simply search for and compare words and expressions of bilingual corpora, it makes it possible to penetrate more deeply the connections between words, and by a complex analysis of each sample being translated to examine their relationships in order to understand the context. For example, sentence "Can I have some tea?" will be statistically translated as « Я могу пить чай? », and neural network - «Можно чаю? ».

In machine translation, the following forms of computer-human interaction are possible:

• with post-editing. The source text is translated by the machine and the person edits the result.

• with pre-editing. First, the person recycles the text for subsequent machine processing. In doing so, it simplifies the text as much as possible, replacing complex words with synonyms and eliminating possible ambiguities.

- with inter-editing. The source text is translated by the machine, but the person interferes in its work and resolves difficult cases.
- mixed systems [2, c. 125].

Common examples include translation of sentence "Мама мыла раму" in English, which sounds like "Mum washed the frame". If the received sentence is then translated again into Russian, the different translators give their results: "мама вымыла структуру" (translation Translate.ru – company PROMT) or "мама помыла рамку" (version Babelfish.yahoo.com). Everybody also knows the example of translation of a sentence "My cat has given birth to four kittens, two yellow, one white and one black" by an online translator of the company PROMT, which, in Russian, sounds like «Моя кошка родила четырех котят, два желтых цвета, одно белое и одного афроамериканца». It should be noted that the developers have been working on improving their product, as previously this proposal started with the absurd «Мой кот родил...», however, it is gratifying that this translator is competent in the matter of political correctness.

So the advantages of machine translation include:

1. Quick access and high speed.

The translator program is always at hand, and contacting a translation agency is often associated with additional time and effort. Just a few seconds – and we get a ready translation of the whole text. This allows you to quickly understand the general meaning, and if the program is configured to translate texts of this particular topic, only minimal editing is required.

2. Comparatively cheap

The next benefit of machine translation is that it is comparatively cheap. Initially, it might look like a unnecessary investment but in the long run it is a very small cost considering the return it provides. This is because if you use the expertise of a professional translator, he will charge you on a per page basis which is going to be extremely costly while this will be cheap.

3. Protection and security of information.

Confidentiality is another matter which makes machine translation favorable. Giving sensitive data to a translator might be risky while with machine translation your information is protected.

4. Flexibility and versatility.

The concept of flexibility implies the ability to adjust either to a specific subject area (specialized dictionaries), or to adjust to a specific book or text (dictionaries created by users). Any translator always specializes in any one subject area, i.e. if a translator of fiction takes on the translation of scientific or technical texts, mistakes cannot be avoided. In turn, the machine translation system is universal. The user only needs to correctly connect a dictionary specialized on the relevant topic [3, c. 261].

Disadvantages include the following:

1. The main disadvantage of machine translation is low quality. Accuracy is not offered by the machine translation on a consistent basis. You can get the gist of the draft or documents but machine translation only does word to word translation without comprehending the information which might have to be corrected manually later on.

2. Systematic and formal rules are followed by machine translation so it cannot concentrate on a context and solve ambiguity and neither makes use of experience or mental outlook like a human translator can.

These are the primary advantages and disadvantages of using machine translation for a document regardless of language. They can be weighed and the right decision can be made depending on the information and the quality that is required.

Let's check the quality of translation of different sources in practice. To do this, evaluate the quality and compare the results of the translation of the four most popular online translators: "Google translate", "Yandex translate", "PROMT", "Systran translate". We will use the above-mentioned services to translate sentences of varying complexity from English to Russian. The results are shown in the Table 1.

Table 1 - Comparison of translation options

The original version of the text	Обычно вращение рулевого колеса через вал рулевого управления передается на шестернию, которая находится в зацеплении с зубчатой рейкой.
Translation provided by «Google Translate»	Традиционно, вращение рулевого колеса через рулевой вал передается на шестернию, которая находится в зацеплении с зубчатой рейкой.
Translation provided by « Yandex Translate »	Как правило, вращение рулевого колеса передается через рулевой вал на Шестерне, которая находится с одной шестерни в зацепление.
Translation provided by « PROMT »	Как правило, перенесет вращение рулевого колеса о рулевой волне на шестернию, которая стоит с жердью зуба во вмешательстве.
Translation provided by « Systran Translate »	Как правило, вращение рулевого колеса передается через рулевой вал на шестернию, которая зацепляется с шестерней.

Note - Source: Own development

The «Google Translate» was the best at this offer. It did not distort the meaning of the sentence. It is only necessary to replace the word "традиционно" with "обычно" or "как правило", and the translation will be quite correct. "Yandex Translate" conveyed the meaning of the sentence, but made several mistakes. "PROMT Translator" and "Systran Translate" performed worse than others. They distorted the meaning of the sentence and mistranslated some words. This is due to the fact that the translation was carried out without taking into account the context. However, the service "PROMT" can specify the subject of the translation. By choosing the topic "Technology: Cars", the quality of the translation has improved slightly, but still leaves much to be desired: "As a rule, it will transfer the rotation of the steering wheel about the steering shaft to the gear wheel, which stands with the gear rack in the engagement". Thus, only one translator out of four coped well with a complex sentence.

These examples show that it is much more difficult to teach the most modern computer language logic than mathematical algorithms and the logic of statistical analysis. To create a more or less coherent machine text, a program can only use a limited set of certain linguistic algorithms embedded in its base. First, the system analyzes the structural elements of the original sentence, then changes it in accordance with the rules of the language and gives the final version.

However, no matter how hard the manufacturers of machine translation programs try to improve their developments, no technology has yet stood up to comparison with the translation algorithms and numerous transformations that are taught to live translators in schools and universities. Of course, to get a coherent text, the program can be equipped with a rich vocabulary base, including stable expressions, as well as connect specialized dictionaries so that the translator can translate thematic texts [4].

But, as the real experience of working with online translators shows, this is only a small part of what is necessary to ensure acceptable quality. The main problem of such translators, as well as other machine translation systems, is the lack of background knowledge. The computer knows only the language correspondences, but the translator often has to go beyond the formal text and turn not to language knowledge, but to extralinguistic factors, including knowledge about the real world, culture, history, and technology.

Professional translators, especially technical ones, are very educated people, and all their knowledge is directly involved in the translation process. Only in this case can a truly first-class translation quality be guaranteed. Therefore, if the developers of online translation services strive to provide adequate, high-quality translations, they should provide their machine translators with the same background knowledge and, most importantly, teach them how to properly handle the stored

knowledge. Simply put, the program must understand that there is a problem that requires additional knowledge to solve, and correctly formulate a request to the existing database.

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DIE FÖRDERUNG INTERAKTIONALER ASPEKTE IM DIGITALEN WAHRNEHMUNGSRAUM DURCH DEN EINSATZ HUMORVOLLER SPRECHHANDLUNGEN

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Abstract. Im Zuge der noch immer anhaltenden Covid-19-Pandemie wurden seit dem Frühjahr 2020 weltweit eine Vielzahl von Präsenzveranstaltungen in Bildungsinstitutionen durch digitale Kursformate ersetzt, wodurch die Erforschung von digitalen Lehr-Lern-Formaten eine neue Dringlichkeit erhalten hat. Im Rahmen dieses Artikels wird der Fokus auf interaktionale Besonderheiten digitaler Lehr-Lern-Kontexte gelegt und anhand von exemplarischen Transkriptausschnitten eines digitalen Deutschkurses wird konversationsanalytisch untersucht, welches Potential der Einsatz von humorvollen Sprechhandlungen aufweist.

Keywords: digitaler Lehr-Lern-Kontext - interaktionales Handeln – humorvolle Sprechhandlungen.

Einleitung

In einem digitalisierten Zeitalter mit einem stetig wachsenden Angebot an digitalen Kursangeboten und Weiterbildungsmöglichkeiten ist es in besonderer Weise nötig, sich mit den Besonderheiten von digitaler Kommunikation in Lehr-Lern-Kontexten auseinanderzusetzen. Hierbei ist beispielsweise danach zu fragen, wie Interaktion in diesen Lehr-Lern-Settings evoziert wird und welche Besonderheiten und Voraussetzungen sich gegenüber der Präsenzlehre ergeben.

Eine besondere Aktualität und Relevanz erhält die Analyse digitalen Unterrichts durch die bildungspolitischen Maßnahmen, die im Zuge der Covid-19-Pandemie seit dem Frühjahr 2020 getroffen wurden und in vielen Teilen der Welt zu einer rapiden Umstellung von einer Präsenz- zur Online-Lehre geführt haben. Es mussten innerhalb kürzester Zeit neue digitalisierte „Formen des sozialen Austausches“ (Tulodziecki 2006, S. 391) in Bildungsinstitutionen geschaffen werden, die Lehrende und Lernende bis heute vor neue Herausforderungen stellen.

Dieser Artikel ist als Beitrag zu verstehen, anhand von Transkriptionsausschnitten eines digital durchgeführten Deutschkurses exemplarische Einblicke in die Handlungspraxis der digitalen Lehre zu geben und hierbei Orientierungen und reflexive Zugänge in Bezug auf die Anforderungen und interaktionalen Handlungsmöglichkeiten zu bieten. In einem zweiten Kapitel wird ein Überblick über Besonderheiten von Interaktion im digitalen Lehr-Lern-Kontext gegeben und im dritten Kapitel folgt eine konversationsanalytische Betrachtung von humorvollen Sprechhandlungen als interktionale Mittel der Beziehungsgestaltung. In einem Fazit werden zentrale Ergebnisse zusammengefasst und es wird auf weitere Vertiefungsmöglichkeiten verwiesen.

Interaktion im digitalen Lehr-Lern-Kontext

Der Begriff Interaktion umfasst das gemeinsame Handeln mindestens zweier Personen und wird sowohl bei mündlichen face-to-face-Situationen in einem gemeinsamen Wahrnehmungsraum als auch bei elektronisch übermittelten Gesprächen verwendet (vgl. Nömer 2020, S. 14). Im Lehr-Lern-Kontext dient Interaktion in zentraler Weise zur Generierung gemeinsamen Wissens und der Vermittlung von Kompetenzen, wobei die Lehrenden für die Organisation der Lerngegenstände und die Strukturierung von Lernsituationen zuständig sind, während die Handlungsrolle der Lernenden

eine Beteiligung durch aktive Mitarbeit und Aufgabenbearbeitung vorsieht (vgl. Schmitt 2011, S. 11).

Lehr-Lern-Szenarien sind als Orte sozialer Prozesse zu begreifen, an deren Konstruktion alle Beteiligten mitwirken (vgl. Meyer 1994, S. 95). Eine förderliche Lernatmosphäre und Freude an den Lernaktivitäten gelten hierbei als entscheidend für den Erfolg von Lernprozessen und die Motivation der Lernenden (vgl. Gaudio 2018, S. 14). Die motivationale Komponente wird unter anderem dadurch beeinflusst, ob eine positiv konnotierte Beziehung zur Lehrperson vorhanden ist und ob trotz räumlicher Distanz die soziale Präsenz anderer Individuen im Lernsetting wahrgenommen wird. Für sinnstiftendes Lernen ist die soziale und zwischenmenschliche Komponente von großer Bedeutung, da sich das Gefühl der Zugehörigkeit zu einer Gemeinschaft in positiver Weise auf den Lernerfolg auswirkt (vgl. Lave, Wenger 1991, S. 29).

Während in der Präsenzlehre beispielsweise durch den Einsatz von Mimik und Gestik oder der Positionierung im Raum vielfältige multimodale Ressourcen zur Gestaltung von Interaktion bestehen, treten im digitalen Lehr-Lern-Kontext die Besonderheiten netzbasierter Kommunikation hinzu, die spezifische didaktisch-methodische Herausforderungen für die Interaktion mit sich bringen. Die soziale Präsenz der Beteiligten wird durch den fehlenden gemeinsamen Wahrnehmungsraum eingeschränkt und je nach Kommunikationsmedium fehlen den Akteuren Informationen zu nonverbalen Elementen wie der Mimik, Stimme, Motorik und Erscheinung des Gegenübers (vgl. Hron, Friedrich 2006, S. 434).

Dadurch werden bestimmte Mechanismen wie der Sprecher/Hörer-Rollenwechsel in der Kommunikation herausfordernder und das „schmalere Kommunikationsspektrum kann intensive Austauschprozesse behindern“ (ebd., S. 434). Das hohe erforderte Maß an Selbststeuerung, Initiative und Aktivität kann hierbei zu Schwierigkeiten bei der Koordination von Lernaufgaben führen, die „die Lernenden zusätzlich zur inhaltlichen Auseinandersetzung mit dem Lehrstoff kognitiv belasten. Die Folgen können Rückzug aus der gemeinsamen Arbeit oder „Tritt Brett fahren“ sein“ (ebd., S. 435). Im Rahmen von digitalen Lehr-Lern-Settings stehen Lehrende somit in besonderer Weise vor der Herausforderung, die soziale Interaktion mit den Lernenden so zu strukturieren, dass sich diese trotz der räumlichen Distanz in die Lernsituation involviert fühlen und sich aktiv am Unterricht beteiligen.

Humoristische Sprechhandlungen als Mittel der Beziehungsgestaltung

Im nachfolgenden Abschnitt wird zuerst auf die Potentiale und Funktionen von humorvollen Sprechhandlungen im Kontext von Unterricht eingegangen, bevor anschließend anhand von exemplarischen Transkriptausschnitten aufgezeigt wird, wie sich der Einsatz dieser sprachlichen Handlungen in der Praxis darstellen kann.

Der Einsatz von humorvollen Sprechhandlungen als Mittel der Beziehungsgestaltung im Lehr-Lern-Kontext

Wie im zweiten Kapitel bereits beschrieben wurde, stellt der soziale Zusammenhalt der Lerngruppe eine wichtige Voraussetzung für die Lernmotivation und den Lernerfolg der Teilnehmenden dar. Bei der Beschäftigung mit mündlicher Interaktion wird dabei schnell deutlich, dass diese durchsetzt ist „von Lachen und Kontextualisierungen des Späßen“ (Kotthoff 2006, S. 7). In diesem Abschnitt wird dargelegt, was für eine Bedeutung Humor in Hinblick auf die soziale Kommunikation innerhalb einer Gruppe einnehmen kann. Dabei ist anzumerken, dass humorvolle Sprechhandlungen in diesem Artikel nicht auf die klassische Form des Erzählens von Witzen reduziert werden, sondern die scherzhafte Rede im Rahmen von mündlicher Kommunikation in allgemeiner Weise gemeint ist.

In der Literatur finden sich insbesondere auf den schulischen Bereich bezogen eine Vielzahl von positiven Attributionen, die dem Einsatz von Humor im Kontext von Unterricht zugeschrieben werden. Es wird hervorgehoben, dass humorvolle Sprechhandlungen zu einer Erhöhung der Aufmerksamkeit seitens der Lernenden führen, den Lernprozess fördern und neben der Lernmotivation auch das Maß an Kreativität erhöhen (vgl. Rißland 2002, S. 53). Humor wird unter

der Bedingung, dass er „wohlwollend und nicht herabsetzend ist“ (ebd., S. 84), im Lehr-Lern-Kontext als Mittel zur Auflockerung verstanden, dass „zu einer angstfreien Atmosphäre und somit zu einer positiven Einstellung gegenüber dem Lehrstoff als auch dem Lernen allgemein“ (ebd.) beiträgt. Diese positive Einstellung wirkt sich wiederum produktiv auf den Lernerfolg aus (vgl. Spitzer 2006, S. 172).

Darüber hinaus wird der Einsatz von humorvollen Sprechhandlungen als Beitrag zur Erschließung zwischenmenschlicher Beziehungen verstanden, da das gemeinsame Lachen bei Gruppenmitgliedern das Gefühl erzeugt, etwas miteinander zu teilen, und somit auch den Zusammenhalt stärkt (vgl. Rißland 2002, S. 42). Aus dieser Sicht heraus kann Humor als „soziales Schmiermittel“ (Röhner, Schütz 2012, S. 81) aufgefasst werden, das den Aufbau und die Erhaltung von Beziehungen unterstützt.

Innerhalb einer Gruppe erfüllen humorvolle Sprechhandlungen eine soziale Funktion, da sie zur Verminderung von Spannungen und Konflikten beitragen: „Werden Ideen, Gefühle und Einstellungen auf angemessene Art humorvoll ausgedrückt, reduziert sich das Konfliktpotenzial und es ist leichter, den Kommunikationspartner zu beeinflussen und zu überzeugen“ (ebd.). Auf diese Weise wird eine geteilte Perspektive konstruiert, in der humorvolle Äußerungen zur Akzeptabilität von Gesprächsabschlüssen beitragen können (vgl. Leonhard, Röhrs 2020, S. 70 f.) In diesem Rahmen lässt sich häufig beobachten, dass ernste und humorvolle Rede ineinander übergeht und durch den Einsatz von humoristischen Wortbeiträgen Botschaften übertragen werden, die ernsthafter Natur sind und der kommunikativen Äußerung damit ein gewisses Maß an Doppelbödigkeit zuteilwerden lässt (vgl. Kotthoff 2006, S. 7).

Gleichzeitig gelingt es durch den Einsatz von Humor „Hierarchien entweder [zu] betonen oder [zu] verwischen und zur Verringerung der Kluft zwischen den hierarchischen Strukturen bei[zu]tragen“ (Rißland 2002, S. 42). So können humorvolle Äußerungen beispielsweise dazu beitragen, dass eigene, von der institutionellen Rolle abweichende sprachliche Handlungen sozial kompatibel gemacht werden und sich die Gesprächsteilnehmenden einer gemeinsamen Perspektive versichern.

Beispiele aus dem Transkript und Informationen zum Datenmaterial

Die vorliegenden Daten stammen aus dem Unterrichtsgespräch eines DaF-Kurses der Niveaustufe C1, der zweimal wöchentlich an einer privaten Sprachschule in Hamburg stattgefunden hat. Der von ca. zwölf Lernenden besuchte digitale Sprachkurs wurde abwechselnd von zwei Lehrpersonen geleitet und unter Einbezug von Ton und Video der Lerngruppe durchgeführt. Die nachfolgenden eingefügten Transkriptausschnitte wurden gemäß der Transkriptionskonvention HIAT erstellt und zeigen die Interaktion einer Lehrerin mit insgesamt sieben Lernenden. Die erhobenen Daten stammen aus einer ca. elfminütigen Unterrichtssequenz, in der das didaktische Ziel die Einübung des korrekten Gebrauchs von Objekt- und Infinitivsätzen sowie deren Erarbeitung anhand konkreter Beispiele bildet.

Die Kenntlichmachung von Imitierung durch den Einsatz parasprachlicher Markierung

Als parasprachliche Zeichen und Kommunikationsmittel werden in der Sprachwissenschaft prosodische Elemente wie die Intonation und Akzentuierung von sprachlichen Äußerungen bezeichnet. Durch den Einsatz parasprachlicher Markierungen können Teile einer verbalen Äußerung explizit hervorgehoben werden, indem beispielsweise durch eine bewusst veränderte Intonation auf eine Distanzierung des Sprechenden gegenüber dem Wiedergegebenen hingewiesen wird (vgl. Christmann 2006, S. 57 f.).

Dies lässt sich auch im folgenden Beispiel erkennen, bei dem die Lehrperson eine Gesprächssequenz über die Relevanz der fachkundigen Unterscheidung von Objekt- und Infinitivsätzen auf scherhafte Weise zum Abschluss zu bringen versucht.

[10]

LP [v]	macht euch deswegen jetzt keine Kopfschmerzen über sowas	• denken auch die	12 [09:44,5]
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[11]

LP [v]	Muttersprachler nich nach	• • • die sagen jetzt nich	• oh wie mach ich jetzt aus einem	13 [09:48,8]
LP [nv]			spricht mit verstellter Stimme	

[12]

LP [v]	Objektsatz n dass Satz oder wie kann ich das zu ((unverständlich)) satz	14 [09:52,1]
LP [nv]		

[13]

LP [v]	umformulieren? macht doch kein Mensch das macht ihr ja auch nicht in eurer	
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Bedeutsam ist bei diesem Beispiel der unmittelbar zuvor geäußerte inhaltliche Kontext, bei dem die Lehrperson herausstellt, dass sich die Teilnehmenden des Kurses deswegen „keine Kopfschmerzen“ (Fläche 10) zu machen bräuchten (vgl. Fläche 10, 11). Wie zur Demonstration des zuvor Gesagten, leitet die Lehrperson zur parasprachlich markierten Rede hin. Hierbei nimmt sie auf Sprecher*innen mit der Erstsprache Deutsch Bezug und verdeutlicht, dass diese kein großes grammatisches Interesse an der Umformulierung von Objektsätzen zeigen würden (vgl. Fläche 11). Dadurch findet bereits zuvor auf inhaltlich-syntaktischer Ebene eine Distanzierung zur nachfolgenden parasprachlich markierten Äußerung statt, wobei die veränderte Intonation den Eindruck der Absurdität des Inhaltes zusätzlich verstärkt.

Durch das Einfügen dieser sprachlich imitierten Sequenz sorgt die Lehrperson für Abwechslung und Unterhaltung im Sprechverhalten, da sie innerhalb der ansonsten sachlichen Ansprache eine scherhafte Übertreibung ihrer zuvor getätigten Aussage einbaut und parodierend darstellt, dass auch für Muttersprachler*innen die Umformulierung von Objekt- in Subjektsätze keine Routinehandlung darstellt. Mit dieser Botschaft fördert die Lehrperson eine angstfreie Begegnung der Lernenden mit dem Lerngegenstand und zeigt auf, dass es verständlich ist, wenn nicht auf Anhieb ein vollkommenes grammatisches Verständnis dafür entwickelt werden kann.

Auffällig ist auch, dass hinleitend zur imitierten Redesequenz die Formulierung „die sagen jetzt nicht“ (Fläche 11) genutzt wird, wodurch eine explizite Ankündigung von Redewiedergabe evoziert wird (vgl. Christmann 2006, S. 57 f.).

Der Einsatz scherhafter Sprechhandlungen zur Aktivierung der Lerngruppe

[23]

		27 [10:53.5]
LP [v]	direkt nach einem Plagiat aussieht • • • Wisst ihr was ich meine? • • Ich hoffe ja	

[24]

	28 [10:56.4]	29 [11:00.3]	30 [11:02.6]	31 [11:04.1]	32 [11:04.6]
LP [v]	((2,8s)) Alles klar soweit?		• • irgendwie		Ich sag mal so vierzig
S2 [v]				Já	
S3 [v]		((2s)) ja			
S6 [v]			((2s)) ja		
S2 [nv]				lachend	

[25]

		33 [11:09.2]	34 [11:13.2]
LP [v]	Prozent is klar wenn vierzig Prozent klar is is schon perfekt ((3,7s)) okay		

[26]

	35 [11:15.3]	36 [11:18.0]	37 [11:20.6] 38 [11:23.7]
LP [v]	• • • runter geh ich aber nich mehr ((4s)) so • ich hab das vorhin schon		

Das zweite Beispiel aus dem Transkript beginnt damit, dass die Lehrperson sich bei den Lernenden darüber versichern möchte, ob der vorherige Lerngegenstand verstanden wurde (vgl. Fläche 23). Nachdem sie zwei Sekunden keine Antwort erhält, fährt sie fort: „Ich hoffe ja“ (ebd.), woraufhin erneut keine Reaktion aus der Lerngruppe erfolgt. Nach 2,8 Sekunden richtet die Lehrperson sich wiederholt mit der allgemein formulierten Frage an die Lernenden, ob alles klar sei (vgl. Fläche 24). Einige der Teilnehmenden bejahen diese Frage und S2 lacht als Reaktion auf den vage formulierten Zusatz „irgendwie“ (ebd.) der Lehrperson.

Diese Resonanz nimmt die Lehrperson als Anlass, durch ein nachfolgendes scherhaftes Verhandeln mit den Lernenden in weitere Interaktion zu treten, indem sie äußert, es würde genügen, wenn der Lerngegenstand zu vierzig Prozent verstanden worden sei (vgl. Fläche 24-25). Dies aktiviert vereinzelte Lernende ausreichend, um darauf zustimmend und lachend zu reagieren (vgl. Fläche 25). Daraufhin weitet die Lehrperson ihre scherzhafte Verhandlung mit den Worten „runter geh ich aber nich mehr“ (Fläche 26) aus. In dieser abschließenden humoristischen Äußerung lässt sich eine gewisse Doppelbödigkeit erkennen, von der im Kapitel 3.1 bereits die Rede war. Denn obwohl diese Äußerung auf semantischer Ebene in die Kommunikationsmodi des Verhandelns eingeordnet werden kann und somit an dieser Stelle folgerichtig platziert erscheint, lässt sich gleichzeitig die ernsthafte Botschaft der Lehrperson erkennen, dass ein grundlegendes Verständnis bei den Lernenden dennoch erwartet werde. Dadurch, dass diese Erwartungshaltung aber in einem scherhaften Tonfall geäußert wird, fördert dies die Akzeptabilität des Gesprächsabschlusses und erzeugt eine weniger bedrohliche Wirkung auf die Lernenden.

Anhand dieses Beispiels wird anschaulich dargestellt, wie die Lehrperson durch den Einsatz humoristischer Sprechhandlungen eine Auflockerung in der digitalen Unterrichtssituation erzeugt. Der eher umgangssprachlich anmutende Sprachgebrauch der Lehrperson in dieser Sequenz illustriert darüber hinaus, wie die hierarchische Kluft gegenüber der Lerngruppe verringert wird. Die institutionelle Rolle der Lehrperson erweitert sich durch das scherhafte Verhandeln mit den Lernenden um eine Facette der Nahbarkeit.

Neben der Auflockerung der Gesprächssituation lässt sich im sprachlichen Handeln der Lehrperson eine Strategie im Umgang mit der fehlenden Hörerbeteiligung erkennen. Die fehlende bzw. eingeschränkte Wahrnehmung von nonverbalen Ausdrucksmöglichkeiten im digitalen Unterricht (vgl. Kapitel 2) macht es für die Lehrperson nötig, sich regelmäßig durch explizites Nachfragen einen Überblick über das allgemeine Verständnis der Lerngruppe zu verschaffen und Raum für aufkommende Fragen zu bieten. In diesem Beispiel antworten die Lernenden jedoch zunächst nicht auf die entsprechende Nachfrage und der Interaktionsversuch schlägt fehl. Das daraufhin initiierte scherzhafte Verhandeln der Lehrperson lässt sich als strategisches Evozieren von Interaktion interpretieren, da die gewählte humoristische Sprechhandlung verschiedene Hörer*innenbeteiligungen erlaubt und als Einladung zum gemeinsamen Lachen und Scherzen verstanden werden kann.

Fazit

Anhand der analysierten Transkriptausschnitte konnte exemplarisch verdeutlicht werden, wie im digitalen Lehr-Lern-Kontext durch den Einsatz humoristischer Sprechhandlungen Strategien zur Herstellung von Nähe und Interaktion entwickelt werden können. Für das Erleben einer gemeinsamen und erfolgreichen Aufgabenbearbeitung erscheint es unabdingbar, allen Teilnehmer*innen ein Gefühl von aktiver Beteiligung und sozialer Präsenz zu vermitteln und durch die gemeinschaftliche Rekonstruktion von Lerninhalten die Selbstsicherheit im Umgang mit dem Lerngegenstand zu fördern.

Der Einsatz humoristischer Sprechhandlungen lässt sich anhand des zweiten Transkriptausschnittes (vgl. Kapitel 3.2.2) zudem als kreative Möglichkeit des Intervenierens in digitalen Lehr-Lern-Szenarien begreifen, in denen ein Rückzug aus dem Gespräch seitens der Lernenden und eine Tendenz des „Trittrettfahren[s]“ (Hron, Friedrich 2006, S. 435) zu erkennen ist. Eine Auflockerung der Gesprächssituation kann sich stärkend auf das Gruppengefühl und damit auf die Bereitschaft zur Beteiligung am Unterricht auswirken.

Als Vertiefungsmöglichkeit bei der Untersuchung von Interaktion im digitalen Kontext ließe sich in einem nächsten Schritt darüber hinaus analysieren, inwiefern ein „ingroup“-Gefühl durch Strategien der Perspektivierung gefördert werden kann und welche Rolle dabei die Adressierung von Lernenden einnimmt.

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WAYS OF SELF-STUDYING A FOREIGN LANGUAGE: EXPERIENCE OF MINING UNIVERSITY STUDENTS

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Abstract. The aim of the article is to analyze the experience of self-studying of the foreign language by students having high level of English language knowledge. The methods include questionnaire of ten students, literature review. The outcomes are the following: podcasts have been recognized as the most effective way of self-learning; intrinsic motivation is undoubtedly necessary for successful learning.

Keywords: foreign language, self-studying, unconventional methods, learning methods, target language.

Research at Mining university relates to the necessity of general cultural competencies of students [5, 3]. As to language-related studies, it is traditionally grammar, lexis and writing skills that are of interest, yet autonomy in learning of foreign language also attracts researchers' attention [9, 8, 1, 2].

Self-learning of foreign language at technical university is a significant competence; it is given sufficient amount of hours in programs for every semester. Moreover, one of the main objectives of the discipline *Foreign language* is to develop the skills of the use of self-learning strategies; to stimulate learning activity and motivation to further study of the foreign language as an instrument of professional development. Self-learning takes up quite a part of student's study time. As to the foreign language, 36% of a 4-semester foreign language study is allotted to self-learning (43 %, 43 %, 38 %, 19 %, correspondingly) [6].

According to the program of foreign language study spheres of communication are the following:

- Me and my family* –the first semester;
- Me and my country* –the second semester;
- Me and my education* –the third semester;
- Me and my future profession* –the fourth semester.

The methods of research comprise literature review on ways of teaching foreign languages; questionnaire of students possessing high level of foreign language knowledge.

In order to determine the goals of Mining University students and what they are inspired by, an unequivocal questionnaire was designed. It concerns leading self-studying aspects, including eight principal positions:

1. What specialty do you study at the university?
2. What year do you study at the university?
3. Do you study a foreign language mainly on your own or with the help of other people?
4. Where did you get your motivation to learn a foreign language? What really drives you to learn a foreign language on your own? What is your intrinsic motivation (which does not depend on external benefits such as a certificate, a mark)? E.g. you love to read books in this language. What is your extrinsic motivation?
5. What methods do you use to study a foreign language on your own? (using online resources, participating in online grammar courses, watching movies or YouTube videos, using

smart phone apps to learn a language, reading books or articles, listening to podcasts in target language, etc.)

6. Do you find these learning methods satisfactory or effective enough? Do you feel progress in your knowledge of the target language?

7. What problems arise in the independent study of a foreign language? Are there any disadvantages to self-studying?

8. What do you think is most important in self-studying? In other words, what is your main method of self-studying (the method that gives you the best results in language learning)?

The questionnaire turned out to be thought-provoking and slightly straightforward, yet reflective of student's point of view about self-studying a foreign language. All students completing it (henceforth, participants or respondents) are sophomores and representatives of different specialties in Mining University.

The first and the second positions in the questionnaire are rather for informational purposes (a specialty and year of study). The third position makes a respondent evaluate whether they study a foreign language mainly on their own or with the help of other people; overall information about participant's language learning background is collected at this stage. Having defined it, participant continues answering with the fourth position –motivation (extrinsic and intrinsic). A set of substantial questions are intended to ascertain what a respondent thinks about their situation of self-studying and where the motivation stems from. The fifth position is about utilities wielded in self-studying a foreign language, i.e. the methods a participant uses for improving their foreign language knowledge. With the sixth position it is more obvious whether a respondent is satisfied and willing to resume utilizing their methods of self-studying or not. The seventh position is about problems and disadvantages that might appear in the process of self-studying. The last, eighth, position sums up the questionnaire with a question of what a participant considers to be the most effective utility to self-study.

There is a certain correlation between attitude towards self-studying a foreign language and ability to define the main issues in the seventh position of the questionnaire. The more vital role self-studying plays in participant's life, the more they are willing to say about problems which they have to face in the process. It is worth taking participants two and four as an example of that. Seeming to be the most motivated to self-study, they describe arriving problems and disadvantages in detail. Participant two considered lack of willpower to be a turning point and that having it means that everything is possible. Also they mention having to organize the whole learning process by themselves and the chance of finding wrong information online. It is hard to disagree with these remarks. The main problem for Participant four is lack of speaking practice and that he feels nervous talking with strangers online, yet he remarks that there are many good services for practicing. He also points out lack of self-discipline and absence of a person who could correct language mistakes to be minuses of online self-learning.

Based on the answers given, five out of seven participants unquestionably consider self-studying as a significant part of their foreign language learning routine. The rest of them are rather indifferent about it, even though they have an ample level of language knowledge. That could be ascribed to the chance of previous compelled language experience or mandatory foreign language studying in school, a conventional action in Russia. Originated from the answers of seven participants, the most favored self-studying utilities are based online: YouTube, websites for watching TV series and movies, websites for reading articles, grammar courses, and mobile apps. That is not a surprise, since a lot of our life go cyber nowadays. Less popular but worth mentioning are: reading books, travelling, communicating with native speakers in target language, listening to music. Every person searches the utilities of self-studying which are most relevant and effective for them, so the questionnaire output is only a part of things available for language learners. In participants' opinion, crucial features of successful self-studying are: having self-discipline and consistency, maintaining motivation at the same level, complex studying (using the variety of methods at the same time) and practicing newly learnt material as soon as possible (e.g. with native speakers of the language).

As listening is the most difficult skill of all four main kinds of speech, motivation to develop it is very important. Researchers say that this skill's realization is more difficult to assess as the product is not obviously seen [7]. Hence, they suggest using listening logs, a diary that helps to analyze learners' personal listening experience outside classroom [4].

We consider podcasts to be a source of genuine public discourse, which can provide it. Podcasts are great in terms of self-learning foreign languages, and this point is fairly simple to attest. Firstly, podcasts provide students with not only immense, but also fruitful listening practice, since podcasts' episodes are possible to utilize effortlessly alongside with doing something else (may it be commuting, washing up, exercising, etc.). Secondly, there is no obstacle to find a podcast which would be engaging and educational precisely for a learner, as the number of them is only increasing online. Hence, it is possible to choose one from a variety of podcast genres and appreciate the process of acquiring spoken language. Nevertheless, a learner of a foreign language should mind the level of podcast difficulty they are going to listen to; e.g. fast-paced, informal dialogue between two native speakers with regional pronunciation would not be a good choice for a novice in that language. There are a lot of highly transcribed educational podcasts with a middle pace that would be great for a beginning of a learning journey. In order to use podcasts to self-learn a foreign language successfully, a student should keep in mind one straightforward rule: 'If you understand for about 75 % of what is spoken, that is fine. Keep going. If this understanding percentage is lower, consider easier podcasts to listen.' In consequence, there is always should be balance in student's listening between absolute incomprehension and total understanding of what is spoken. In summary, a learner of a foreign language should not lose an opportunity of leveraging from podcasts: they could become indispensable language learning utility, especially with intelligent and considerate approach.

In conclusion, self-learning turned out to be an effective way of improving students' motivation in foreign language acquisition. Utilizing its potential, students can find time for the most difficult skills they would like to acquire such as listening in a foreign language.

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WAYS OF LEARNING ENGLISH THROUGH INFORMATION TECHNOLOGIES

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Abstract. This article discusses the most common ways to learn English using information technologies. For every person, digital technologies open up many opportunities for comfortable learning of the English language. Posted video material from native speakers, video tutorials, courses, and the ability to watch films with subtitles are only a small part of what information technologies give, allowing you to constantly improve and learn something new not only for beginners, but also for professionals in the field of linguistics.

Key words: Internet, information technology, learning method, English, learn, online.

Introduction: A person who tries his hand in learning English have purpose to develop communicative skills, to learn something new, improve competitiveness in the labor market or even for fun. It can give the opportunity to be successful in the professional field, and to realize full potential. Information technologies in English language teaching technical support of the educational process in the form of electronic devices and resources. In this case, information technologies combine the results of pedagogical and engineering efforts. There is one more important tendency which force people to use this training method. The society requires future specialists to possess the skills and abilities necessary for independent acquisition of knowledge, and their application in practice.

All information technologies can be divided on: training, educational and developing. Training technologies are designed for their systematic and regular use in the educational process. Developing technologies are designed for self-development of the user of Internet resources. Educational technologies are designed to expand the cognitive resources of all users and to satisfy personal needs. As practice shows, information technologies increase the motivation of users, expand opportunities for the development of not only for students but also for teachers and allow them to improve in the field of linguistics [1].

We should remember about communicative technologies which hardly influence on educational process. Communication technologies allow you to engage in creative education. Users can participate in virtual discussions on various educational sites and thematic forums, consult with other users about different issues, learn another point of view not only the opinion of the professor or teacher and perform joint creative projects together with students of various educational institutions. In 21-st century we have a large variety of different resources which can help us to learn English language from the beginning or improve lexical, grammar and other parts of learning English [2].

Courses: Currently, the technology of online teaching is actively developing format. Many schools, courses, sites and portals have already been created to help anyone to start learning. Unfortunately, full course of online classes at any online school are not for free, but this way of learning English language is one of the most effective and disciplining because classes are still held with a teacher, there are systems homework and assessment of knowledge. Moreover, this way of learning English language does not limit a person. In any way you can choose a convenient schedule of classes and there is an opportunity to study everywhere, the main thing which attracts in this way is availability of internet access.

Video lessons: Video tutorials are free alternative to online courses. This is language learning technology by watching small videos, filmed for educational purposes by teachers or other

media, target language. This method is quite fun and useful, but requires a person to strive to learn the language and concentrate on it.

Special apps: Dedicated apps are a special way of learning a language that is quite interesting and effective. There are many apps in this area, but each of them has its own special destination. For example, there are some apps for the phone, which contains special cards have been created with a picture on one side, and with the word on another side. Another popular type of apps is quiz games. This is a special form of quiz that gets harder step by step, so it is a good way to test your knowledge. It should be noted that special apps cannot teach you a language from scratch, they are more likely created to consolidate the material for fun.

Books: Probably the oldest way to learn something is to learn through reading the books. English is no exception. Many types of books have already been written for different levels of knowledge of the English language. If competence in the language high then to increase vocabulary person should work with popular literature. If a student is in the process of learning, then he can pick up books with already passed vocabulary or find educational books suitable for his level. Even for a child who is just starting his acquaintance with English language, he can find a fascinating book with a simple manner of writing and with an abundance of illustrations. This method is very useful and effective if you want to deepen your knowledge and spend your time with benefit. But it is not suitable for everyone, since reading books itself requires interest and perseverance.

Audio files: In the modern rhythm of life, there is no time to learn English by reading books or watching videos of classes, courses. Therefore, learning technology through listening to audio files is very comfortable in terms of the time. Audio files are not only music of foreign performers, but also special audio lessons, and also audio versions of books. But this way of learning a language permanently basis is not suitable for everyone, since not all people are able to absorb information well aurally.

Films with subtitles: One of the most popular language learning technologies is viewing foreign films with subtitles. This method is very interesting for majority of people because it will combine business with pleasure. It is also worth noting that for beginners in learning English you can choose Russian subtitles to make it easier to understand what is said in film, but it is preferable to watch with English subtitles, since this way a person will try to understand the speech of the characters in the film, and not just read the subtitles. This method also has its drawbacks: learning English from scratch is not so easy it will turn out, this method can only expand your vocabulary, and get used to the accent of native speakers, and also it is not always possible to find the desired movie with convenient subtitles.

Conclusion: Despite the popularity of the Internet in the 21st century, the presence of a numerous textbooks where you can find enough exercises for students of all ages and levels of knowledge, curricula, this method of teaching has a significant drawback. Internet technologies will not in any way replace live communication between teacher and student which helps to develop communication skills better than any technology or technique from the Internet. Need a variety of forms of educational activities. For example group work of students on mastering specific skills training, oral and written assignments because when you try to develop your English you need to communicate with somebody [3].

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TEACHING FOREIGN STUDENT TO UNDERSTAND AUTHENTIC MEDIA TEXTS USING A VIRTUAL LANGUAGE LEARNING ENVIRONMENT

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Abstract. Thy article deals with the concept of "virtual language educational environment" (VLES), the author analyzes the use of VLES in teaching foreign students to understand authentic media texts using the example of Russian as a foreign language. Various teaching materials, training and applied resources are highlighted. Possible means of speaking and writing skills and abilities improvement are described. The components for the full implementation of the linguoculturological aspect are mentioned. The authors draw conclusions about the skills of adequate perception and understanding of authentic media materials discussed in the article.

Keywords: language education, electronic resource, information technology, distance technology, computer technology.

ОБУЧЕНИЕ ИНОСТРАННЫХ УЧАЩИХСЯ ПОНИМАНИЮ АУТЕНТИЧНЫХ ТЕКСТОВ СМИ С ИСПОЛЬЗОВАНИЕМ ВИРТУАЛЬНОЙ ЯЗЫКОВОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ

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Аннотация. В статье рассматривается понятие «виртуальная языковая образовательная среда» (ВЯОС), анализируется применения ВЯОС при обучении иностранных студентов пониманию аутентичных текстов СМИ на примере РКИ. Выделяются различные учебные материалы, обучающие и прикладные ресурсы. Описывается возможное совершенствование навыков и умений говорения и письменной речи. Упоминаются компоненты для полноценной реализации лингвокультурологического аспекта. Авторами сделаны выводы о рассмотренных в статье навыках адекватного восприятия и понимания аутентичных медийных материалов.

Ключевые слова: языковое образование, электронный ресурс, информационные технологии, дистанционные технологии, компьютерные технологии.

Currently, the problem of teaching Russian as a foreign language is relevant due to the great demand for educational programs presented in higher educational institutions of the Russian Federation. Due to the fact that subjects are mainly taught in Russian, it becomes necessary to teach students the basic course of Russian as a foreign language.

To achieve this goal, a variety of resources, including those on the Internet, contribute to the formation of linguistic, communicative, and other competencies necessary for foreign students not only during the learning process, but also after graduation [3].

Under the current conditions occurred due to the spread of a new coronavirus infection COVID-19, it has become necessary to look for such tools that could facilitate not only the teacher's work, but also the learning process in general.

The virtual educational environment today is one of the means that integrates all the conditions for building a full-fledged, effective, and logical space that allows teachers to combine and to use the didactic potential of the modern information technologies.

According to N.D. Galskova, virtual language educational environment is an environment created with the help of modern technical means, in the absence of authentic native speakers [5].

Thus, the virtual language environment is understood as a set of electronic resources and means of communication on the Internet, which is based on electronic textbooks or textbooks designed to master various aspects of the language, the formation of certain speech skills and competencies, or to ensure control over the level of formation of speech and language skills.

The main purpose of teaching Russian as a foreign language on the basis of the resources of the virtual language educational environment is full-fledged communication in a limited number of areas of communication which are based on a fixed number of topics being constantly discussed in the press, on television and on the Internet, the formation of receptive-productive learning and communication skills with the prospect of entering real communication, which means skills and abilities of adequate perception and understanding of authentic newspaper, television and Internet - materials, both oral and written presentation of individually selected and read articles, watched TV programs, as well as exchange of views and participation in discussion of issues on political and socio-economic topics.

To teach understanding of the authentic media, the following materials containing authentic media materials, a certain set of cultural information, various means of speech influence, developed in the culture of the Russian society are widely used. Those form an integral part of various newspaper, television and Internet materials, represent the most genres of newspaper publications, such as information notes, articles, reports, interviews, comments, video recording of various genres of television informational and analytical journalism (in the form of informational, informational-analytical and journalistic programs in the genres of information messages, television reporting, television interviews, television commentaries, talk shows), as well as various kind of tables, diagrams, maps, the results of the ratings of the public opinion poll of Russians on a wide range of issues that are of certain cultural interest for a foreign audience.

The unit of learning is the speech action as the main unit of the communicative method of learning, as part of the speech event. Such knowledge involves not only linguistic code competencies (vocabulary and grammar), but also the knowledge of the world, including the understanding of the interlocutor: both what he is talking about, and his intentions, his attitude to the reported event (in our case, the author of newspaper and television materials) [4].

Learning Resources:

1. Online interactive textbook "On the air of Russia".
2. A set of training materials "News from Russia":
 - printed textbook "News from Russia",
 - updated web application to the textbook "News from Russia",
 - bilingual electronic glossary of the language of the media for the printed textbook "News from Russia" and the online textbook "On the Air Russia",
 - printed textbook "News from Russia",
 - updated website of the textbook "News from Russia".

Applied resources:

- a) reference and information resources:
 - electronic reader of media materials,
 - an electronic catalog of links to Russian-language electronic media.

The network textbook "On the Air Russia" and the printed textbooks "News from Russia" and "News from Russia" are based on two groups of methodological tasks aimed at developing skills for adequate perception and understanding of authentic materials of Russian media and skills in productive types of speech activity and independent educational and search activity [6].

The first group of methodological tasks includes:

1. Creation of a system of tasks aimed at developing foreign students' skills in receptive types of speech activity.

2. Expanding the knowledge of foreign students about modern Russia on the basis of the media (television, press and the Internet) are considered by us as forms of existence of the social-speech environment, as a means of reflecting socio-cultural reality, an example / model of the national-cultural specifics of speech communication in a well-known socio-cultural sphere ...

3. Formation of skills to navigate in the structure of the Russian press, television, mass media sites.

4. Introduction of active vocabulary (vocabulary) of topics most frequently encountered in central Russian newspapers and television information, information-analytical and journalistic programs.

5. Acquaintance with the lexical and grammatical structures that make up the "core" of the language of the media.

6. Acquaintance with the linguistic and stylistic features and genre originality of newspaper, television, and Internet materials.

7. Creation of a system of pre-communication tasks that would take into account the psychological factors that determine the perception and understanding of written and oral texts.

8. According to the proposed algorithm for working with authentic TV materials (from a review of the main events of the day in information TV programs to publicistic programs in the genre of talk shows), gradually form students' skills of independent work with television programs.

The second group is based on the creation of a system of educational and communication tasks aimed at developing skills in productive types of speech activity and the formation of skills of independent work with authentic media materials, skills of joint work on a given task (learning in collaboration involves group joint work of students). In order for it to be successful, students must master a number of algorithms, techniques, methods of joint decision-making, developing a common strategy for the actions of arising problems, searching for their solutions, which can be used in the future in the course of network discussions, work on an educational telecommunications project, etc.

Improvement of skills and abilities of speaking in the form [5]:

a) monologue speech:

- expressing one's own opinion on the read newspaper texts and Internet materials, watched TV programs and videos of lessons from the online textbook "On the Air Russia" and the complex of educational materials "News from Russia" (model "Blended learning"), oral and written presentation (presentation) independently selected and read media materials (blended learning model);

b) dialogical speech:

- interviewing group members on the issues discussed (model "Blended learning");
- participation in virtual discussions in mini-groups, preparation of educational telecommunication projects (models "Network learning", "Blended learning", "Network and case technologies");

c) polylogue:

- participation in face-to-face and virtual discussions, discussions, educational talk shows, exchange of views on the topics studied, as well as on topical topics discussed in the media and of great interest to students (the "Blended Learning" model).

Improvement of skills and abilities of writing in the form [5]:

a) monologue speech:

- transmission of the informative content of the read newspaper and Internet material or viewed TV material in the form of a description of its structure, the main issues discussed in these materials (models "Network learning", "Blended learning", "Network and case technologies"), transmission of basic information of the viewed a video plot from the online textbook "On the Air Russia" in the form of a presentation or essay (models "Network learning", "Blended learning", "Network and case technologies"), an abstract presentation of the main provisions of the materials

read (models "Network learning", "Blended training "," Network and case technologies "), a written statement of his attitude to the read or viewed materials (for example, in the form of a review) (models "Network learning", "Blended learning", "Network and case technologies").

For the full implementation of the linguoculturological aspect, it is necessary to implement the following components: on the semantization of the cultural background (includes various types of linguoculturological commentary on the mass media texts included in the training resources, on the semantization of active vocabulary and on the reception. These components are responsible for the formation of relevant competencies (sociocultural, linguistic and communicative) [7].

Thus, the authors conclude that the different content of the lesson depends on the goals, content, communication needs and the level of Russian language proficiency of foreign students. The skills of adequate perception and understanding of authentic media materials considered in the article using the resources of the vital language educational environment of Russian as a foreign language can be realized when working with authentic materials of various orientations.

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CONCEPTUAL APPLICATION OF MACHINE TRANSLATION APPROACHES TO ENHANCE UNDERSTANDING AND LEARNING OF FOREIGN LANGUAGES

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Abstract. This article provides a brief introduction to the history of the development of machine translation, a short analysis of the main approaches to machine translation, and an analysis of the ideas underlying them. Based on these things, small conclusions are drawn, which are formed into practical recommendations aimed at improving existing approaches to learning foreign languages and creating more general images of language thinking.

Keywords: approach, idea, method, digital technologies, computer, program, machine translation, language information, dictionary-based machine translation, rule-based machine translation, example-based translation, statistical translation, neural translation.

Nowadays, digital technologies are an integral part of our lives. They affected almost all spheres of human activity, some of which are already complicated enough not to imagine them without the use of computers, and, particularly, some would not be possible without them at all. The latter was the language industry, or linguistics. For almost 70 years, linguists, together with programmers and mathematicians, have been creating and improving algorithms for machine translation of texts, etc. Besides, computational linguistics also deals with the processing of natural languages. However, the major emphasis is focused not on abstract models, but on applied methods of describing and processing the language specifically for computer systems. Thus, one of the main tasks of computer linguists is the development of algorithms and applications for processing language information. In other words, scientists must create and improve algorithms for machine translation.

The first idea of machine translation was designed in the XVII century, when philosophers such as Leibniz and Descartes suggested the existence of a code that interconnects the words of different languages. In the mid-30s of the twentieth century the French inventor Zh. Artsruni and the Soviet scientist Peter Troyansky made the first attempt to create a machine translation. Artsruni created a simple automatic bilingual dictionary on a punched tape. Peter Troyansky, in turn, created not only a bilingual dictionary, like his French counterpart, but also ways to work with grammatical roles between the two languages based on the so-called planned language Esperanto. This language was estimated by the linguist Lazar Ludvik Zamenhof in 1887 and was distinguished by its grammatical simplicity and for this reason is often used for coding. It's important to mark that the Trojan scheme remained unknown until the end of the 50s and had already lost its relevance by this time due to the appearance of the first computers. Speaking about the history of machine translation, it is impossible not to mention the event known as the "Georgetown Experiment", which was committed on January 7 in 1954. It turned out to be the first machine for the translation from Russian to English. The system itself was comparatively simple and primitive for nowadays machines since it used a 250-word dictionary and translated 49 pre-selected sentences with a chemical theme. Although, despite its dubious productivity, this machine became a sensation in the scientific community and served as a starting point for the development of computer translation technologies. The special interest in the process of this development is concentrated not on the improvement of the algorithms of the programs but on the approaches to their creation.

Ideas, concepts, subcodes, principles, images are all the basis of all material things, whatever you call them. The amazing thing is that they are truly universal. The same idea can be applied to completely different branches of life, e.g. science, industry art, etc. As the great Russian

writer Fyodor Mikhailovich Dostoevsky said: "The main idea should always be unattainable higher than the possibility of its execution." If we think carefully about that and try to apply it to the topic of machine translation, then the logical conclusion is to assume that the approaches used in machine translation can be useful for people as well. No doubt, all of them are not perfect, otherwise there would not be so many of them, and each approach has its own pros and cons. Besides, in case we pay more attention to the individual advantages of each unit, perhaps, we can change the approaches to teaching people foreign languages for the better. Currently, there are five different approaches to machine translation: dictionary-based, rule-based, example-based, statistical and neural. They are arranged in the order of appearance and development from the oldest to the newest. The first step is dictionary-based machine translation (DBMT). Its mechanism is extremely simple, programs based on this approach are a friend-assistant, who usually sits with two dictionaries and literally translates words into one another. The analogs of dictionaries in the program are data bodies. They are adapted to the digital format and with their help, the algorithm translates words from one language to another in a fraction of a second. This method is ideal for translating long lists of phrases without complete sentences, for instance, for an inventory of something or for simple catalogs of products and services. This approach is also useful for speeding up manual translation, if the person performs it fluently in both languages and, therefore, can correct syntax and grammar. Dictionary-based translation is based on the idea of vocabulary as the main formative basis of any language. In fact, people's lexis is like a dictionary or a corpus of data in a program. It is the conditional raw material from which speech is formed. We might say it is impossible to create a sculpture without marble. Therefore, anyone who begins to learn a foreign language firstly learns words in order to have more lexical material to create speech. It is easy to guess that the main disadvantage of machine translation based on dictionaries is that it does not have any morphology, so when the user wants to translate an entire sentence, he receives a set of unrelated words.

The next method is rule-based machine translation (RBMT). It was aimed at correcting this weakness of DBMT and covered the basic semantic, morphological, and syntactic patterns of each language, extracting them from augmented dictionaries and grammar. The RBM system, having input sentences in the source language, generates them to output sentences in the target language based on morphological, syntactic and semantic analysis of both the source and target languages. It can operate in accordance with a specific translation task. The algorithm of its operation can be divided into 5 stages: obtaining basic information about the part of speech of each source word, obtaining syntactic information about verbs in a sentence, syntactic analysis of the source sentence, translation of the source words into the target language, comparing of word structures with the corresponding and appropriate forms of the target sentence in meaning and structure. This approach to machine translation is also called classical since it has become the most widespread and relevant, and, despite its relative age of creation, it is often used nowadays. This is possible due to the large number of advantages that it has. First of all, it does not require any bilingual texts for translation, which allows you to create translation systems for languages that do not have common texts or even digitized data. Besides, it is enough for it to have two data bodies for the source and destination language of the translation. The communication between them will be carried out by the program itself. Secondly, this approach is independent of the subject area. Rules are usually written independently of databases, so the vast majority of rules are universal and work for all databases in the same way. Only in a few specific cases, special rules may be required for each of them. Thirdly, there is no quality ceiling for such systems. Each error can be corrected using a target rule, even if it is extremely rare. Also, the programmer has full control over software's efficiency. Since all the rules are written manually, you can easily debug a rule-based system in order to see exactly where a given error occurs in the system and why. At the same time, it can also be a significant disadvantage as the system is completely dependent on the creator and cannot fix random minimal errors by itself, in fact it should also be supervised. Besides, the program has the ability to be reused. Since RBMT systems are usually built on the basis of a thorough analysis of the source language, which is fed to the transfer stage and the target language generator, the parts of the source and target language analysis can be shared by several translation systems, requiring only one step to adapt to

each other's specific features. The main idea of RBMT is the importance, in comparison with the vocabulary, of morphology, semantics and syntax available in the vast majority of languages. Together they form the basis of the language which is responsible for the semantic connections of words between themselves and in sentences. They are the formalizing principle of the language, changing both the semantic perception of words and expanding the possibilities of their application. For a better understanding, it is appropriate to use an analogy with a rope bridge. In this case, the ropes and planks themselves, from which such bridges are built, have a certain potential for use, as well as individual words, have a certain set of meanings. By tying the ropes together and with the planks with the help of knots in a specific construction, we connect the words to each other in speech with the help of morphology and syntax in the desired sentence. As a result, we get a sentence with a more or less specific meaning and application, the same as we end up building a bridge on which you can cross something. It's for this reason that after learning a certain number of words of a foreign language people begin to learn grammar, morphology and syntax of the language in order to narrow down polysemantic words to a single meaning in order to use it in a specific context.

The next idea, formalized in machine translation, is also known, simple and clear, like the previous ones - it is the idea of translating by analogy. It is based on the approach which is called example-based machine translation. Conceptually, this idea is an antagonist to the idea that people translate sentences by performing deep linguistic analysis, as was the case in DBMT and RBMT. The foundation of the idea of translating by analogy is the belief that people translate by first breaking a sentence into certain phrases, then translating those phrases, and finally correctly composing those fragments into one long sentence. Such phrasal translations are translated by analogy with similar previous translations that were made in advance for the training of the program. Thus, with several examples of bilingual parallel corpora, as well as software algorithms that match words and structures by analogy, we can accurately translate texts even in very different languages, such as English and Japanese. This feature is a big advantage of this approach, and it can be similarly applied to people. We can conclude that when translating texts in languages that differ greatly in morphology and syntax, it will be enough to adapt the sentences to a certain reference structure of the sentence applied for a particular language, and then translate by analogy with the standard. It is worth noting that in most languages there are several such reference structures, and the choice of each of them may depend, for example, on the semantic meaning of a sentence. EBMT is the best suitable for sublanguage phenomena such as phrasal verbs. The meaning of phrasal verbs strongly depends on the context of the sentence. They are common in English, where they consist of a verb followed by an adverb with a preposition or something like that. This variable part is called the phrasal verb particle. Phrasal verbs produce specialized context-dependent meanings that cannot be derived from the meanings of the components. When translating phrasal verbs literally from the source language to the target language, there is almost always ambiguity or nonsense.

Nowadays, one of the most common and effective approaches to machine translation is statistical machine translation (SMT). At its core, it uses a large amount of complex mathematical information, mainly related to Claude Shannon's information theory. We will try to generalize its fundamental ideas and algorithms in a couple of words. SMT is a type of machine translation, where the translation is based on statistical models, the data for which is obtained by analyzing bilingual text corpora. In this approach, the translation process is represented by determining the possible translation options for a word, phrase, or the entire sentence, then calculating the probability of use for each option, through access to statistical data, and finally selecting the most likely options and composing a phrase or sentence from them, taking into account morphology and syntax. Such a system has the property of self-learning, due to the fact that the specified algorithms do not change, in contrast to the statistical data that the program is able to extract itself when connected to the Internet from books, articles, etc. The fundamental idea of SMT can teach us to adapt our speech to certain life circumstances. Statistics, in this case, performs the function of human intuition, which inclines us to a particular format of communication. The style of speech and

the words that people use in the company of friends or family can be incorrect and even tactless in the context of communication with government agencies, superiors, colleagues and strangers, and so on. This adaptation is due to the presence of certain frameworks that are imposed on us based on our immediate personal status and social roles. Just as our behavior changes because of it, so does our speech, and therefore our words and expressions.

The last of the approaches discussed will be neural machine translation (NMT). This approach uses an artificial neural network to predict the probability of a sequence of words, usually by modeling entire sentences in a single holistic model. NMT departs from statistical approaches that use separately defined sub-components. Its main difference is the use of vector representations for words and internal states. The structure of such models is simpler than models based on words and phrases, as in SMT. There is no separate language model, translation model, and reordering model, but only one sequence model that predicts one word at a time. However, this sequence prediction depends on the entire source sentence and the sequence being created in the target language. The idea of creating artificial neural networks was borrowed from biological nervous systems, especially the brain. Next, we will answer the question of what a neural network is, generalize the structure of artificial neural networks and the basic principles of their operation. An artificial neural network is a system consisting of nodes or artificial neurons, and connections between them. It is convenient to represent such a system as a set of circles, which are the nodes of the network, and a set of arrows, which mean connections. It is worth noting that the arrows can be both unidirectional and bidirectional, that is, the signal can go either one way or with a return. The signals in this model are called «spikes». Spikes are very short pulses in which the potential first rises and then falls. An artificial neuron that receives a spike, then processes it and can signal the neurons connected to it. In artificial neural networks, spikes are a real number obtained by a neuron during the calculation of some nonlinear function of the sum of its inputs, that is, the sum of the incoming arrows. Usually, neurons are grouped into layers. Different layers can perform different transformations on their inputs. The spikes move from the first level, called the input, to the last level, called the output. In such systems, it is also possible to cycle, that is, repeatedly bypass the same layers. From a mathematical point of view, neural systems are based on two theorems that showed in the 1980s that artificial neural networks can be used to approximate continuous bounded functions. Approximation is a scientific method that consists in replacing some objects with others that are in some sense close to the original ones, but simpler. A continuous and bounded function means that the set of values of the function is bounded both above and below, and within these boundaries the function changes without discontinuities, that is, small changes in its argument lead to small changes in its value. The graph of such functions is the usual curves with upper and lower bounds. Bearing in mind all these peculiarities, we can use neural networks for translation, turning a language with all its linguistic features into a digital mathematical model. Also speaking about neural networks, it is impossible not to say why they have become so popular, promising and universal in all kinds of fields of science. The reason for it was the innovative way of their self-learning, and the method underlying it. This method is called reinforcement learning. It was originally developed about 30 years ago by psychologists based on learning outcomes in humans and animals. Reinforcement learning consists of performing an action, and then depending on the result, you change the parameters, that is, the way you perform the action so that the next time you get a big reward. Thus, more profitable ways, as they were, get the status of "good", and not profitable - "bad". In this case, the self-learning of the neural network is a simulation of a kind of "life", where the network, receiving instructions about what is good and what is bad, learns from potential mistakes and comes to conclusions about the best strategy for implementing actions. This approach to learning can be safely called the "principle of self-development". If we apply the mentioned above to people and learning foreign languages, we can make a clear conclusion that the development of personal language skills requires a huge amount of practice, necessarily including the part where we make mistakes. Surely, you can imagine a variant where a person has fully learned all the rules and subtleties of the language without making a single mistake, just imagine how much effort and time it took him to do this. In addition, it is worth noting that people have a

non-switchable ability to forget unused information, which does not happen in the case of learning from mistakes, since this method requires a lot of practice. On top of that, practice-based learning gives you skills that you can't get just by studying theory. For example, improving pronunciation and accent, using intonation. Making a short conclusion, I want to say that you are not afraid of mistakes, and consider them as an opportunity to become better, practice more and develop language skills, do not forget about studying theory and in the end just learn foreign languages, because the neural networks of your brain increase and develop in the process of learning something new and unknown.

Summing up the whole article, we can once again say about the importance of ideas in our world. As an example and proof of it, this article examined in detail the parallels between the ideas underlying the approaches to machine translation and the ideas that can be useful in learning foreign languages by people.

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THE USE OF DIGITAL RESOURCES IN TEACHING A FOREIGN LANGUAGE

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Abstract. The article deals with the requirements for personal and professional qualities of future specialists, set by the modern society, their development in the process of teaching foreign languages, as well as the use of digital technologies and Internet resources for this purpose. In particular, the article discusses the importance of systematic choice of teaching tools to achieve specific goals set by the teacher.

Keywords: modern education; computerization; digital technology; choice of teaching tools.

In the era of rapid development of information technology, society requires future professionals to have the skills and abilities necessary for independent acquisition of knowledge and its application in practice to effectively solve various problems, collect and analyze facts, make generalizations and reasoned conclusions [2, p. 257; 6, p. 46], to achieve success it is necessary to be communicative, to work together in different situations, to seek a way out of conflict situations; to think critically and creatively, finding ways to solve arising problems using modern information technologies; to work independently to improve their own cultural level. Development of the above-mentioned skills and cognitive skills of students in the educational process takes place at the expense of active learning technologies [4, p. 267].

At present the main indicator in choosing the means of teaching is the achievement of the final levels of foreign language proficiency, developed by the Council of Europe and representing an effective pan-European system of information exchange [3, p. 90]. "The language learning activity should become a fascinating, meaningful activity and a real linguistic creativity. Only in this case a student will turn from a learner into a learner, will gain autonomy and desire to self-develop in accordance with the new educational standards" [1, p. 21-22].

Currently, global computerization has embraced all spheres of human activity, including science and education. The development of the Internet and the emergence of many computer programs to facilitate the learning process has greatly changed the study of foreign languages, making it faster and easier to work with authentic sources.

Computer-based educational programs have a number of advantages over traditional teaching methods, being, above all, the means of direct audiovisual interactive interaction. Using them in the classroom together with the traditional methods of teaching allows training of various types of speech activity, awareness of the nature of linguistic phenomena, formation of linguistic abilities, creation of communicative situations, automation of language and speech skills and ensuring the implementation of an individual approach and intensification of students' independent work, and also contributes to the increase of cognitive activity, motivation and quality of knowledge of students.

Computer communication technologies allow a new implementation of methods that activate the creative activity of students. They can participate in virtual discussions on various educational sites and thematic forums, carry out joint creative projects together with the students of different educational institutions. Thus, the use of modern information and communication technologies in the educational process can be considered as one of the active forms of individualization of learning [8, p. 77-79].

The integral properties of new technologies, such as their interactivity, multimodality, multimedia, visualization of content, play an important role in learning. There are many digital

resources, both online and requiring installation on a device, that implement the processes of creating something new or exploring an existing one.

These resources can also be in the form of different courses (MOOCs, I-tunes Courses), tools (Google Docs, Camtasia, Explain Everything), encyclopedias and other academic sources (Google Search, Wikipedia, offline dictionaries, Microsoft Office) and help to conduct research at different stages: information gathering, synthesis, further supervision of the research process and work with the results of the research. As well as the process of creation, from grouping in creative groups, planning, and analyzing the work done.

The main difficulty in choosing digital technologies, asking first of all "What to use in the learning process?" and considering all these applications, is that we are often not aware of the difficulties that arise in the direct use of the chosen resources due to a lack of awareness of how to use them and use them correctly. The teacher may not have the time or inclination to learn in advance all the possibilities and rules for using the selected resources.

In order to make the best use of applications and programs, we must first ask ourselves the questions: "Why? What is the main purpose of using computer technology in the classroom?

The reasons may be different:

- To improve understanding of what is being studied;
- to increase learning time by encouraging students to use

To improve understanding of what is being learned; to increase learning time, encouraging students to use educational applications and resources outside of the classroom;

- to increase the effectiveness of the teacher's work; - to develop students' independence;
- Increase the level of students' skills in working with computer technology; - Increase the level of students' ability to work with computers.

technology;

- Developing such qualities in students as determination and determination to achieve results;
- preparing students for their future life;
- increasing students' motivation;
- The reduction of the number of physical resources used.
and so on.

For example, if we want to improve students' understanding

For example, if we want to improve students' understanding of a topic or material, we have to look at resources in our planning that will help them understand the topic. To do this, we need to look at the problem from different angles. Nowadays, the Internet and various online resources offer teachers and students ample access to expert opinions on many issues. The instructor cannot always act as such an expert due to the fact that it is impossible to be completely knowledgeable in every field, and also because he or she is often too immersed in the problems and needs of his or her students to objectively assess a particular issue. For this reason, studying a particular topic requires the opinion of an expert with a more complete and up-to-date view of the subject matter.

To get acquainted with the opinion of experts, Internet resources such as youtube.com and ted.com with the ed.ted.com platform, which allows you to create your own lesson on the basis of the offered video, are suitable. The teacher can break the video into thematic fragments and work through the discussion of what he or she has seen in class.

The use of the Internet resources in teaching foreign languages allows to create the conditions for the development of all the necessary and relevant to the realities of today's students.

The methods of sharing and discussing contemporary ideas and trends, which are widely used by teachers today, also have a great motivational power in teaching foreign languages. At the same time, the availability of their own computer and digital devices with Internet access for almost every student greatly facilitates the task of the teacher to involve students in the process of learning a foreign language through the Internet [7].

The main questions for teachers when choosing digital technologies are: what to use, how to use and, most importantly, why to use a particular resource. First of all, it is necessary to define the

main goals and objectives of the lesson and, consequently, of the use of digital innovations in the lesson. Then we have to ask ourselves which resource should be used to most effectively achieve these goals and objectives, and finally, how does the selected learning tool work? Thinking about the above mentioned questions in detail can significantly increase the students' involvement in the educational process and develop the skills and abilities necessary for successful implementation of their future professional activities.

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USING THE POSSIBILITIES OF THE DIGITAL ENVIRONMENT WHEN LEARNING FOREIGN LANGUAGES

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Abstract. The article deals with the relevance of digitalization of society and the introduction of digital technologies in the process of learning foreign languages. Also listed are the most effective digital tools for more effective study of foreign languages.

Keywords: digital technologies, informatization, educational resources, modern technologies.

In all spheres of human life and society, the general civilization trends of development characteristic of the 21st century are increasing therefore innovations are being introduced into various spheres of human activity, which guide people to new development, improving knowledge, skills, competencies and mastering new types of activities in related sectors of the economy.

First of all, this is the tendency of mankind from industrial to scientific and information technologies and the formation of a knowledge society that promotes education and research (areas that ensure the development of man and society) as a main priority, which especially addresses the problems of innovation in the field of education. Informatization of education has created the basis for the transition to a new level, digitalization is aimed at training specialists, as well as people studying foreign languages. Digital technologies are not only a tool but an environment of existence that opens up new opportunities: training at any convenient time, continuous education.

The main directions of the use of information technology in the study of a foreign language:

- development of software for various purposes;
- development of educational websites;
- development of methodological and didactic materials;
- control of real objects;
- organization and conducting computer experiments with virtual models;
- search for information. [1, p.50]

It should be noted that information technology allows to independently learn a foreign language. There are a huge number of online schools, video lessons, online tutors that allow to improve skills. Of the advantages of using digital technologies in learning a foreign language, it should be noted that there is the possibility of choosing a student-friendly time, as well as classes in a comfortable environment and many programs to achieve a specific goal.

In studying the question of the effectiveness of self-study of foreign languages when using digital technologies, factors such as self-organization and student motivation play an important role. People experiencing difficulties in self-control will benefit from contacting online schools where teachers will supervise and guide students. Online schools are also useful for students with a Beginner foreign language level. Teachers in such schools help to put the correct pronunciation to beginners. Students who study the language for a long time, online teachers will be helped to pump the conversational level using communicative techniques, entering Higher Educational Institutions will help prepare for the entrance tests.

Unfortunately, the development of the Internet has several disadvantages. The modern scientific and educational information environment is characterized by a large number of

educational resources with unstructured and not always reliable information [2]. The volume of such resources is growing exponentially. In addition, along with useful and necessary information, users are faced with useless resources, which in some cases are harmful, so you should be careful and use well-recommended sites. Here are some of them:

- Interpals.net;
- Penpalpost.com;
- Livemocha.com;
- and others.

After registering on the site, you can find a foreign-language speaker and, communicating with him, develop your conversational skills and learn the cultures of the country whose language is being studied. According to studies, students who communicate daily in foreign languages on social networks quickly overcome fear of communication and, thus, get the desired result faster.

When learning a foreign language, it is very important to perceive speech by ear. To do this, you need to do auditing. This is possible when viewing films and TV shows in a foreign language with a built-in translator, with subtitles, as well as audiobooks. For English learners, sites such as Ororo.tv, Show-English, Hamatata, etc., are suitable. In addition, you can watch podcasts on various topics, listen to dialogues, listen to songs.

For mastering the grammar of a foreign language, there are services with online tests. After passing such tests, you can immediately find out the result. Such services also contain exercises for practicing vocabulary and punctuation, which is very important when learning foreign languages. For English learners there are sites such as English-test.net, Grammar-quizzes.com, Englishgrammarsecrets.com. etc. In order to make passing the tests interesting, there are exercises in the swf (flash) format. Which is especially suitable for children?

Effective learning of foreign languages is accompanied by constant reading of literature. For this, services, online libraries, e-book collections are created. Immediately on these sites, you can use a translator to translate unknown words. For example, the WordMemo website allows you to guess the meaning of an unknown word. Words marked as unknown in the text are not immediately translated afterwards, but the context in which you met them before is shown first.

In order to track your progress on its own, the Dualingo service builds each course in the form of an "achievement tree". In order to move to a new level, you need to score a certain number of points, which are given for correct answers.

There are a huge number of mobile applications. These applications are very convenient during trips in public transport, in queues. Most often they are free. Example: "Hi, Jay!," "Memrise," TED, etc. Mobile applications have turned language learning into a game, so learning both English and other languages with the help of favorite TV shows and songs, communication with speakers, funny quests, memes and pictures from horror cartoons is much easier.

In the 21st century, in the age of computer technology, it is impossible to imagine learning a foreign language without an online dictionary or translator. They have a number of advantages over a traditional paper dictionary. First, online dictionaries provide all the information you need in a short amount of time.

Secondly, online programs and dictionaries have more features and functions than their paper counterparts. Electronic dictionaries give the maximum number of meanings of a word, explanations, examples, the selection of antonyms and synonyms for which there is not enough space in the paper dictionary.

Third, online dictionaries are interactive. Because they make it possible not only to see the transcription of a word, but also to listen to its pronunciation. In some dictionaries, it is even possible to listen to examples or read explanations of user explanations. In addition, online dictionaries do not take up space and can be accessed at any time. When studying English, you can use such dictionaries as: "Oxford Living Dictionaries" - for the Pre-Intermediate level and above, "Oxford Advanced" Learner's Dictionary "- for the Upper-Intermediate and Advanced levels," Macmillan Dictionary "- starting from the Pre- Intermediate and above, etc. The use of monolingual online dictionaries will definitely have a positive effect on the study, since they will

teach you to think not with translations, but with interpretations, moreover, they provide much more information than a dictionary on paper.

To successfully learn a foreign language, it is very important to regularly replenish your vocabulary. Apps and websites perform this function. For example, "Quizlet.com" is suitable for creating vocabulary flashcards that you can practice on your computer or smartphone, making it easy to create your own "learning kit". To facilitate the memorization of words, expressions and any other information, there is a portal "AnkiSRS", which uses spaced repetition. "WordHunt" allows you to learn words using bilingual books and an extensive vocabulary. "FreeRice" is an English vocabulary training simulator with grammar exercises and tests in various subjects.

When conducting a survey among students of students at the Polesie State University, it was found that 89 % of students support the introduction of information technology in the process of learning foreign languages.

The use of information and communication technologies makes it possible not only to significantly speed up the process of searching and transmitting information, but also to transform the nature of mental activity. To determine the most effective forms of working with the digital environment and digital means that can be used, a survey was conducted of two social groups: students and teachers. Both groups were asked to answer a number of the same questions, for example, whether it is useful to use modern technologies in learning a foreign language, their pros and cons, and so on. The results of the study were as follows: both groups of respondents agreed that learning foreign languages is impossible without using digital tools (students - 94.5 %; teachers - 97.6 %); the most important advantage is the expansion of learning opportunities (students - 72.6 %; teachers - 100 %), disadvantages include the negative impact on the human body (students - 78.7 %; teachers - 77 %).

Students are convinced that the most effective means are access to the Internet, a computer, and e-books or libraries. According to teachers, the most effective tools for teaching foreign languages are: various multimedia and e-books or libraries and access to the Internet. At the same time, many of them work on various educational platforms.

Thanks to the scientific and technical process, the development of digital technologies, it has become possible to transfer information of various kinds into digital form. Simultaneously with the digitalization of information, it became possible to digitalize the entire society: at first, only the economic sphere was affected, and then other areas, including education. The digital educational environment is a complex, complex phenomenon that includes a technological component (information and communication technologies, digital educational resources and their varieties) and methodological instructions.

We see that the process of digitalization of the economy, education and any other spheres of human life presupposes the formation of a digital culture in him, which allows him to competently use the opening opportunities and organically integrate into the environment of the information society. At the same time, back in 1991 A.I. Rakitov formulates the following features:

- any individual, group of persons, enterprise or organization anywhere in the country and at any time can receive, for an appropriate fee or free of charge, on the basis of automated access and communication systems, any information and knowledge necessary for their life and solving personal and socially significant problems;

- in society, modern information technology is produced, functions and is available to any individual, group or organization, ensuring the feasibility of the previous paragraph;

- there are developed infrastructures that ensure the creation of national information resources in the amount necessary to maintain the constantly accelerating scientific, technical and social progress. Society is able to produce all information necessary for life and, above all, scientific;

- the process of accelerated automation and robotization of all spheres and branches of production and management is taking place in society;

- there are radical changes in social structures, the result of which is the expansion of the scope of information activities and services. [3, p.32-35]

Based on the above, we can conclude that at present modern education is in transition to a new, digital level. The most popular for learning a foreign language are various educational platforms and applications, which have such advantages as: a game form of work, easier control, an individual approach to everyone who wants to learn a language. These platforms and applications are excellent assistants for improving skills in the professional field, as well as an excellent opportunity to replenish knowledge without leaving home.

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USAGE OF MACHINE TRANSLATION TOOLS TO SIMPLIFY THE TRANSLATOR'S WORK

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ИСПОЛЬЗОВАНИЕ СРЕДСТВ МАШИННОГО ПЕРЕВОДА ДЛЯ УПРОЩЕНИЯ РАБОТЫ ПЕРЕВОДЧИКА

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Abstract. The paper examines levels of text equivalence, machine translation tools, and the problems of their usage. Ways to eliminate errors made by machine translation were considered.

Keywords: machine translation tools, translation equivalence, machine translation errors, translation analysis.

Machine translation (MT) is the conversion of text from one language to another using automatic devices. As the result we get a new text while maintaining the equivalence in content.

Machine translation tools allow you to speed up the translation of text and simplify the work of the translator. The quality of the software is steadily improving, but so far none of the known systems is able to provide the level of equivalence that would correspond to the choice of a professional translator (according to the structure and content of the source material).

V.N. Komissarov identified 5 levels of equivalence:

1. Objectives of communication;
2. Definition of the situation;
3. The way of describing the situation;
4. The meaning of syntactic structures;
5. Logograms.

Practice shows that the MT tools, no matter how perfect they are, are capable of translating the text only at the fifth and, partially, the fourth levels of equivalence.

The purpose of this work was to determine the patterns in the operation of machine translation tools, to identify common errors and ways to eliminate them.

For translation we chose «Конспект лекций по сопротивлению материалов» written by Шеронина И.С. The textbook has a quite simple structure with lots of patterns and scientific terms (for example names of scientific laws and hypotheses) it also doesn't have any emotional coloring. In theory, such book should be the best fit for MT. In research we also used the programs Google Translator, TMLookUp and VoyantTools.

Translation analysis revealed the following machine translation problems:

1. Violation of the structure of complex sentences;
2. The abundance of "formalisms" that making reading of the text harder;
3. Inability to interpret multivalent terms.

The first and second problems were solved by editing the source material. The structure of the text was simplified, complex sentences were divided into simple ones. In addition, sentences

and phrases which carry a low semantic charge have been removed. As a result, it was possible to reach the fourth and, in some cases, the third level of text equivalence.

To solve the third problem, it was necessary to compare two versions of the text - the original and the translated one. Most commonly, the errors were systematic, so they were eliminated by replacing the wrong words with a text editor.

Translation analysis:

Fig.s 1-3 show the interface of VoyantTools with results of the analysis. According to it, the most common words in the article are the terms of Strength of materials. For example:

- Section – 223 mentions;
- Bending – 160 mentions;
- Strength - 148 mentions;
- Stresses – 140 mentions;
- Force – 119 mentions;
- Moment - 90 mentions;
- Beam – 72 mentions;
- Load – 67 mentions;
- Diagram – 66 mentions;
- Axis – 65 mentions;
- Point – 63 mentions;
- Compression – 46 mentions.

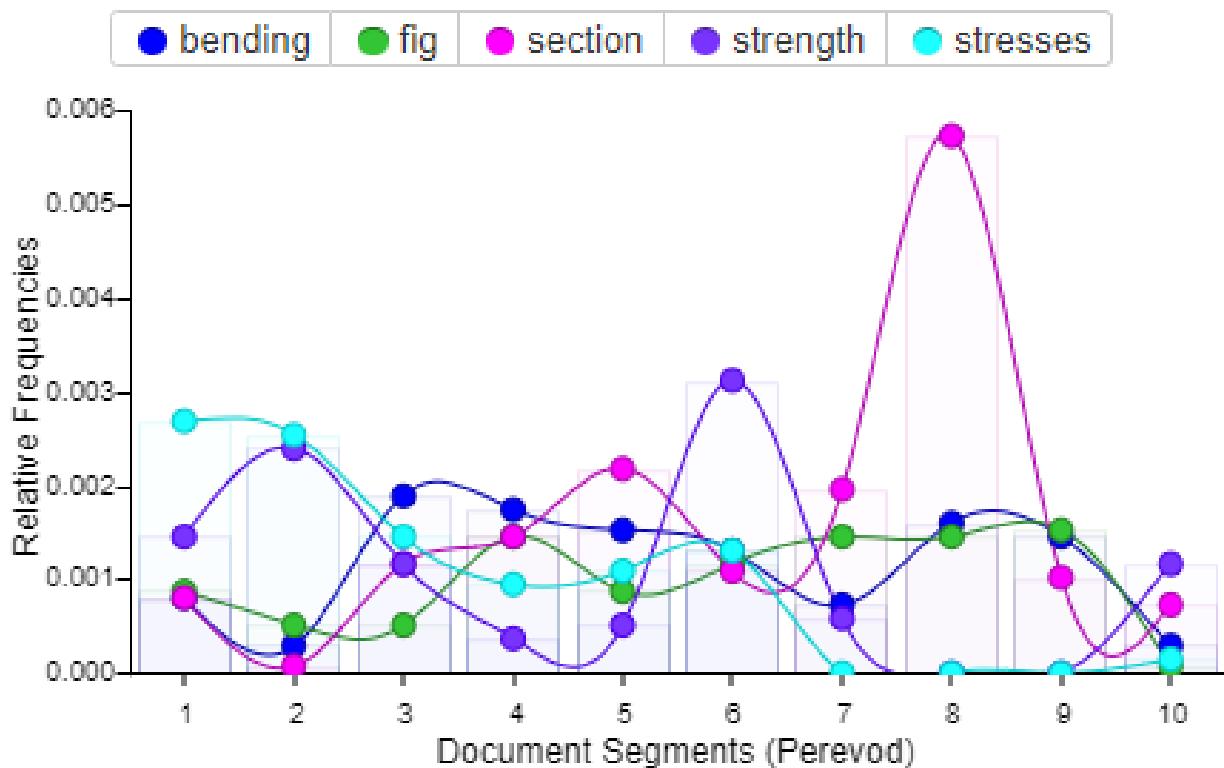


Fig. 1 – Translation trends

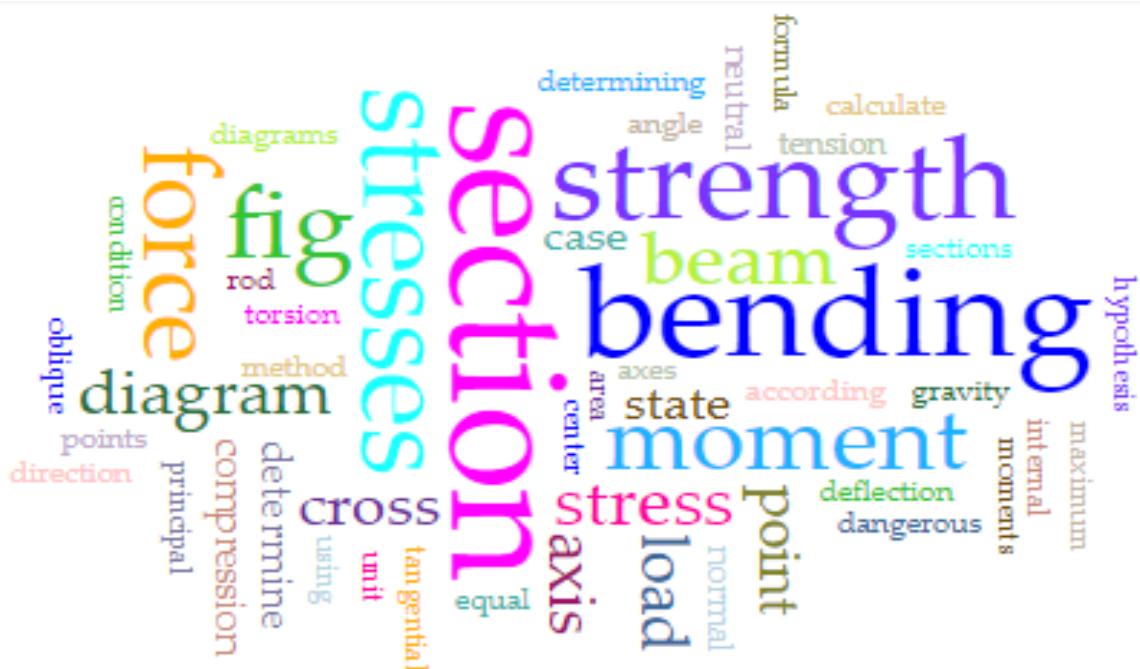


Fig. 2 -Word cloud

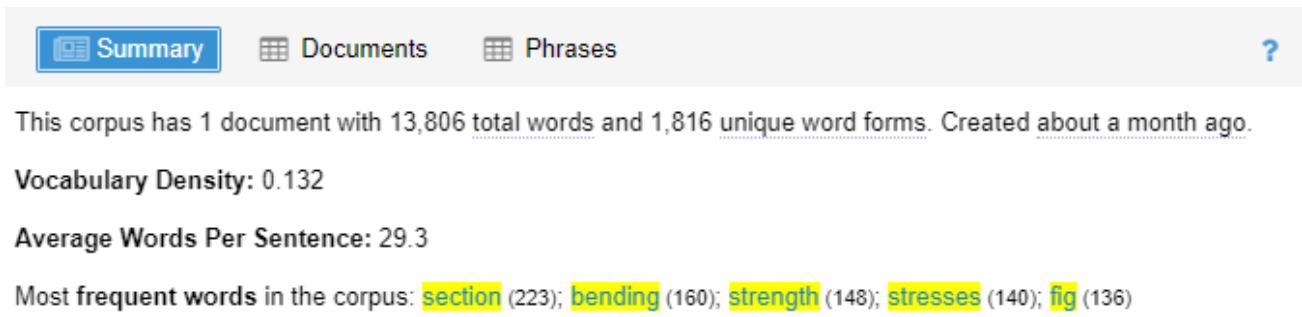


Fig. 3 – Translation summary

Most of the terms had common sense in different contexts. Errors of translation are systematical (for example: Google translator uses term “Voltage” instead of “Stress”; also, MT used “Expression” instead of “Equation”). These misinterpretations were corrected via replacement function in Microsoft Word, which allowed to translate the textbook with machinery translation quite precisely.

Thereby, this research helped to point out some of the regularities in Machine Translation Systems work process. Authors determined the most common program mistakes and ways to get rid of them. As a result of the research there is a text in English with high readability.

The text shows that Machine Translation Systems can show great results. With a right approach, it may be a strong helper for each translator. But it still needs some translator's corrections before and after the translation procedure.

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THE BENEFITS OF VIDEO GAMES FOR LEARNING FOREIGN LANGUAGES

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Abstract. Learning a foreign language is perceived by many people as an extremely difficult and tedious process. Scientists working on this topic claim that during any type of game, the process of perception and memorization of information by students becomes faster and more efficient than during normal lessons. At the same time, this process does not need to use any high concentration, which is an absolute plus of this technique.

Keywords: game, video games, learning, foreign language, process, play.

Introduction

Learning a foreign language is perceived by many people as an extremely difficult and tedious process. On the Internet, there is a huge amount of information for learning any language, but not everyone can find the right individual method of learning, as well as find the strength to study this material. At the same time, video games, like any other games, are perceived as entertainment for leisure or just a waste of time that has no benefit. It is not uncommon for games to be opposed to the learning process, but world practice has long proved that this is just a stereotype. The games that are already included in the educational program include the educational version of Minecraft in which there are already game lessons for all major school subjects, starting from mathematics and geometry, ending with literature and laboratory work in chemistry. Also, the game "war of mine" is planned to be introduced into the school curriculum in Poland in 2021, it will be included in the list of extracurricular reading for high school students. As an example, you can also give a series of games "Assassin's creed" "in which there was a mode of" interactive tour "specifically for interactive history lessons. This tour was developed primarily for schoolchildren and people who are generally far from video games, and was tested on real Montreal students. Every year, the list of video games that will be included in the educational program of schools and institutes will only increase. Scientists working on this topic claim that during any type of game, the process of perception and memorization of information by students becomes faster and more efficient than during normal lessons. That is why in the process of training, teachers and university teachers often use game methods of interaction: they make divisions into teams, set rules, and award winners. All this is created to simplify the memory algorithm, so that the vivid emotions caused by the game are connected with practical knowledge and remain in long-term memory. At the same time, this process does not need to use any high concentration, which is an absolute plus of this technique. [4]

What are the benefits of video games?

"The term "video games" refers to thousands of video games, different budgets, genres, and ideas embedded in them. Video games can be created with an emphasis on the plot in a single passage or only in cooperation with other players, there are games for the whole family or games

for people who prefer a very high complexity and niche. The perfect analogy is food. When we talk about food, you can't be sure it's going to do us good or harm, everything will depend on many factors: how many calories, what is the composition of a food vitamins and minerals useful for the body, and so on. For example, Sean Green and Aaron R. Seitz, associate professors of psychology at the University of Wisconsin - Madison, wrote that action video games – games that have fast-moving goals that appear and disappear from view, involve a large amount of clutter, and require the user to make quick and accurate decisions-have a particularly positive cognitive impact, even compared to “brain games” that are created specifically to improve cognitive functions. [1] Also as an example of the benefits of video games for humans, we can cite the discovery of researchers from Columbia University found that children of primary school age who played video games were almost twice as likely to have high intellectual functions and high overall school competence, but it is noted that spending too much time in computer games still does not carry high utility. Other than that researchers at the University of Auckland in New Zealand have been able to create a video game that can reduce, and in some cases cure, depression. The meaning of the game called SPARX is to simulate complex life situations that the player needs to go through in order to learn how to cope with them. Studies have shown that such a game can be more effective than a course of adolescent psychotherapy, since it involves a high level of concentration of the player on the process, thereby improving the quality of treatment of adolescent depression, while a certain visual and sound design has a relaxing effect, without creating pressure on a person with a similar anxiety ailment [3]

The benefits of video games for learning foreign languages

In the beginning, it should be clarified that most of the games still do not carry any particularly valuable practical effect and are more of a leisure option. However, if you use video games correctly, you can benefit from them in learning foreign languages. In the beginning, it is necessary to determine that the video game passes according to the criteria according to which it is really possible to learn a foreign language, while the genre of the video game itself does not matter, the main thing is that you like it and pass at least two of these points:

1. Firstly, the video game must have a language that is planned to be studied, so that the interface, subtitles, various notes and descriptions are also written in the required language. Thus, the player will interact with the game process constantly motivating himself to understand the incomprehensible text of the dialogues or other aspects of the game.

2. It is desirable that it contains the speech of the characters in the required language. Recognizing words by ear is essential in learning any language.

3. Also, if we talk about online games, then they must have native speakers, as well as the need to interact with them via voice or written chat. Communication with native speakers is extremely important for quick orientation in communication and a large number of new people are able to help this process [5].

It is worth talking about the positive properties that the right video games can bring to learning foreign languages:

1. **Video games increase the desire to learn a language.** Perhaps the main and most important point. The desire to engage in language learning through interactive interaction with the game environment is much more interesting than the study of educational literature, while this process is perceived by the brain as a leisure activity, which is why the effectiveness increases many times.

2. **Video games increase your vocabulary.** To understand the game, the plot or game events, the player has to perceive a huge number of sentences, in which each time there will be new words, phrases and complex, seemingly completely meaningless expressions. However, the gameplay allows you to understand these complex aspects and, thanks to the game methodology, simplify the process of learning new languages.

3. Video games improve the perception of spoken and written foreign language. Especially when it comes to communicating with other players, very often real people use verbal phrases and abbreviations that are not spelled out in textbooks, starting with thx = thanks and ending with AFAIK= as far as I know.

4. Video games can help you learn to think in the language you are learning. Interacting with other players or characters, it is necessary to conduct a dialogue with them, this immersion will allow you to learn how to talk in another language, and in turn the ability to talk in another language will be a determining factor in his study.

5. Video games improve the overall level of learning. Despite the fact that such a statement is controversial, it is true. Quite often, in games, you have to perform the actions necessary for learning: analyze information to "pass the level" or defeat other players in a network game; solve puzzles; make mistakes repeatedly in order to recognize and correct your mistakes after.

In order to get the maximum benefit from the process, you should follow certain rules. First, you should always have a translator at hand, so that at the moment of need you can either translate an unfamiliar word, or parody a phrase spoken by another player, parodying phrases, by the way, is also an important process of learning a foreign language. In addition to the translator, it is better to keep a notebook at hand, in which you will write down new words and expressions to fix them in the future. Try to link the meaning of words not to their translation into your language, but to the image that it means or to the definition of this word in the language being studied. Choose games only of those genres that you like, so as not to lose the whole meaning of the process. And finally, do not play games for too long, as it can cause more harm to your health than the benefits of learning a language through them. [2]

Our personal Video Game selection

Life is a strange

A game in the genre of adventure, where you play as a schoolgirl, in whose life strange events begin to occur and she discovers that she can "rewind" time back. This superpower gives you just unlimited opportunities to learn the language. First, you can listen to the characters' cues several times to fix the pronunciation or better understand the meaning of the phrase. Secondly, you can change the response options for the replicas to listen to the full line of dialogues with each of the minor characters. Life is Strange is the perfect game to deal with teenage slang and American English. And although it has been slightly simplified, there is still a lot of interesting things in linguistic terms. We were especially hooked on the voice acting — it's just great.

Disco Elysium

This is a text-based video game with a non-linear narrative that tells about the everyday life of a police officer in a small town who has lost his memory and is trying to finish the case for which he went to this small town. This game gives you the opportunity to view the phrases spoken by the player and the characters, as well as during the gameplay, different skills of the character enter into a dialogue with the main character. For example, "Empathy "can tell the protagonist that in the dialogue with the character he was very offended by your words, or the skill of "Conceptualization" can tell that this person is talking too illogically. In terms of interesting interaction with the text in perfectly written English, this game has no equal in its category.

Conclusion

Over the past two decades, video games have been able to move from the level of entertainment for children and teenagers, to a full-fledged industry that can even relate to the learning process. Moreover, as we were able to see today, with the correct use of video games, you can even find motivation and practical skills in learning foreign languages, but this practice also carries certain disadvantages. First of all, it is worth realizing the fact that video games will not be

able to replace the usual methods of learning a foreign language with learning the rules and performing exercises from a textbook. Video games should be perceived not so much as a panacea, but as an additional tool that motivates and brings diversity to the learning process.

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ORGANIZATION OF PROJECT ACTIVITIES IN FOREIGN LANGUAGE CLASSES IN THE CONTEXT OF DISTANCE LEARNING

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Abstract. The article is devoted to the consideration of the organization of project activities in foreign language classes in the context of distance learning. The system of distance learning Moodle and the advantages of its use for the implementation of project activities are considered. The results of a survey among 3rd year students of the specialty 38.03.01 "Economics and Business Management" of Peter the Great Saint-Petersburg Polytechnic University are considered, after which the authors propose a possible project for conducting in English classes.

Keywords: project activities, distance learning, foreign language, learning management system.

Currently, innovative technologies are closely connected with every area of everyday life, and the field of education is an example of how the educational process can become more modern and relevant. Digitalization is a global social process that changes approaches to learning and the structure of the educational process itself [3]. Moreover, digitalization entails changes in the labor market, which graduates of educational institutions will have to comply with in the future. Competitive graduates must work in multitasking mode, be able to coordinate and measure their actions, be ready for constant changes in the conditions of professional activity, and carry out competent interpersonal, intercultural, and professionally oriented communication [1, 2].

One of the technologies that fully contributes to the development of competitive students is project activity. Project activities at foreign language lessons involve students in active communication and cognitive activities, forming a foreign language communicative competence, the formation of which, in turn, is one of the key results of teaching foreign languages at the university, and also contributes to developing of self-organization and self-realization skills; creates an environment for increasing their own motivation and academic performance [4, 5]. Project activities in foreign language (FL) classes develop the personality of each project participant and increase the level of confidence in using the foreign language not only during discussing the project but also in everyday life. Project activity is characterized by the interaction and cooperation of the teacher with the students preparing individual, pair or group projects to achieve previously set goals or solve educational problems. The features of project activities are:

1. Setting an urgent task.

2. Planning and organizing individual or group activities of students both in academic and extracurricular time.

3. Structuring the content of the project and detailed preparation of stages, as well as using research methods.

In order to form the communicative competence of students of a technical university using the project method and increase their competitiveness, it is advisable to integrate this educational technology into the course of the foreign language discipline, since within the framework of this discipline, foreign language communication skills are formed. Today in the context of the transition of Russian universities to mixed and distance learning formats in connection with the COVID-19 pandemic, the issue of organizing project activities is particularly relevant, since the educational process is undergoing significant changes, including in terms of teacher-student interaction [1].

The possibilities of modern distance educational technologies allow the complex application of the project method for organizing the educational process [6]. The distance learning management

system (LMS) Moodle (Modular Object-Oriented Dynamic Learning Environment) has many advantages. In this system, it is possible to exchange teaching aids and files, communicate between teachers and students through online chat, conduct lectures, seminars, and online testing. The Moodle functionality allows students to organize the order, time, and place of training themselves, which is one of the main advantages of distance learning for students located in different time zones. This LMS platform serves as an excellent platform for performing project activities, both individual and group, since it has a wide range of functionality, provides an opportunity to communicate with the teacher and colleagues on the project in real time, and allows teachers to record activity, attendance, and the completion of certain tasks [7].

Within the framework of the present study, the authors developed the educational project "Building a career", aimed at the formation of communication competence identified in the educational standard and implemented within the framework of the discipline "Foreign language. Professionally oriented course". The project is short term (one month). It is carried out by students independently, in small groups, and is coordinated by a foreign language teacher. The topic of this project refers to the corresponding section of the discipline's academic program and the textbook, The Business 2.0 (Upper Intermediate), which is the basic one for third-year students of the bachelor's degree in economics at Peter the Great SPbPU. The final product of the project work is a video interview prepared in English on the approved topic at the first stage of the work, which will consist in interviewing project colleagues as well as the final product may be offered to write a CV in English. The relevance of this project is also indicated by an increase in motivation to study, since in popular positions it is often required to speak English at a level not lower than B2. Therefore students will gain experience in conducting and/or passing an interview and writing a resume which will be useful to most students in the future.

The feasibility of integrating the project technology into the process of teaching a foreign language was determined by us during a survey of third-year students at the Institute of Industrial Management, Economics and Trade of Peter the Great St. Petersburg Polytechnic University after completing work on an individual educational project. Within the framework of this educational project, students had to select relevant news articles corresponding to the themes of the academic program of the discipline "Foreign language. Professionally oriented course", as well as to compile a glossary and plan the main idea of the article. The projects were defended through the presentation and group discussion of the results of the research carried out in the fall semester of the 2020/21 academic year.

38 students of the direction 38.03.01 "Economics and Business Management" took part in the survey. Students were asked to answer the following questions:

1. Did the implementation of the project help to expand and deepen knowledge on the topic under study?
2. Did this type of activity increase the motivation for learning a foreign language?
3. Did you manage to achieve the goals of the project?
4. Is this form of individual work interesting in the search for new solutions and tools for its implementation?
5. What difficulties did you face during the project implementation?

The results of the survey showed that the majority of students (84 %) could independently achieve the goals of the project work and at the same time deepen their knowledge in the field of a foreign language and the professional sphere. Also, 96 % of students recognized the project technology as an interesting form of independent work for the development of self-organization skills and research activities.

However, the students also noted a few difficulties that they encountered during the implementation of the project work: 15 % of students mentioned, among other things, the problem of finding and selecting information sources due to the insufficient level of language training, lack of motivation to perform work. Also, 11 % of respondents expressed the opinion that the implementation of this project task turned out to be uninformative for them, as the result of which there were problems with self-motivation because the proposed topic lies outside the sphere of

interests of students. We should note that the solution to this problem is the teacher's compilation of a list of Internet resources containing up-to-date information and corresponding to the level of foreign language proficiency of students.

It should also be noted that in connection with the implementation of a significant part of the work on the project by students independently, this project can be implemented both in the full-time form of organizing the educational process, and in the remote.

Today, educational tools used in the process of distance learning allow to achieve the well-coordinated work of students within the framework of group projects. Thus, the technical features of the MS Teams platform used in Peter the Great's SPbPU provide the teacher with the opportunity to divide students into small groups to more effectively solve the educational tasks proposed by the teacher and coordinate the work of students throughout all stages of the project.

Thus, the authors conclude that the implementation of the group form of the project activity in foreign language classes at a technical university allows to develop the foreign language communicative competence of bachelors of non-linguistic specialties both in traditional and distance learning. the motivation of students to learn a foreign language increases, including using information and computer technologies, and it contributes to the development of critical thinking skills, self-organization and solving practical problems of a professionally oriented nature in a foreign language.

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USING ONLINE SERVICES TO LEARN ENGLISH

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Abstract. In this article we will consider the most popular ways to learn English, what are the main components of the language and what is needed for the most convenient and effective learning, what apps, platforms and services are used, information about them and their features.

Keywords: foreign languages, learning, online, platforms, process.

Due to quarantine measures, educational platforms gained particular popularity over the last year. Many people have engaged self-education and improved their skills. One of the most demanded skills is knowledge of foreign languages. Knowledge of English is now necessary for everyone, so in 2020 the online services for learning English were in particular demand.

This article reviews the most popular online services for learning English. All these platforms are selected based on the number of users, good reviews, and recommendations. The platforms reviewed are appropriate for both beginners and advanced.

The structure of any language consists of several basic parts: vocabulary, grammar, and pronunciation. Comprehension, reading, writing, and speaking are language skills that are acquired if you have the proper base. In the article, all the online services are divided according to a structure that is convenient for learning a foreign language. So, everyone will be able to improve their English skills in the areas they need.

To develop listening comprehension skills, it is recommended to combine different ways of learning. One of the most popular ways is to watch films and serials in the original language with subtitles. In addition to this method, the following online resources are indispensable helpers:

"BBC Learning English" is a great service with a lot of videos on various topics which can help you learn English. On this service you can learn English completely free through short videos, which are divided into categories: full English courses for any level of proficiency, thematic videos for grammar improvement, vocabulary increase, pronunciation improvement and much more. Service in English, it is very convenient and easy to use. There is also a smartphone application.

"BBC Podcasts" is a service that collects the best audio broadcasts from 21 British radio stations. All the audio is easy to download and listen offline at any time. "BBC Podcasts" and "BBC Learning English" are on the same site with many other useful services for learning English.

"TED Talks" is a platform with short videos from TED conferences on a variety topic, from health to business. There are subtitles as well as the full text of the talk. The conferences are organized in different countries, so they are appropriate for learning any language. The source is very useful for expanding your knowledge in your areas of interest. You can choose the topic of the video conference, its language, and duration. [1]

Listening to the original English speech on the mentioned listening services your foreign language comprehension skills are improved and your horizons are broadened.

Dictionaries such as "Merriam Webster", "Multitran", "Context.Reverso" are used to increase vocabulary. [2]

"Merriam Webster" is one of the most popular and convenient explanatory dictionaries, which does not contain a translation from English to Russian, but an explanation of words directly in the same English language. It contains all the latest information and is easy to use, because even if you don't have internet access, you can download the application to your smartphone in advance

and thus always be ready for anything. Also, in this application there is such a useful feature as spoken word input, that is, if a person suddenly does not know how to spell it, thanks to this function, it is easy to find the word. The developers have tried to do their best so that the application can understand everything as best as possible on the first try.

"Multitran" is a Russian product of automatic online translator. Primarily it is used for technical translation of texts. It is possible to use this service both online and offline. Of its advantages include: a huge and current base of translation in many languages, there is such a handy feature as an automatic search for collocations, and yet the convenience lies in the fact that you can increase your vocabulary.

"Context.Reverso" is the online dictionary aimed at automatic translation and language learning. Like most translators it is available both as a website for PC and as an application on your smartphone.

There are a lot of interesting features in the apps. One of them is memorizing words in the game format. The practice is done with the help of cards and puzzles. The most frequent use of this application is for translating text, namely whole phrases, because this application finds examples and shows in what context these expressions are used. The best way to use this application is to recognize aphorisms, idioms, and expressions.

Practice with cards - these are cards that show the definition of a word and you have to guess the word itself. This way helps to increase your vocabulary and helps you to learn to speak a foreign language.

"Guessing" is a way in which a word in English and four translations in Russian are given, thus this feature helps in memorizing the translation of words. Next, there are applications that help to memorize words. [3]

"Memrise" is a language learning platform created by users themselves. The most popular way to learn a language on this platform is with cards. The most popular way to learn a language on this platform is with cards. The practice is conducted by games and interval repetition technology. Now there are many language learning courses on the site, and all of them have great popularity.

"Easy ten" is a very handy app for language learning, especially for vocabulary improvement. Every day the app offers to learn 10 new words using cards and with the help of voiceover for correct pronunciation, and examples of the application's use in context. After you have learned these words, the app offers a quiz in a "Guessing" format. Далее будет постепенное добавление слов из разных дней для постоянного закрепления. There is also an interesting function, such as, a word in English is pronounced, and you need to write it correctly. Another unusual feature is that during the day the phone receives notifications about the training of words, even without logging into the application.

Now, comprehensive language learning services have become very popular. It is especially relevant during the pandemic because these platforms are fully functioning in a remote format and have all the necessary tools for this. [4]

Let's start with "Lingualeo". It is a service for learning and practicing languages. On this platform there is free access, but there is additional paid content. Learning process takes place by means of a game, because it has been proved about the efficiency of such learning. To start learning, you need to take a test to identify the level of knowledge. After passing the test, the level of knowledge is indicated and based on your level is a plan for learning a language. Everyday tasks are given and for their completion are awarded medals and other rewards for encouragement. There are a variety of courses to reinforce and memorize knowledge on certain topics. This platform includes vocabulary, grammar, listening, reading, and vocabulary training.

"Duolingo" is a free language learning platform. It is one of the most convenient applications for learning languages around the world. To start training you need to choose the time that you will spend on learning a language per day. You get special currency - crystals - for completing tasks. This application uses all your senses to help you remember information in the most efficient way possible. Training is conducted with the help of small tests. The feature is that the test is not completed, until all the questions are answered correctly. Also, all the information is

studied by topic and all of them are in strict order. Also, all the information is studied by topic and all of them are in strict order. That is, you can't choose any topic until you get to it. This allows you to close knowledge gaps immediately and develop your horizons. It is very convenient in this application that there is a section with comments, where you can find all the information you need.

"PuzzleEnglish" is an online game-based language learning platform. You can learn the language on your own in free mode, or on a paid base with an individual plan, open access to all information. In the free version you can learn and watch videos about grammar, read materials from the guide, and use a limited number of practical exercises. The application is most often used for paid courses. There are many tasks for each game format. At the end of the course, you will need to take a final test to receive a certificate of your level.

After the basic knowledge has been acquired and information has been absorbed, based on which one understands the language, the most important thing for further development is live communication. Having received theoretical knowledge, it is impossible to know the language fully. That requires a lot of talking in a foreign language.

Most people have a language barrier. This is because of the fear of making a mistake and embarrassing oneself. However, times are changing. Now everyone is trying to overpower themselves and start speaking because many people realize that most people all feel awkward when speaking a foreign language.

Before, travelling to Europe was used to practice the language, but it was expensive and not available to everyone. Now, with the development of technology, especially in times of worldwide self-isolation, it is possible to practice the language without leaving home.

For this purpose, Internet technologies are used. Let's say for private practice, people who previously practiced speech with a personal tutor at home or in language schools have switched to Skype, Zoom, Discord, and other platforms.

There are also convenient online platforms where you can learn the language both face-to-face with a teacher and in a group, thereby saving money. In addition to working with a teacher, there are such applications where you can learn the language speaking with native speakers. Some of the most popular online language practice platforms are "Italki", "Interpals" and "Tandem". [5]

"Italki" is one of the most popular language platforms. Initially it was intended to find pen pals, but later it developed into a site for finding tutors for Skype lessons. Now Italki offers search for partners for free practice and search for tutors for paid classes.

"Interpals" is one of the very first services to practice communicating with foreigners. Here you can find friends by using filters to indicate similar interests and hobbies. Communication is done through messaging, there is no video connection.

"Speaky" is a social network for language practice. This site offers both written chat and spoken by video communication. In the chat you can edit your messages if you see a mistake. In the platform you can find native speakers as well as non-native speakers. On the site, you can use a handy filter to select only native speakers to search for.

Services for learning English provide many opportunities for acquiring all the language skills. Online services can be useful for a different purpose. Thanks to the mentioned above platforms for learning English, you can diversify your lessons. Combining these services, the level of language skills will improve more quickly.

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DIE FÖRDERUNG INTERAKTIONALER ASPEKTE IM DIGITALEN WAHRNEHMUNGSRAUM DURCH DEN EINSATZ LERNFÖRDERLICHEN FEEDBACKS

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Abstract. In diesem Artikel soll aufgezeigt werden, inwiefern lernförderliches Feedback die Beziehung zwischen Lehrenden und Lernenden in der digitalen Lehre beeinflusst und auch fördert. Dabei werden Aspekte wie beispielsweise die Verstärkung des Selbstkonzeptes oder Steigerung der Motivation seitens der Lernenden eine zentrale Rolle spielen und anhand exemplarischer Transkriptausschnitte untersucht werden.

Keywords: lernförderliches Feedback, Online-Lehre, Beziehungsarbeit, Interaktion

1. Einleitung

Wenn man den Erfolg des Lern- oder Gruppenbildungsprozesses betrachtet, ist ein Fokus auf Interaktion in jedem Lehrkontext sehr wichtig. Im digitalen Zeitalter fallen nicht nur Präsenzformate auf, sondern es ist auch wichtig, die verschiedenen angebotenen digitalen Kurse zu betrachten. In diesem Kontext sollte überlegt werden, wie Sie eine Interaktion in der digitalen Umgebung induzieren können und welche besonderen Merkmale und Herausforderungen die Lernumgebung für den digitalen Unterricht im Vergleich zum Präsenzunterricht aufweist (vgl. Nömer 2020, S. 14). Gegenwärtig ist durch die bildungspolitischen Maßnahmen während der Covid-19-Pandemie das Studium des digitalen Unterrichts besonders relevant. Die Pandemie führte im März 2020 zu einer raschen Umstellung vom Präsenzunterricht zur Online-Lehre im deutschen Bildungssystem. Auf diese Weise sehen sich Kurse für Lehrer und Schüler plötzlich neuen Bedingungen gegenüber. Dozenten des Instituts für Philosophie der Universität Hildesheim veranschaulichten die damit verbundenen Herausforderungen. Sie erstellten nach dem ersten digital durchgeführten Sommersemester eine wichtige Bilanz und betonten die gegenseitige Interaktion im virtuellen Raum. Sie sei kaum vergleichbar mit Diskursen aus Präsenzveranstaltungen (vgl. Elberfeld et al. 2020).

In diesem Artikel soll das Projekt untersucht werden, um die besonderen Funktionen des digitalen Lehr-Lern-Kontextes im Zusammenhang mit dem interaktiven Aspekt zu verdeutlichen und anhand beispielhafter Transkriptionsauszüge aus einem digitalen Deutschkurs Einblicke in die Handlungspraxis zu geben. Ein Zweck dieser Arbeit ist es, Orientierungen und Reflexionsmethoden für die Handlungsanforderungen und interaktiven Entscheidungen im digitalen Unterricht bereitzustellen. Hierfür wird sich zunächst mit der näheren Bestimmung des Materials sowie der Untersuchungsmethode beschäftigt. Danach folgt die konversationsanalytische Betrachtung interaktionaler Aspekte im digitalen Lehr-Lern-Kontext. Dahinter verbirgt sich das Ziel, den Einsatz von lernförderlichem Feedback als Möglichkeit zu verstehen, die sich positiv auf die Beziehungsgestaltung auswirkt.

2. Ziele und Fragestellungen der Analyse des vorliegenden Datenmaterials

Das Ziel der Analyse liegt darin, herauszufinden, wie die Lehrperson im digitalen Setting agiert, um Distanz zu den Lernenden zu überwinden. Dabei sollen der Einsatz von lernförderlichem Feedback genauer untersucht und der Zusammenhang zur Beziehungsgestaltung in der Online-

Lehre dargestellt werden. Zunächst soll jedoch das Untersuchungsmaterial vorgestellt und kontextualisiert werden, damit die Rahmenbedingungen der folgenden Analyse klar sind. Bei den vorliegenden Daten handelt es sich um ein Unterrichtsgespräch aus einem DaF-Kurs der Niveaustufe C1 nach dem Gemeinsamen europäischen Referenzrahmen (GeR). Dieser findet zweimal wöchentlich an einer Privatschule in Hamburg statt. Der relativ kleine Kurs mit insgesamt etwa zehn bis zwölf Schüler*innen wird grundsätzlich von zwei Lehrpersonen geleitet. Das Format ist ein digitaler Sprachkurs, welcher sowohl Ton als auch Video verwendet. In dem vorliegenden Transkriptausschnitt, welcher nach der Konvention HIAT verfasst wurde, interagieren eine weibliche Lehrperson und sieben weitere Schüler*innen. Die Sequenz umfasst etwa 11:30 Minuten und ist somit lediglich ein kurzer Ausschnitt aus dem Unterrichtsgespräch der ganzen Einheit. Die didaktischen Ziele dieser Unterrichtssequenz sind einerseits die Einübung des korrekten Gebrauchs von Objektsätzen und andererseits das Erarbeiten eines exemplarischen Beispiels. Um die anschließenden Beispieldausschnitte inhaltlich besser einordnen zu können, soll kurz der inhaltliche Kontext der Sequenz dargestellt werden: In einem DaF-Sprachkurs wird die Thematik "Objekt- und Infinitivsätze" behandelt. Dabei schafft die Lehrperson zunächst einen Übergang zum Arbeitsauftrag im Buch und erarbeitet mit den Schüler*innen einen Beispielsatz. Anschließend versuchen die Lernenden einen dass-Satz in einen Infinitivsatz umzuformulieren und vertiefen dies in einer gemeinsamen Übung im Plenum. Am Ende wird noch der Nutzen von Objekt- und Infinitivsätzen von der Lehrperson dargestellt.

3. Analyse von Feedbackeinsatz zur Unterstützung der Beziehungsarbeit in der digitalen Lehre

In diesem Kapitel wird das Konzept des lernförderlichen Feedbacks in Hinsicht auf die Interaktion in der digitalen Lehre aufgegriffen. Nach der theoretischen Darlegung werden mehrere Sequenzen eines Transkriptes bezüglich der Funktionen und Wirkungsweisen auf die Beziehungsarbeit zwischen Lehrenden und Lernenden im Online-Unterricht analysiert.

3.1 Der Einsatz von lernförderlichem Feedback zur Verstärkung des Selbstkonzeptes der Lernenden und zur Förderung von Beziehungsarbeit

Das Feedback stellt im Lehr-Lern-Kontext einen wichtigen Bestandteil dar. Grundlegend handelt es sich dabei um Rückmeldungen, welche als Reaktion auf eine bestimmte Aktion erfolgen (vgl. Dainton 2018, S.11). Zugleich kann es als Information angesehen werden, die erfragt, gegeben oder beobachtet werden kann (vgl. Dainton 2018, S. 12). Auf der einen Seite können Rückmeldungen dazu dienen, den Unterricht zu verbessern oder die Leistung der Lernenden zu steigern (vgl. ebd.). Rückmeldungen können auf explizitem aber auch auf implizitem Wege erfolgen. Zu ersterem zählen beispielsweise Gestik und Mimik, verbale Äußerungen aber auch schriftliches Feedback (vgl. Knickenberg 2018, S.15). Schweigen, „Nichts-Tun“ oder auch verbale Reaktionen können als implizites Feedback gedeutet werden (ebd.). Des Weiteren kann eine Rückmeldung in einfacher oder elaborierter Form auftreten. Einerseits kann lediglich eine Aussage darüber getroffen werden, ob eine Aufgabe richtig oder falsch ist (vgl. Knickenberg 2018, S.20). Andererseits können aber auch beispielsweise genauere Informationen über Hinweise auf Fachbegriffe oder Lösungsstrategien, zur Art der Aufgabe und ihrer Bearbeitung sowie die Ursachen von Fehlern getroffen werden (vgl. Knickenberg 2018, S. 20f.). Feedback ist ein wichtiger Teil eines kompetenzorientierten Unterrichts, bei dem den Schüler*innen beim Lernen geholfen und die Lernleistungen optimiert werden sollen. Dabei spielen die Aspekte Inhalt und Form eine zentrale Rolle, da eine Rückmeldung „*stets informierend, immer wertschätzend und ermutigend, niemals verletzend oder abwertend*“ sein sollte (Lehrerinnenfortbildung Baden-Württemberg 2011, S.1). Rückmeldungen können zu unterschiedlichen Zeitpunkten im Lernprozess auftreten. Das sogenannte summative Feedback tritt am Ende des Lernprozesses auf und ist eine Art Evaluation eines Leistungsstandes, welche die Transparenz der Beurteilung einer Leistung sicherstellt (vgl. Hartung 2017, S.202). Es handelt sich also um eine abschließende Rückmeldung

zu einem Ereignis (vgl. Dainton 2018, S.48). Feedback kann jedoch auch während des Lernprozesses oder eines bestimmten Ereignisses stattfinden, was als Verstärkungs- und Rückmeldungsfunktion betrachtet werden kann (vgl. Dainton 2018, S.47). Ziel ist dabei die Förderung des Lernprozesses durch u.a. Verbesserungshinweise (vgl. Hartung 2017, S.201f.). In der anschließenden Analyse soll das formative Feedback im Fokus stehen. Wie bereits eingangs angedeutet, soll der Einsatz von lernförderlichem Feedback untersucht werden. Bei lernförderlichem Feedback handelt es sich um eine Rückmeldung, welche mit den Lernzielen und Aufgaben als Bezugspunkt verknüpft ist sowie formativ erfolgt (vgl. Hartung 2017, S.202). Wenn Feedback inhaltlich lernförderlich gestaltet werden soll, sollte die Auswahl der Inhalte so erfolgen, dass sie für den weiteren Lernprozess möglichst unmittelbar genutzt werden können (vgl. Hartung 2017, S.207). Hattie und Timperley (2007) haben mit ihrem Modell für formatives Feedback eine Basis für die praktische Umsetzung dafür entwickelt. In der folgenden Abbildung werden sowohl die drei grundlegenden Fragen als auch die vier verschiedenen Ebenen von Feedback dargestellt.

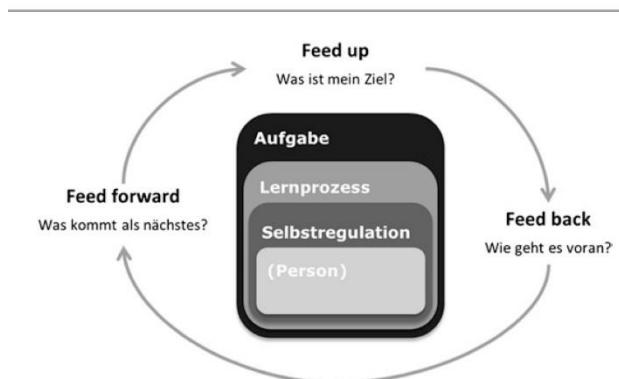


Abb. 1. Modell für formatives Feedback nach Hattie und Timperley (2007)

Die Differenzierung zwischen *Feed up*, *Feed back* und *Feed forward* verweist auf die unterschiedlichen Abschnitte des Feedbackprozesses. Die Fragen, die dabei gestellt werden, sollten lernförderliches Feedback beantworten können. Zunächst wird die Verbindung zu Lernzielen und Anforderungen bzw. Beurteilungskriterien einer Aufgabe geklärt (*feed up*), um anschließend Informationen zum aktuellen Stand der Leistung geben zu können (*feed back*) (vgl. Hartung 2017, S.207). Schließlich sollen unter dem Aspekt *feed forward* konkrete Anregungen und Verbesserungstipps zur Reflexion gegeben werden (vgl. ebd.). Jeder dieser Aspekte kann auf den oben dargestellten vier Ebenen beantwortet werden. Diese haben Auswirkungen darauf, ob und inwiefern die gegebenen Rückmeldungen leistungsförderlich für die Lernenden sind (vgl. Knickenberg 2018, S.17). Da Feedback verschiedene Funktionen und Wirkungen haben kann, soll dieser Aspekt zu einem späteren Punkt in der Analyse der Transkriptausschnitte aufgegriffen werden, um dies konkret anhand der Beispiele darzustellen und festzuhalten.

3.2. Beispiele aus dem Transkript

Anhand von verschiedenen Beispielen aus dem Transkript wird in diesem Abschnitt exemplarisch der Einsatz von Feedback im digitalen Lehr-Lern-Kontext sowie dessen Effekte auf die Beziehungsarbeit zwischen Lernenden und Lehrenden analysiert. Die Auswirkungen auf das Selbstkonzept der Lerner*innen und der Lernmotivation sind an einigen Stellen nicht klar voneinander zu trennen, da sie sich deutlich überschneiden.

Feedback als Verstärker des Selbstkonzeptes

Wie bereits deutlich geworden ist, stellt Feedback eine wichtige Komponente für den Lernfortschritt von Lernenden dar. Die Wahl des Zeitpunktes für die zu gebende Rückmeldung ist dabei nicht unerheblich und dient dazu das Selbstkonzept unmittelbar zu verstärken. In diesem Fall sprechen wir über positives Feedback, was beispielsweise die Bestätigung richtiger Antworten umfasst. Wenn zum Beispiel gemäß der operanten Lernprinzipien eine positive Verstärkung durch

Lob vorliegt, ist die Wahrscheinlichkeit relativ hoch, dass der*die Lernende dieses Verhalten wiederholt und das Selbstvertrauen somit gesteigert wird. Dies soll im anschließenden Transkriptausschnitt etwas genauer betrachtet werden. Inhaltlich geht es in dieser Unterrichtssequenz darum, dass die Lernenden versuchen sollen einen dass-Satz in einen Infinitivsatz umzuformulieren.

[2]

	3 [03:08.0]	4 [03:11.6]
LP [v]	anfertigen. Und ein Infinitiv-Satz ist? Also wir haben dann dass ist weg Ihre?	
LP [nv]	tippt	
S4 [v]		Ihre Bewerbung.....((unverständlich))

[3]

	5 [03:13.9]	6 [03:14.0]	7 [03:14.4]	8 [03:21.9]	9 [03:27.9]
LP [v]	Bewerbung und was soll ich da sagen?			Noch einmal lauter	
S4 [v]				Ähm.	

[4]

	10 [03:29.9]	11 [03:39.9]
LP [v]	genau	
LP [nv]	tippt	((unverständlich ca. 15
S4 [v]	Ihre Bewerbung sorgfältig anzufertigen?	

Nachdem die Lehrperson in Fläche 3 die Lernenden nach der Umformulierung zu einem Infinitivsatz fragt, erfolgt ein überlappender Sprecherwechsel, welcher durch die Selbstwahl von S4 hervorgerufen wird. Der erste Versuch die Frage der Lehrperson zu beantworten schlägt dadurch fehl, dass der Redebeitrag von S4 in Fläche 4 unverständlich ist und auch die Lehrerin die Antwort nicht verstehen kann. Dies wird ebenfalls durch die Fortsetzung des Redebeitrags der Lehrperson ohne eine Pause deutlich. Da es sich um ein digitales Setting bei dem Kurs handelt, kann es auch durchaus sein, dass der Beitrag von S4 aufgrund der Internetverbindung o.ä. verzögert bei der Lehrerin ankommt. Dafür würde sprechen, dass anschließend nach einer Pause von einigen Sekunden S4 mit „Noch einmal lauter“ (Fläche 3) dazu aufgefordert wird, das Gesagte noch einmal zu wiederholen und zwar in erhöhter Lautstärke. Dieser Hinweis bezüglich der Lautstärke kann in diesem Kontext als Feedback auf der Ebene der Person (self level) angesehen werden. S4 startet danach einen erneuten Versuch, die Frage zu beantworten und ist diesmal erfolgreich, da die erhöhte Lautstärke die Verständlichkeit ermöglicht. Jedoch weist das vorgesetzte Sprechhandlungsaugment „Ähm“ (Fläche 3) kombiniert mit der Intonation, die auf eine Frage hindeutet, sowie die leise und unverständliche Antwort in Fläche 2 auf eine Unsicherheit von S4 bezüglich ihrer Antwort hin. Die Frage nach der Korrektheit der Antwort von S4 wird im Anschluss durch ein einfaches Feedback „genau“ (Fläche 4) der Lehrperson beantwortet. Das Feedback dient in diesem Kontext dazu die vorgeschlagene Lösung von S4 zu bestätigen und findet somit auf der Feedbackebene der Aufgabe (task level) statt. Dieses Feedback hat Auswirkungen auf S4, weil es ihre vorherige Unsicherheit nimmt und gleichzeitig ihr Selbstkonzept stärkt. Zum einen wird so in gewisser Weise Nähe zwischen der Lehrerin und S4 erzeugt. Andererseits hat dies natürlich auch positive Auswirkungen auf die Lernmotivation und wird wahrscheinlich zukünftiges Handeln von S4 beeinflussen. Etwas später wird ein weiteres Beispiel zur Umformulierung in einen dass-Satz besprochen, bei dem S5 ihre Lösung vorstellt. Die Schülerin erhielt dabei das Rederecht durch Selbstwahl und die Bestätigung der Lehrperson dazu.

[7]

LP [v]	Personalchefs empfehlen den Bewerbern ähhh, sie bei der Angabe ihres Werdegangs
S5 [v]	

[8]

LP [v]	Genau.	sie bei der Angabe Ihres Werdegangs ehrlich sind •
LP [nv]	tippt	
S5 [v]	ehrlich ähhh, sind.	dass,

[9]

LP [v]	• Man könnte auch sagen, vielleicht dass Sie bei Ihrem • Werdegang dass Sie nicht
LP [nv]	tippt

[10]

LP [v]	bei Ihrem dass Sie Ihren Werdegang aber das ne? ehrlich dass Sie ihn wehrlich,
LP [nv]	

[11]

LP [v]	ehrlich angeben. • Aber besser klingt natürlich hier dass • • dass Sie Ihnen dass Sie
LP [nv]	

[12]

LP [v]	bei der Angabe Ihres Werdegangs ehrlich sind. • • •

Die Interjektionen „ähhh“ an mehreren Stellen ihres Redebeitrag könnten auf eine spontane Antwort der Schülerin hindeuten und drücken zugleich eine leichte Unsicherheit aus. In Fläche 8 erfolgt auch in diesem Fall wieder durch „genau“ die Bestätigung des Ergebnisses, dass die vorgeschlagene Lösung von S5 richtig ist. Auch hier findet das Feedback wieder auf der Ebene Aufgabe (task level) statt. Jedoch bleibt es in dieser Sequenz nicht bei der einfachen Rückmeldung bezüglich der Korrektheit des Satzes, sondern die Lehrperson fährt mit weiteren Ausführungen fort, wodurch es sich dann um ein elaboriertes Feedback handelt. Nachdem sie den Vorschlag von S5 noch einmal wiederholt, gibt sie anschließend zusätzlich Hinweise zu alternativen Lösungsmöglichkeiten, was durch „*Man könnte auch sagen, vielleicht dass [...]*“ (Fläche 9) eingeleitet wird. Diese elaborierte Rückmeldung soll zum einen die Lernenden über die Alternativen informieren, die andere Lernende eventuell formuliert haben, aber ebenfalls richtig sind. Andererseits soll der Lernprozess verstärkt werden. Hier wird also durch die Ausführungen der Lehrperson auch die Beziehungsarbeit zwischen den anderen Schüler*innen und ihr gestärkt. In Fläche 11 erfolgt ein Rückbezug auf die Antwort von S5, welcher mit „*Aber besser klingt natürlich [...]*“ in gewisser Weise noch einmal als korrekte Lösungsmöglichkeit hervorgehoben wird. Das Feedback dient an dieser Stelle dazu, die Antwort erneut zu bestätigen und auch zu bewerten, was zur Stärkung des Selbstkonzepts von S5 führt und zugleich auch Nähe zwischen der Lehrerin und S5 erzeugt.

Lernförderliches Feedback als Motivationsquelle beim Lernen

Eine ebenfalls zentrale Komponente für Lehr-Lernprozesse sind Erfolgserlebnisse (auf beiden Seiten) und positive Bewertungen von Leistungen. Feedback kann in diesem Rahmen nachweislich motivierende Effekte haben. Um motivationsfördernd zu sein, sollte das Feedback der Lehrperson auf sachlich und/oder individueller Bezugsebene erfolgen, also Rückmeldung zur aktuellen Aufgabe sein oder die vorherige Leistung der Schüler*innen mit einbeziehen. Dies hat durchaus positive Auswirkungen auf die Lernmotivation der Lernenden und stärkt zugleich auch ihr Selbstkonzept. Die folgende Sequenz ist aus einem späteren Teil des Unterrichtsgesprächs.

Inhaltlich wurde im Rahmen des Kurses auf den Nutzen der Struktur von Objekt- und Infinitivsätzen eingegangen. Der Ausschnitt setzt bei dem Bezug bzw. Vergleich zu Muttersprachlern an, die ebenfalls Schwierigkeiten mit diesen grammatischen Strukturen haben. Die Auswirkungen von Feedback auf die Lernmotivation und das Selbstvertrauen der Lernenden lässt sich hier teilweise nicht klar voneinander abgrenzen, denn Feedback kann aufmunternd sein und zugleich das Selbstvertrauen der Lernenden stärken.

[14]

	15 [09:58.5]
LP [v]	eigenen Sprache • • aber das ist etwas das könnt ihr in eurer eigenen Sprache schon

[15]

	16 [10:03.2]	17 [10:05.3]	18 [10:06.1]
LP [v] S3 [v]	sehr gut beherrschen ((1,9s)) né? ((1,4s)) also ihr müsst ((unverständlich)) • • mhm		

[16]

	19 [10:10.9]
LP [v]	Aufgabe ((unverständlich)) • • n bessres Verständnis • f/für die deutsche

[17]

	20 [10:17.1]
LP [v]	Grammatik zu kriegen was ihr ja sowieso schon habt aber • • das ist nur noch so ne

[18]

	21 [10:20.2]	22 [10:24.8]
LP [v]	zusätzliche Feinheit ((4,6s)) und immer ganz gut wenn alle die hier studieren	

[19]

	23 [10:30.4]
LP [v]	möchten eine Hausarbeit schreiben möchten/ sollen • • das is immer ganz gut ehm

Das positive Feedback der Lehrperson setzt direkt mit einem Lob „*aber das ist etwas das könnt ihr in eurer eigenen Sprache schon sehr gut beherrschen*“ (Fläche 14-15) ein. Durch die Intonation und die angehängte Partikel „*ne?*“ (Fläche 15) wird die Aussage der Lehrkraft zu einer assertiven Frage umfunktioniert, um das bisher unbestätigte in gesichertes Wissen umzuwandeln, was auch durch die Hörerrückmeldung von S3 im Anschluss geschieht. Diese Interaktion kann ebenfalls in gewisser Weise als lernförderliches Feedback interpretiert werden, da die Rollen von Sender und Empfänger lediglich getauscht wurden, aber diese Rückmeldung trotzdem inhaltlich zum weiteren Lehr-Lernprozess beiträgt. Anschließend fährt die Lehrerin mit ihrem Redebbeitrag fort und gibt konkrete Instruktionen, um ein „*bessres Verständnis für die deutsche Grammatik zu kriegen*“ (Fläche 16-17). Dies soll den Lernprozess der Lernenden anregen und instruieren bzw. auch verstärken. Das Feedback dient hier also als Informationsquelle. Zeitgleich wird in Fläche 17 mit „*was ihr ja sowieso schon habt*“ nochmals ein Lob seitens der Lehrerin ausgesprochen, welches ebenfalls den Lernprozess der Schüler*innen bewertet. Dieses positive Feedback kann hier ganz klar auch als Motivationsquelle beim Lernen für den zukünftigen Lernprozess eingeordnet werden. Dass die Rückmeldung der Lehrperson an den Kurs nicht als Kritik, sondern als Hilfe verstanden werden soll, zeigen die Formulierung „*zusätzliche Feinheit*“ (Fläche 18) sowie die Erklärung des Nutzens von Objekt- und Infinitivsätzen für beispielsweise das Schreiben von Hausarbeiten im Studium (vgl. Fläche 18-19). Grundsätzlich führt die Äußerung von Lob und positivem Feedback zur Steigerung der Motivation und des Selbstbewusstseins der Lernenden, was natürlich auch Nähe zwischen Lehrenden und Lernenden erzeugen kann.

4. Fazit

Anhand der analysierten Transkriptausschnitte konnten interaktionale Besonderheiten im digitalen Lehr-Lern-Formaten exemplarisch herausgearbeitet werden, wobei sich der Einsatz von Feedback als außerordentlich lernförderlich und beziehungsfördernd gezeigt hat.

Das hohe Potential der Erzeugung von Nähe im digitalen Kontext ist in diesem Zusammenhang ebenfalls deutlich geworden und geht mit dem Bestreben eines möglichst interaktiven und dialogischen Lernprozesses einher. Für das Erleben einer gemeinsamen und erfolgreichen Aufgabenbearbeitung erscheint es hierbei unabdingbar, allen Teilnehmer*innen ein Gefühl von aktiver Beteiligung zu vermitteln und mittels gemeinschaftlicher Rekonstruktionen die Selbstsicherheit und Verständnissicherung bei den Lernenden zu fördern. Im digitalen Lehr-Lernkontext ist Feedback zu Lernprozessen und -ergebnissen eine äußerst wichtige Komponente, da der Erfolg und auch das Erlebnis während dieses Lernprozesses durchaus von der Qualität der Betreuung seitens der Lehrenden abhängt. Dadurch, dass der Handlungs- und Wahrnehmungsraum durch das digitale Setting gegenüber der Präsenzlehre eingeschränkt ist, erscheint es umso wichtiger, dass der Feedback- und Lernprozess möglichst dialogisch und interaktiv gestaltet wird. Damit die Rückmeldungen einen lernförderlichen Effekt auf die Schüler*innen und ihren Lernprozess haben, sollte ebenfalls darauf geachtet werden, dass der Feedbackprozess in die Lernumgebung integriert und zugleich der Nutzen für den weiteren Lernprozess deutlich wird.

Hartung (2017) hat in diesem Rahmen einige Anforderungen an Lehrende formuliert. Lehrpersonen sollten demnach „*relevante digitale Werkzeuge auswählen und nutzen können*“ (Hartung 2017, S. 215), um angemessene Feedbackstrategien in den Online-Unterricht zu implementieren. Ebenfalls wird dabei auf die aktive Einbindung aller Beteiligten durch unterschiedliche Formen von Feedback plädiert (vgl. ebd.). Um die Beziehungsarbeit zwischen Lehrenden und Lernenden zu fördern, sollte auch durch die jeweilige Lehrperson sichergestellt werden, dass die Feedbackinhalte von den Lernenden (richtig) interpretiert und verarbeitet werden. Es geht also darum, Feedback als Hilfestellung aufzufassen und nicht als bloße Kritik. Die Rückmeldungen sollten konstruktiv sein und bei Fehlern auch Verbesserungsvorschläge oder alternative Lösungsmöglichkeiten enthalten. Wenn eine Rückmeldung hinsichtlich konkreter Aufgaben o.ä. erfolgt, muss den Lerner*innen klar sein, dass dies ein Zwischenstand eines Lernprozesses ist und Feedback zur Lernentwicklung bedeutet. All dies hilft den Lernenden beim Ausbau ihrer Fähigkeit, sich selbst bezüglich des eigenen Wissens und Könnens (besser) einschätzen zu können und unterstützt den gesamten Lernprozess ungemein.

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PROS AND CONS OF DIGITAL ENVIRONMENT FOR LEARNING FOREIGN LANGUAGES

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Abstract. The article deals with the problem of e-learning of foreign languages. The advantages and disadvantages of using digital environment and the best online language learning platforms are also specified by the authors.

Keywords: digital environment, digital education, online language learning, online platforms.

ПЛЮСЫ И МИНУСЫ ИСПОЛЬЗОВАНИЯ ЦИФРОВОЙ СРЕДЫ В ПРОЦЕССЕ ИЗУЧЕНИЯ ИНОСТРАННЫХ ЯЗЫКОВ

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Аннотация. Данная статья посвящается проблеме изучения иностранных языков с использованием цифровой технологий. В работе указаны преимущества и недостатки современной цифровой среды, а также приведены лучшие онлайн платформы для освоения иностранных языков.

Ключевые слова: цифровая среда, цифровое образование, изучение языков в онлайн формате, онлайн платформы.

Digital educational environment is an integrated communication system that includes a set of technical facilities. The application of distance learning technologies made it possible to cope with the challenges of the Coronavirus epidemic (Covid-19) the world education system faced in 2020-2021.

Mobile communication is actively used by almost 90% of the world population, about 2 billion people have access to the Internet.

Due to the rapid growth of digital technologies, it has become possible to get the necessary information from the cyberspace.

One of the most important strategies is the one that affects the digital environment and its impact on the intellectual abilities of students.

It is noteworthy that the digital environment has pros and cons and is connected with a plethora of opportunities and risks.

Distance learning is based on the digital environment built on the interactive communication between teachers (tutors) and students. A great variety of specialized Learning management systems (LMS) are developed and widely used by most universities all over the world. The paramount importance of e-learning as well as blended learning technologies in the era of digital economy was emphasized by E.E. Sulitskaya, O.A. Kurbakova and I.V. Demidova, the developers of the open online course for teaching professional English to customs matters students at Plekhanov Russian University of Economics. [3]

At the same time, modern information technologies offer us a lot of opportunities for self-development and foreign languages learning. These days, the most popular and user-friendly applications available in the market are Duolingo, Memrise, Busuu, HelloTalk and Reverso Context.

Memrise allows its users to study a wide range of languages, besides, it can be used for free. Of course, buying a full version means gaining a wider range of materials for learning but it is not necessary. The main function of this platform is practicing vocabulary. Most of its courses are based on popular textbooks and dictionaries, so there is no need to worry about the authenticity of the content.

The user-friendly interface of the Memrise platform makes the process of studying more interesting and fun.

Duolingo is a simple example of mobile language learning application. It is used by more than 100 million people and day by day it is becoming more and more popular. Most courses are made by native speakers, so it will be easy to communicate and practice with them later. As sometimes they use complex constructions, it is difficult to understand their speech, but Duolingo will help you to cope with the task. People can choose the language they need, the level of difficulty and the duration of classes. These courses are flexible and individually adjustable.

HelloTalk is the space where users can chat with other users from different countries. Communicating with natives is a good way to improve your language skills. This application is free, so everyone can afford it. Users can correct their messages sent to each other with the help of the in-built correction tool which transforms the language exchanges into tiny tutoring sessions. HelloTalk has an integrated translation system which will help to find proper meanings of words and correct constructions and patterns.

Busuu provides more than 10 courses, but the user should pay money to unlock some features there. This platform helps people to learn the basics of languages. The course is divided into several themes. The users can learn typical expressions connected to the tasks. Busuu also creates the atmosphere of mini travelling for those who want to know more about countries of the language they study. It is possible to chat with natives ready to help find solutions to possible problems.

Reverso Context can be downloaded and used both on smartphones and computers. It can help users to understand not only individual words, but also a passage of texts. It is possible to find how and in what context a word or a phrase should be used. This application is specifically meant for vocabulary memorizing and training, it takes you just a few minutes to learn new words and collocations. It is absolutely irreplaceable for busy people.

Online learning has become a common educational option. In parallel with them there are some online language schools that provide distance classes on the Internet. Online tutors usually are native speakers, so people should use only the target language. Students can attend classes from their computers anywhere where there is an internet connection. The lessons are recorded and can be accessed at any time, so the students can always revise the material studied. Online schools have their own electronic versions of textbooks and online tests, so it is not necessary to buy them in bookstores. [1]

Undoubtedly, the digitalization of educational process has a lot of advantages, but there are some disadvantages as well. Nowadays the importance of education is steadily growing and, therefore, the tuition fee is becoming higher too. So, the advantages of applying computer-aided learning systems is evident: firstly, the students can economize money because it is less expensive than attending traditional, brick-and-mortar language schools. Secondly, online platforms for language learning give you an opportunity to study everywhere and at any time. People can use their smartphones if they do not have computers or they cannot use them at some moment. It is possible to listen to some audio files or to watch videos to practice language if there is no textbook at hand. People can communicate with native speakers who live far away. It would be unreal without today's technical progress. Thirdly, refusing to use paper and books is a step towards the solution to the problem of environment protection. Furthermore, the latest technologies allow lecturers to conduct classes in different formats: it can be a game or an online test after listening to audios or watching videos. All these activities will improve the students' computer skills which are currently demanded in all spheres of our life in the era of information technologies.

Despite all the advantages of learning languages online, it is impossible to ignore the disadvantages it has. Firstly, the lack of interaction with the teacher (tutor). The lessons are often limited by attaching tasks to particular platforms. It is not just the objective to help of friends-students or the Internet, but the fact that this led to the student's simple desire to thoughtlessly write off all the answers. Secondly, the hardware often lets you down, and the effective interaction can become a real problem. It can be difficult to adequately control the correctness of the student's pronunciation. For example, sometimes a poor Internet connection distorts the sound of the student's voice. Thirdly, you do not have the opportunity to ask the teacher additional questions. We only use online portals which strictly limit our time for classes. It is very important to be able to ask your teacher additional questions at any time in the process of studying.

Nowadays, the prospects of the digital environment development and the preservation of the distance learning format are widely discussed in the society. However, there are some contradictions between the social life of a person and the digitally manipulated reality. In our view, the greatest disadvantage of e-learning is that it may lead to the loss of the students' moral decency. When the interaction between a student and a teacher is organized on the Zoom or any other platform, the horizontal connections are built, but the power-management verticals are lost. The loss of cultural outlook suggests itself. [2]

The arguments presented above allow us to make the conclusion that it is preferable to use materials from various online courses in class or apply the technology of blended learning, especially in terms of learning foreign languages. Still, there is nothing like face to face communication with a human teacher.

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FOREIGN LANGUAGE STUDY IN THE DIGITAL ENVIRONMENT

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Abstract. The article is devoted to the foreign language study in the digital environment. At the moment, information technology plays a big role in learning foreign languages. The possibilities of the modern world allow us to study and improve the study of foreign languages, in order to feel comfortable in society. People are beginning to learn foreign languages through various websites, forums, and applications.

Keywords: digital study environment, information educational environment, digital educational tools, foreign language, information resources, information technology, computer technology, new approaches.

A special feature of the modern era is the accelerating pace of development of new information technologies every year. Society is entering a phase of informatization. This research is devoted to advantages and disadvantages of the most common ways of learning a foreign language via digital sources [2].

In this regard, information technologies play a crucial role in learning foreign languages. The use of computer technology allows you to overcome the psychological barrier to the use of a foreign language as a means of communication. One of the expressions of this barrier is the "fear of error". It is noted that with the use of computer technology, a person does not feel awkward, making mistakes, and receives clear instructions on how to overcome the mistakes.

One of the most effective ways to improve the process of learning foreign languages is the use of computer and Internet technologies in the education system. The computer-information model of education is a kind of transitional phase from a system of traditional teaching methods foreign languages to a modern system of open education Information Society. It is an application of the following computer technology: the creation of virtual libraries, educational software means (e-libraries, e-textbooks and e-dictionaries), multimedia programs, teaching information environments of universities and schools, directories containing all educational courses for different types of educational institutions.

The introduction of computer and information teaching methods significantly increases the level of information competence students, in particular, developing skills such as the use of Internet capabilities to find the necessary educational information; use of reference electronic publications; application information resources in training activities, the use of the communicative potential of information and computer technology for advice, the necessary information, etc [4].

Looking at the statistics of studying foreign languages, it becomes obvious that nowadays, thanks to a large number of different programs, sites, applications, games, more and more people are beginning to learn foreign languages, regardless of age. This phenomenon is explained by the fact that at the present stage of development, there are more and more opportunities for self-education as well. More and more smartphone applications are being developed that serve as online or offline dictionaries, training programs, and various websites that can not only help you perceive and remember information but also make the learning process more interesting. These innovations will be discussed in more detail now. The first innovation is an electronic dictionary. An electronic

dictionary is an online dictionary that is hosted on the Internet domains. Such dictionaries are rapidly gaining popularity. They are hosted by many search portals (yandex.ru, rambler.ru, mail.ru, etc.). They help out in situations where it is difficult to find the right words in a dialogue with the interlocutor or you just cannot find the translation of the word at hand. Besides, using a digital dictionary saves your time. Examples of online dictionaries include Google Translate, Microsoft Translator, Reverso, etc.

Furthermore, there are smartphone applications, including the most popular Lingualeo, Duolingo, TED, Genius, Puzzle English, FluentU, EWA, BBC Languages, Quizlet and some others. They convert language learning into a game where it becomes much more engaging and interesting to learn a language with the help of your favorite movies, TV series, songs, quests, and funny pictures. It is important to note that with the help of such applications, you do not only remember vocabulary or colloquial expressions but also better understand the use of a particular grammatical structure. Moreover, such applications are convenient because they do not require a lot of time and you can perform tasks or communicate with native speakers from any location with the Internet access.

The third innovation is online schools or educational videos on the Internet. According to statistics, students who attend online courses can receive and learn more information. They also learn five times more material in online courses using multimedia content than in traditional face-to-face courses. If a person does not have enough money for some online courses he or she can find different educational videos on the World Wide Web. It is cheaper than courses but you will not receive less information about the language and its basic grammatical constructions. Examples of such online schools are Skyeng, Puzzle English, Englex. Examples of different websites where you can see and learn new educational information: YouTube, Google search, Yandex, etc [1].

Another innovation is about social media like Instagram, Facebook, and Twitter. It looks impossible at first sight but they also can help us with our language learning. Millions of people in Russia and other countries follow foreign celebrities in media and thanks to this we will know their manner of speech, learn new words and right grammatical constrictions, understand where we should do an accent in words and also know slang because all languages are developing every time and people start to create there «short», «fast» and «funny» language. Examples of this «short» and «funny» are LOL (laughing out loud), IMHO (in my honest opinion), etc.

The fifth innovation is about the desire of people to learn more words but spend less time. Thanks to the settings in our gadgets a person can change the phone language and the entire interface will be in the language that the person is learning now. In this way, people can learn basic technological terms or conversational clichés just by looking at the screens of their smartphones.

Finally, multimedia which occupies a large part in a modern person's life. The use of multimedia technologies in studying foreign languages is one of the best recent and technological approaches in language learning. In the present times, many academicians and professionals get to know the significance of using various technological devices in the procedure of language teaching and learning equally. The new approaches have made language learning more productive, effective, and communicative. Multimedia is the combination of different content forms. It includes a combination of text, audio, still images, animation, video. It is usually recorded and played, displayed, or accessed by information content processing devices, such as computerized and electronic devices, but can also be part of a live performance. Multimedia provides a complex multi-sensory experience in exploring our world through the presentation of information through text, graphics, images, audio and video, and there is evidence to suggest that a mixture of words and pictures increases the likelihood that people can integrate a large amount of information and, of course, it all provides a powerful new tool for education. Here in this study, Multimedia refers to Graphics (Digital Images), Mp3 Players (Digital Audio Players), Video players (VCD, DVD players) and Animations [3].

In addition, multimedia studying is also flexible. It is obvious that the context can be created not only in the classroom, but also after class. For example, a teacher can send educational presentations to his students by mail or to give a recommendation about some useful films in

learning language. While watching a film students learn not only new words and phrases but also highlight something important and valuable for them in their lives. Students can be quite relaxed when they watching the film but they still continue to study.

Through the interaction with multimedia, the students become increasingly familiar with academic vocabulary and language structure. Connecting with the Internet will make benefit increased learner motivation. Students are eager to begin class and often arrive early at the computer lab, logging on the Internet and beginning research on their own. They also often stay after class to continue working on the Internet. Overall, students develop greater confidence in their ability to use foreign languages because they need to interact with the Internet through reading and writing.

Accordingly, learning is moving online and, hopefully, this trend will remain leading in the future. There are many websites and electronic resources that allow studying a foreign language on your own. On the Internet, you can find ready-made programs, exercises, and conversationalists. There are special communities where people will help you learn the language on your own. There are a lot of resources on the Web where you can find a native speaker or post your text, which will be checked by several people and give you comments with explanations of your mistakes and tips for correcting them. Popular training marathons, in which the teacher works with several people. Students study a specific program for a certain time, perform tasks aimed at developing certain skills: listening, speaking, writing, reading, which are controlled by the teacher. Marathons are quite an effective type of activity because some of them have quite strict rules. For example, a participant may be excluded for failing to complete a task or tasks by a certain time. Therefore, such marathons will help students not only learn the language but also develop personal qualities such as discipline, leadership, responsibility, and self-organization. You can study with a teacher or study on your own. The most important task is a daily practice. The Internet, through its websites and materials, will help you.

In conclusion, technical means of teaching really help to improve the assimilation of knowledge, expand the horizons and help us to find some new friends across the world who learn languages as we. Moreover, people who are using the Internet and different apps in phones really save their time because it is better to discover translations of words for several seconds in the online dictionary than try to find it in pepper dictionary and, of course, you do not have pepper dictionary with you anywhere but your phone always next to you. Today, all technology is aimed at making human life easier better, and learning languages more interesting and accessible.

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NONVERBALE KOMMUNIKATION IM DIGITALEN UNTERRICHTSRAUM: ANALYSE AM BEISPIEL EINER UNTERRICHTSSEQUENZ

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Abstract. Der vorliegende Artikel gibt einen Einblick in die multimodale Unterrichtsanalyse, entstanden im Rahmen des Masterseminars „Analyse der Unterrichtskommunikation“ im Sommersemester 2020, an der Stiftung Universität Hildesheim. Untersucht wird die multimodale Interaktion im digitalen Unterrichtsraum, unter besonderer Beachtung des non-vokalen nonverbalen Aspekts. Ziel dieses Artikels ist es, einzelne Gesprächsausschnitte der Unterrichtssequenz linguistisch zu analysieren. Unsere Forschungsfrage lautet: Welche „neuen“ Funktionen lassen sich im nonverbalen digitalen Unterrichtsraum erkennen und interaktiv als Ressource nutzen?

Keywords: non-vokale nonverbale Kommunikation, Multimodalität, virtueller Unterrichtsraum

1. Einleitung

In diesem Beitrag geht es in erster Linie um das Phänomen „nonverbale Kommunikation“ und die Präsentation eines Deutschfernunterrichts. In dem vorliegenden Artikel werden kommunikative Praktiken, im Speziellen non-sprachliche Elemente der zu untersuchenden Videodatei analysiert und folgende Fragen beantwortet: Welche Funktionen hat non-vokale nonverbale Kommunikation im digitalen Sprachkurs? Wie werden diese Signale von Rezipienten aufgenommen? Uns würde interessieren, inwieweit nichtsprachliche Botschaften sprachliche Elemente unterstützen, ergänzen oder vielleicht ablenkend wirken.

2. Theoretischer Hintergrund

2.1. Multimodale Kommunikation

„Multimodale Kommunikation bezeichnet eine Konzeption, die Kommunikation als einen ganzheitlichen und letztlich von der Körperlichkeit der Beteiligten nicht zu trennenden Prozess begreift“ (Schmitt 2005: 18). Die Kommunikation geschieht durch Vermittlung von Zeichen und erfordert, dass die Kommunikationspartner jeweils Sinn und Bedeutung der übermittelten Zeichen verstehen und darauf entsprechend reagieren. Multimodalität ist also ein gleichzeitiges Zusammenspiel mehrerer Signale, Modalitäten und Zeichen (vgl. Schmitt 2005: 19).

Zu den interaktionsrelevanten Modalitäten gehören beispielsweise Verbalität, Blickverhalten, Mimik, Gestik, Körperpositur und andere (vgl. Schmitt 2005: 19). Die letzten Modalitäten bezeichnen wir einheitlich als Non-Verbalität, somit haben wir zwei große Gruppen – Verbalität und Non-Verbalität. Verbalität als dominante Ausdrucksressource (vgl. Schmitt 2015: 43) wird vor allem zur interpersonalen Kommunikation als bewusstes Kommunikationsmittel verwendet. Doch es gibt noch einen weiteren Bereich der meist unbewussten Kommunikationskanäle, die der Sprache immer vorausseilen (vgl. Walch 2017: 23). Wir sprechen von nonverbaler, nichtverbaler, non-sprachlicher, außersprachlicher, averbaler, sprachfreier, verbalitätsfreier, nichtlinguistischer, kinesischer oder nichtsprachlicher Kommunikation. Somit hat dieser Begriff keine eigene Definition, sondern wird nur durch Ausschluss der gesprochenen Sprache umschrieben (vgl. Walch 2017: 23). In der vorliegenden Arbeit wird es dagegen versucht, nicht nur sprachliche und non-sprachliche Botschaften miteinander zu vergleichen, sondern auch nonverbale Kommunikation als selbständiges Produkt zu untersuchen, denn non-sprachliche

Mitteilungen bilden eine Einheit mit sprachlichen Äußerungen, können aber auch für sich allein wirken (vgl. Broszinsky-Schwabe 2017: 133). Überwiegend handelt es sich um unbewusste oder angeborene Verhaltensweisen, teilweise kann es sich aber auch um bewusst eingesetzte Signale handeln, um bestimmte Ziele besser erreichen zu können (vgl. Jonke 2007: 3f). Die Mischung aus bewussten und unbewussten non-vokalen nonverbalen Botschaften ist unser aktuelles Thema.

2.2. Besonderheiten der non-vokalen nonverbalen Kommunikation im digitalen Unterrichtsraum

Wie sehen die Signale für den Empfänger in einem digitalen Raum aus? Gerade da, wo die Kommunikation an sich schon eingeschränkt ist, müssen die Teilnehmer eines Online-Fremdsprachenunterrichts besonders aufmerksam sein. Hierbei liegt der Hauptfokus auf den fehlenden Anteilen einer ganzheitlichen, lebendigen Kommunikation (vgl. Jensen, Zentner 2020: 838), die eine digitale Unterrichtssituation entscheidend prägen und besonders im Fremdsprachenunterricht, in dem die Fremdsprache sowohl Unterrichtsgegenstand als auch -werkzeug darstellt, von größter Relevanz sind. Internetbasierter Unterricht unterscheidet sich in einigen entscheidenden Merkmalen vom Präsenzunterricht (vgl. Jensen, Zentner 2020: 841), wo die persönliche Teilnahme durch aktive Mitarbeit und ständig vorhandenen Blickkontakt gekennzeichnet ist, und stellt die Lehrkraft vor die Aufgabe, ihre Kommunikation intensiver und verständlicher mithilfe der nonverbaler Signale zu organisieren. Es ist klar, dass non-sprachliche Kanäle im Unterricht wichtig und bemerkenswert sind, denn soziale Interaktion ist immer multimodal (vgl. Schmitt 2015: 45). Aber es ergibt sich eine Frage, ob non-vokale nonverbale Kommunikation entscheidend für den Unterrichtsstoff und dessen Verständnis im virtuellen Unterrichtsraum ist. Wie würde die Lehrperson in einem kommunikativ begrenzten Raum kommunikativ eingeschränkte Instrumente benutzen? Im folgenden Kapitel versuchen wir anhand einer Videodateianalyse diese Fragestellung zu beantworten.

3. Praktischer Teil

3.1. Vorstellung der zu analysierenden Videosequenz

In der uns zur Verfügung stehenden Videodatei geht es um eine internationale Gruppe von DaF-Studierenden, verschiedenen Alters und Geschlechts, die an einem Deutschfernkurs teilnehmen und sich zu diesem Zeitpunkt auf dem Niveau C1.1 nach dem Gemeinsamen Europäischen Referenzrahmen befinden. Im Zentrum befindet sich eine Lehrkraft, Deutschmuttersprachlerin. Dabei ist gerade die persönliche und interaktionsdynamische Komponente einer realen Person hervorzuheben, die sich ganz deutlich von der einer künstlichen Intelligenz unterscheidet (vgl. Jensen, Zentner 2020: 841). Genau das erlaubt eine vertiefte Betrachtung non-vokal-nonverbaler Interaktion dieser Unterrichtssequenz.

Die Sequenz stellt eine Übergangsphase dar, in der die Lehrkraft einen kurzen Überblick von den zuletzt bearbeiteten Aufgaben und gelernten grammatischen Regeln gibt und die nächste Aufgabe ankündigt: Vor der Pause bekamen die Lernenden eine Aufgabe, die angegebenen Sätze in dass-Sätze umzuformulieren und die Sequenz beginnt mit der Lösungsdarstellung im Plenum. In der Unterrichtssitzung werden auf der grammatischen Ebene dass-Sätze im Zusammenhang mit dem Verbal-/Nominalstil geübt und zwar im Kontext des thematischen Feldes der Bewerbung und des „lückenlosen Lebenslaufs“.

3.2. Analyse der Videosequenz

Als Beispiel einer multimodalen Analyse sollen hier einzelne Sequenzen des Unterrichts angeführt werden. Zwei kommende Beispiele aus der Unterrichtskommunikation wurden bewusst ausgewählt, um zu zeigen, wie breit die Palette der metakommunikativen Funktionen ist. Es geht einerseits um eine organisatorisch-strukturierende Geste, in der die metakommunikative Funktion zum Ausdruck kommt. Andererseits wird das nonverbale Handeln im Zusammenhang mit der Wissensaktivierung exemplarisch analysiert. Das Transkribieren erfolgte nach HIAT und hat den

Studierenden, die an dem Seminar „Unterrichtskommunikationsanalyse II“ von Dr. phil. Milica Lazovic an der Stiftung Universität Hildesheim teilnahmen, zu verdanken. Das gesamte Video dauert 1 Stunde 33 Minuten. Die Abkürzung „L“ steht für die Lehrende, die „S“ – für die Schüler.

Die erste analytisch interessante Stelle erfolgt bereits in der Begrüßungssequenz, die als Eröffnungsphase im Unterricht gezielt dient.

Beispiel 1:

L ich versteh nur nicht, was hier gerade passiert • so jetzt geb ich euch meinen Bildschirm fffrei könnt ihr könnt ihr die PDF Datei gerade sehen? ich...



Abb. 1



Abb. 2

((Hintereinander hebt L zuerst den Zeigefinger der linken Hand auf Höhe des Kopfes, dann führt den Finger zur Schläfe und schließlich mit demselben Finger zwischen Mund und Nase)).

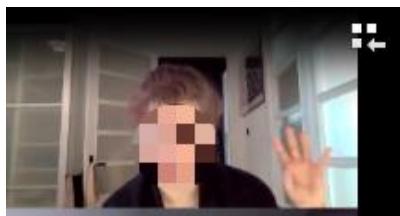
[TC 00:00:0 – 00:13:9]

An dieser Stelle geschieht Folgendes: Bevor die Lehrerende mit dem Unterricht in einem virtuellen Raum startet, will sie feststellen, ob technisch alles funktioniert. Sprachlich stellt sie ans Plenum eine klassische Frage „können ihr könnten ihr die PDF Datei gerade sehen?“, unterbricht aber plötzlich ihre wörtliche Rede mit dem in der Luft hängen gebliebenen „ich...“ und verwendet offensichtlich weiterhin keine sprachlichen Mittel, sondern lässt dies gestisch ausdrücken (vgl. ihr Zeigefinger überdeckt am Ende dieser Sequenz ihren Mund). Funktional gesehen dient diese Metakommunikation aus den sprachlichen und nichtsprachlichen Elementen der Organisation des Unterrichts, indem die Lehrperson den technischen Status überprüft. Non-vokal nonverbal signalisiert die Lehrperson mit ihrem Zeigefinger an unterschiedlichen Kopfteilen Zweifel und Bitte um ein Zeichen, ob die Lernenden sie gut hören und den Bildschirm sehen können. Solche aktive Gestikulation liegt vermutlich an der Selbstregulation in dieser unsicheren Lage des technischen Unwissens. Mit ihrer Frage wartet sie auf das Feedback seitens der Lernenden und versteht nicht, warum sie sich mit einer Antwort zögern. Vielleicht liegt das wohl an einer technischen Störung. Das Schweigen drängt die Lehrende zu nichtlinguistischen Mitteln. Nonverbale Botschaften drücken Emotionen aus und werden bewusst dann eingesetzt, wenn eine sprachliche Verständigung nicht möglich oder nicht angebracht ist (vgl. Broszinsky-Schwabe 2017: 134). Die Körpersprache ist somit ein einziges Instrument in der sozialen Interaktion, wenn die Rede in der Pause, unterbrochen oder technisch unverfügbar ist, oder wenn die Lehrkraft Zweifel hat, ob man sie versteht. Man geht davon aus, dass die Lernenden in diesem fremdsprachlichen digitalen Unterrichtsraum diese non-vokalen Botschaften ihrer Lehrerin gut verstanden und enkodierten, denn nach einer kurzen Pause beantworten sie positiv ihre sprachlich und nichtsprachlich gestellte Frage. Höchstwahrscheinlich ritualisierte die Lehrkraft innerhalb dieser Unterrichtsgruppe einige Zeichen, die sie immer wieder in metakommunikativen Funktionen wiederholt. Somit gelingt es ihr, die Teilnehmer ins Gespräch zu bringen. Das Nonverbale zeigt sich somit als wichtige rituelle Klammer, die rahmend den geteilten Wahrnehmungs- und Handlungsraum eröffnet, sichert und die digitale Distanz überbrückt.

In der nächsten Sequenz fordert die Lehrkraft die Lernenden mit folgender Bestätigungsfrage zu einer Antwort auf. Sie zögert sich mit dem weiteren Stoff, bis sie eine Rückmeldung darauf bekommt.

Beispiel 2:

L ihr könnt euch noch in Kapitel zw zwei an die Verbalform und Nominalform erinnern, nicht wahr?



((L macht mit der Hand drehende Bewegungen -innen-aussen, mit der Handfläche, die in Richtung der Lernenden gerichtet ist)) [TC 00:50:1 – 00:56:3]

Abb. 3

An dieser Stelle wird gezeigt, dass die Lehrerin sich hier auf die Inhalte und Ergebnisse der letzten Sitzung bezieht. Funktional dient diese Sequenz dem Impuls zur Erinnerung an den vergangenen Unterrichtsstoff. Sie bezieht sich mit Verweis auf bekannte Inhalte, bei denen sie sich nicht sicher ist, ob man sie noch kennt. Sie will natürlich die Wiederholung des ganzen Stoffes aus Kapitel 2 vermeiden. Diese Bestätigungsfrage befindet sich auf der sprachlichen Ebene. Um sicher zu stellen, dass ihre Lernenden sich noch an gelernte Regeln erinnern, greift die Lehrperson zu den nichtsprachlichen Werkzeugen, um eine potentielle Störung zu vermeiden. Im Hinblick auf die Multimodalität lässt sich dieser Abschnitt folgendermaßen zusammenfassen: Die Lehrkraft gestikuliert aktiv und zwar macht mehrfach mir ihrer offenen (weil ihre Frage offen war) linken Hand eine drehende Bewegung. Konkret tritt eine Modalität nur dann in den Vordergrund, wenn sie von den Beteiligten selbst zur situationssensitiven Realisierung eines bestimmten Handlungszusammenhangs erkennbar relevant gesetzt wird (vgl. Mondada, Schmitt 2010: 25). Didaktisches Ziel wurde somit erreicht, die Synchronisierung der Wissens- und Handlungsräume wird mithilfe non-vokaler nonverbaler Hilfsmittel visualisiert.

Es gibt Situationen, in denen nichtsprachliche Mittel eine verbale Verständigung ersetzen (vgl. Broszinsky-Schwabe 2017: 134). Non-vokale Kommunikation an dieser Stelle tritt als interaktive Ressource zwischen den Teilnehmern auf und dient der vermittelnden Nähe, aber genauso als Mittel der Aktivierung und als gestisches Ritual zur Aktivierung des geteilten Wissensbestands sowie zur Sicherung des *Common Grounds*. An dieser Stelle zeigt die Bewegung der Hand eine Unsicherheit, ob das unterstellte Wissen tatsächlich als synchronisiert gilt und fordert Interakten auf, dies zu signalisieren und das Wissen, wenn vorhanden zu aktivieren. Es eröffnet einen potenziellen interaktiven Raum der Verständnissicherung oder für eine Nebensequenz bzw. wird als *Grounding* genutzt.

4. Schlussfolgerungen

In der non-vokalen nonverbalen Analyse zeigt sich, wie die Lehrende innerhalb einer Mikrogruppe von Studierenden in einem digitalen fremdsprachlichen Kurs den Unterricht lenkt und über aktive Gestikulation und Körperbewegungen den Kursstoff bewusst begleitet. Bei den Schwierigkeiten benutzt sie absichtlich nichtsprachliche Elemente, als funktional selbständige Sprechhandlungen. Dies erlaubt die Möglichkeit einer visuell unterstützten Kommunikation, die gewisse Vorteile im Gegensatz zu den Audioaufnahmen hat. Zwei Funktionen haben wie anhand dieser Analyse veranschaulicht: Erstens aktiviert die Lehrkraft expeditiv die Kursteilnehmer und führt ins Gespräch ein, reguliert metakommunikativ. Zweitens aktiviert sie das Wissen und trägt zur Synchronisierung der Wissensbestände bei bzw. überbrückt die Distanz innerhalb des digitalen Raums, nutzt dies aber genauso zur Regelung der Unterrichtsabläufe und zum Grounding.

Wir hoffen, dass dieser wissenschaftliche Beitrag den jungen DaF-Lehrkräften in ihrer sprachlich eingeschränkten Unterrichtssituation hilfreich sein könnte und Anregungen gibt, wie die Situation eines internetbasierten Unterrichts positiv genutzt werden kann (vgl. Jensen, Zentner 2020: 843). Dank einem virtuellen Unterrichtsraum kann man den Umgang mit nonverbalen

Werkzeugen erproben und die Funktionalität nonverbaler Elemente und ihre Interaktion mit dem sprachlichen Handeln reflektieren.

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MOBILE APPS FOR LEARNING A LANGUAGE

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Abstract. This article is devoted to mobile apps. The first part of the article describes existing mobile apps in the market and their role in our life. Special attention is paid to mobile applications for learning a foreign language. The main advantages and disadvantages of learning a new language with mobile apps are also identified.

Keywords: mobile apps, information and communication technologies (ICT), mobile telephony, mobile platform and program, education database, content and browsers, vocabulary, lessons.

The object of this research is mobile apps. The subject of the research is mobile apps for learning a language.

The emergence of new Information and communication technologies (ICT), the Web and Internet in particular, in late 80s, has changed the World, offering a new paradigm in communication, exchange and commerce. However, while the new Information Society is still developing today, a new gap has also appeared with those without regular, effective access and ability to use these digital technologies. This is known as the Digital Divide, which is particularly affecting Developing Countries. On another hand, ICTs are also a great opportunity for the Developing World. Providing minimal services (Health, Education, Business, Government...) to rural communities and under-privileged populations is of major importance to improve people lives, and to sustain development. Using ICTs would be the easiest and possibly only way to develop and deploy those services. It is therefore critical to work towards bridging this Digital Divide. In this context, the recent explosion of mobile telephony in the Developing World is a great opportunity. At the end of 2016 year, according to the GSMA and ITU, the total number of people having accessing to a mobile phone was around 2.7 billion, and 80% of the World population was currently covered by a GSM network [7,8]. These numbers illustrate the potential of the mobile platform to be the right solution to deploy services now, compared to other options, which are still in development phase (e.g. low-cost laptops). The first measurable results are even already available. A recent study of the London Business School demonstrated the impact of mobile phones and associated services on productivity and social development, showing that 10 more mobile phones per 100 people increase the GDP of a Developing Country by 0.6 percent. However, the potential is far greater than this number. Indeed, it is still quite hard to develop, and widely deploy reliable eServices on mobile phones, targeted at specific communities needs [1].

Mobile apps are programs designed to run on smartphones, tablets, and other mobile devices. These apps usually perform a specific task, such as reporting the weather forecast or displaying maps for navigation. Mobile devices have special requirements because of their small screens and limited input options. Furthermore, a touch screen is typically the only way to enter information into a mobile device. Programmers need special knowledge to understand the mobile platform for which they wish to create apps [6].

One problem that arises with the sheer number of apps is how to organize them based on how they are used. A search of education databases and a generic Google search demonstrated that

apps are commonly only categorized according to general uses (e.g., games, social networking, shopping) or according to general disciplines (e.g., business, education) [3].

There are several types of apps currently available.

- Gaming apps: The equivalent of computer video games, they are among the most popular types of apps. They account for one-third of all app downloads and three-fourths of all consumer spending.
- Productivity apps: These focus on improving business efficiency by easing various tasks such as sending emails, tracking work progress, booking hotels, and much more.
- Lifestyle and entertainment apps: Increasingly popular, these encompass many aspects of personal lifestyle and socialization such as dating, communicating on social media, as well as sharing (and watching) videos. Some of the most widely known apps such as Netflix, Facebook or TikTok fall into this category [5].

While offering usable content and browsers is a mandatory step to make the Mobile Web relevant, the major goal is still to provide useful applications which would really improve people's lives. The question is to understand which (type of) services or content would be considered as useful by targeted populations. It is very unlikely that we could define a list of applications that could be considered useful by all, all over the World, from Kenya to India, or from Bolivia to Sudan. Of course, there might be some particular examples. M-banking is surely one, because it is a common process worldwide (exchanging money) and therefore making such a service available to all is very important. But for other services, there are probably big domains to tackle (education, health, public/government, business...), but trying to define a list of services to provide to communities would surely not work. At the opposite, if we analyze the success stories we mentioned before, we can see that they are sharing the characteristic of enhancing existing behaviors or way of working or living. Attempts to radically change the habits are usually not working. All the successful projects are usually the result of in-depth analysis of a community, with the involvement of local NGOs working with the community for a long time. That said, there is probably a place for general guidance. Each project has developed its own expertise, but there are surely commonalities, and a way to define some guides that would help the identification of the areas where a service will be useful. It should be possible to gather expertise which has been developed through the realization of existing projects, plus theoretical knowledge [9].

Mobile Apps for learning a language

Being proficient in English writing and speaking skills is necessary to achieve success in your professional career. But most people struggle to learn the English language and vocabulary effectively. You might face problems in acquiring new words, recalling words you just learned, or worse forget to use them often.

If you're unable to enroll in a class or find it difficult to dedicate time for learning, mobile apps (for Android and iPhone) can help you learn English and strengthen vocabulary. Many of these apps will help native speakers build vocabulary, plus some of them will let you learn other languages.

Mobile apps for learning a language make learning fun, accessible, and intuitive.

There are loads of great apps out there, whether you want an entire course of tuition or simply a bit of help.

Some are free (and all will at least have a free trial), so do try out a few different ones: they all take slightly different approaches, and some are great for specific styles or learning or for different needs.

These are five of the best: Hello English, Duolingo - Learn English for Free, Memrise, English Speaking Practice, Lingbe.

Hello English covers all the aspects of language learning, including vocabulary, translation, grammar, spellings, spoken, and reading skills. However, you should already be able to understand basic English structure and alphabets, the app can't help you learn English from scratch.

Hello English uses interactive games to teach different English lessons. For practice, the app also offers new audiobooks, latest news, and books to keep enhancing your English language [4].

Duolingo is an app that helps you learn grammar, spelling, words, phrases, and conversational English.

Duolingo is the world's most popular English learning app today and a highly recommended app for English beginners.

Duolingo lessons are made up of a range of activities and it adapts to the users learning style. The gamified learning system of the app helps you learn English quickly by just spending twenty minutes a day. Duolingo exercises are tailored to help users learn new words and vocabulary effectively. It helps you to master new words, phrases and grammar with game-like lessons.

Memrise is one of the best English language learning apps that helps to kickstart your journey with some English lessons for beginners or if you're working on how to improve your English. Their intuitive language learning system is designed to make this process fun, easy and addictive. This is a great app that is gaining more popularity among English learners.

Their basic English course combines practical vocabulary, grammar lessons and useful phrases so you can learn conversational English to apply immediately in the real life. The Memrise English lessons for beginners teach you to speak like a local. 'Learn with Locals' feature makes for the most popular learning experience in their basic English course.

Memrise designs English lessons for beginners to get you to speak English as quickly and confidently as possible. Each lesson gives you the speaking practice that so many need. Each learning sessions are short that you complete every day, so you can always find time for some practice either at home or on the go.

Memrise takes you step-by-step through all the essential English you need to learn, to get you using the language in a meaningful way. Among the best apps for learning English, Memrise really stands out for its unique approach [4].

English Speaking Practice is a powerful English speaking app to learn perfect pronunciation, natural rhythms and everything else to talk confidently.

These English conversation lessons will help you improve your speaking skills using the latest speech recognition technologies. This app is designed to help you to read English texts (and to some degree to help you with listening to spoken English). If you are looking for an alternative, Hello Talk also offers speaking practice and real-time conversations [2].

What is Lingbe? Both Duolingo and Hello English can help you learn English and improve it. However, when you are ready to practice your spoken skills in the real-world, you'll need Lingbe. It's a community-based app where people help each other and share their native language. It connects you with real people on call that are native in the language you are looking to learn.

Lingbe has a language exchange system. To get talking minutes to learn a foreign language, you'll have to first talk with someone in your native language and help them learn it. So it's basically a give and take app where you are both the teacher and the learner. Overall, it's a fun way to make friends, learn cultures, and learn a new language.

Advantages and disadvantages of learning a new language with Mobile Apps

Learning languages are great – I think we can all agree with that. But if you decide to learn a new language the next question is how? Nowadays there are a lot of different ways to learn a language: online or tutored language courses, going abroad, reading loads of books and doing reading, listening and speaking tasks on your own or perhaps what might be considered the most modern way: using an app on your mobile phone which makes language learning easy and accessible to everyone. The most attractive argument for a lot of people is that you can learn WHENever, WHEREver and WHATEver you want. It's your own decision and no one can really control your progress, although this might be – sometimes – a real problem, especially for lazy people. Have you ever thought about using such an app? But you aren't sure yet if you should try it?

The most convincing argument might be the independence. As I said above, you are free to learn at any time you want or wherever you want. Whether on the train or during your lunch break – just whenever you are in the mood for it.

Most of the Mobile Apps providers often work with visualisation which can be very helpful for remembering vocabulary or important sentences.

Some of the Mobile Apps providers also have speaking tasks – more helpful than learning to speak by yourself.

It is accessible for everyone who has a mobile phone, tablet or computer – you don't have to find a language school. Also the price for the Mobile Apps is much lower than for real language courses online or in a language school.

But the lack of control can be problem for those of you who don't have much self-discipline. Learning a language only once a week isn't very efficient. And Mobile Apps are very impersonal compared to face-to-face courses online or in language schools. You only "communicate" with a computer but can't have a real conversation with them. And Mobile Apps do need a working internet connection. If your mobile service or Wi-Fi doesn't work you won't be able to do your tasks.

The biggest issue, I think, with mobile apps is that they very rarely provide any real speaking or practical listening experience. Anyone who has ever traveled or moved abroad knows that at the end of the day this is what matters and that figuring out via context that Duo is trying to say "The boy loves the whipped cream and ponies" ... just isn't.

The problem is that when you over-use language learning apps, after a while you'll start to become confident in your abilities to guess a word, spell it, and work out the basic grammar. The issue comes when you stop using other methods because mobile is just so easy to access and get through.

That's not to say it's not helping at all.

But mobile language learning apps are (mostly) secondary resources, and should really be used in tandem with other things such as language exchanges, classes, or more comprehensive programs.

Learning a new language with a Mobile App can be very helpful to practice to "help things sink in" but if you are a total beginner you may be way more successful taking a language course or going abroad. However, it might be useful in combination with language courses online or at a language school or if you just want to refresh things, e.g. before going on a journey or if you have a lack of vocabulary in a certain topic [1].

I am in absolutely no way saying that you should cut out the mobile language learning apps thing. On the contrary, more is better!

Mobile learning is fantastic, both for personal use for adults, as well as increasingly as a classroom tool for students of most ages.

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FOREIGN LANGUAGE EDUCATION IN THE DIGITAL AGE

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Abstract. During the last 10 years, use of digital platforms for studying foreign languages has increased dramatically. Therefore, in order to assess the possibilities of the digital environment in the study of foreign languages, we have conducted a survey where we found out which platforms people of different ages prefer to use. Also, we understood which format of learning foreign languages the respondents like more: offline or online, and whether there is a possibility of complete replacement of offline lessons with distance ones.

Keywords: digital environment, offline and online lessons, foreign languages, survey, digitalization, society, Internet.

As far as we know the world does not stand in one place. Thirty years ago people could not imagine that their lives would change so drastically with the advent of the Internet [2]. That is why modern society is called post-industrial, since one of the main resources is information.

Today, more and more people are talking, as a rule, about the “digitalization” of society [4]. They mean that the information is digitized. We cannot fail to notice that the digitalization process has affected all aspects of human life. Therefore, the use of the digital environment in the study of foreign languages is not a certain kind of discovery. Children, teenagers, students, adults and other categories of people use diverse mobile applications, platforms for learning foreign languages [1]. That is why we decided to investigate how popular the digital environment in general among all ages is in the study of foreign languages and what digital platforms are used.

So, we have conducted a survey among the representatives of the different age categories who are studying foreign languages. The purpose of this study is to evaluate the actual use of digital technologies in learning languages and identify the prospects. People of the older generation were deliberately interviewed, because they are often the ones who do not accept the new format of education and want to study traditionally.

The research was conducted among 107 people. 57 % of the interviewees were people aged 18-34 years, 31 % - people aged 35 – 59 years, 11 % - people over 60 years and 1 % - people under 18 years. Most of the respondents were women (57 %).

Enter your age

107 responses

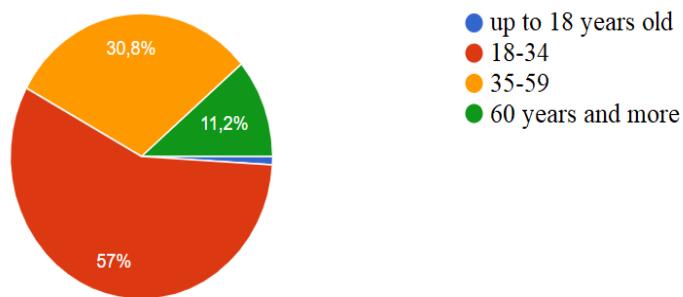


Fig. 1. Age ranges of survey respondents

Despite the rapid development of the digital space, the vast majority of respondents (64 %) prefer the offline format of learning foreign languages that means live communication with a teacher. However, others give preference to studying online in various formats: 20 % of respondents are in favor of learning foreign languages with a teacher using digital platforms, audio and video communication, while 12 % of the participants choose studying on their own using the Internet and the rest part prefer blended learning.

What format of foreign language learning do you prefer?

107 responses

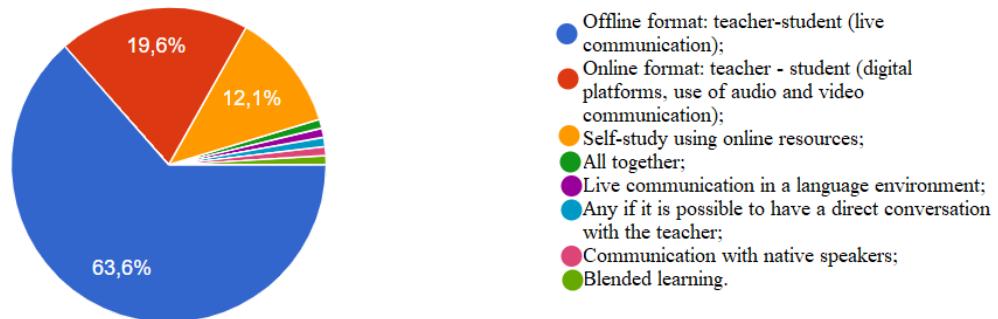


Fig. 2. The preferred format of learning a foreign language

Obviously, online learning is gradually becoming popular. We decided to examine the positive sides of the online format that were mentioned by the participants.

The great majority noted such an aspect as saving resources. Firstly, it refers to time. There is no need to spend it trying to reach a certain place. You can study without leaving your home or work place, making an individual convenient schedule. In addition, the training materials are accessible from anywhere in the world, so getting them becomes easier and faster. Secondly, saving money. Some people marked lower prices for online training, comparing with the offline one. This is true because the teacher do not need to pay the rent. Many participants also noticed the safety of this type of education under the pandemic circumstances.

The next positive feature of online learning is the opportunity to communicate with native speakers. Such classes let people immerse themselves in a language without going abroad. In addition, you can choose a teacher among a large number of professionals and select a program for your level of knowledge. Besides this all of us have a different rate of mastering the material. While studying online, you can create your own plan and move on to the new topics at your own pace.

Additionally, some respondents noted online learning assistance in development of personal qualities, in particular, trains self-organization skills.

The following mentioned positive aspect was better visualization. Students may not only use a variety of training platforms, but also learn the language from movies and TV series. These materials are almost always updated. Thanks to the greater interactivity, the interest to the lesson increases. Moreover, it is easier to obtain the information, for example, make screenshots, save texts and tasks.

Finally, online learning is helpful for disabled people. This format of education allows such people to study with no restrictions. Now that online education is the new normal, university courses need to be accessible for a wider swath of people. Such platforms as Coursera, Kaltura, Skillshare, Udemy, Codecademy, Edx, Pluralsight, Future Learn and Moodle can be widely used for creating, hosting, delivering and selling online courses. [1]

Nevertheless, there are some negative sides of the online learning foreign languages. Below are the most common responses.

First of all, it is the lack of live communication. Many people mentioned that during the distant learning the visual contact with the teacher is lost. There is no extracurricular activities and abstract speculation. Especially the shortage of communication is difficult for the extroverts.

Due to the absence of interpersonal contact, there may be some problems with understanding the material. Some respondents highlighted the lack of an individual approach, that might happen because of the ignorance of the student's personal qualities.

The next significant disadvantage is obligatory access to the stable Internet connection and special technical equipment. Many respondents complained about constant interruptions during the classes due to the network problems. Furthermore, learning through digital platforms requires additional knowledge, which might be difficult to gain for both the aged student and the teacher. The teacher may be a professional, but not be able to use digital technologies. Remote communication might cause pronunciation distortion. The student cannot hear how to pronounce the sound correctly, while the teacher does not hear the inaccuracy of pronunciation.

No less important aspect is teacher's feedback. If you study a language on your own, there is a high probability to learn a word incorrectly in terms of pronunciation or use in the text, and no one will correct it. In case of training with a teacher student may wait for the feedback for a long time, which will slow down the learning process.

Last but not least, the online learning demands the strong self-discipline. There is often a non-working atmosphere at home, it is pretty difficult to concentrate on studying. There are plenty of distractions around, so getting involved at the lessons requires extra effort. If you learn the language without teacher, you will have to control the completing of the tasks yourself. It is really hard to maintain the discipline without an external controller.

The next 2 questions that we suggested as part of the survey are related to the use of different types of platforms for studying foreign languages.

So, we have divided platforms into 2 groups: general and special. The first group includes platforms such as Zoom, Skype, Discord and others, the second one is Skyeng, Italki, EnglishDom, etc.

Speaking of the first group of digital platforms, we should mention that these resources do not include any interactive tasks, unlike what opportunities special platforms offer. On general platforms, you can practice your speech mostly by talking to a native speaker. Also, it is possible to use them to organize online language learning clubs. Today, there are many such online conferences where people who study foreign languages gather and talk about certain topics.

According to the results of our survey, the majority of people (44.9 %) use a digital platform like Zoom. Interviewees believe it is the ideal digital resource for organizing small meetings in English. Almost 33 % of all respondents also used Skype to learn foreign languages, 11% of those surveyed worked with Discord. People also noted the use of digital platforms such as Viber, Webinar, Microsoft Teams, but their share is very small. It means that they are not very popular

among students who learn foreign languages. However, it should be noted that 40% of all respondents did not use any of the above resources in order to learn a foreign language.

The next group is special platforms that provide a choice of teachers for learning foreign languages. In addition, there are various types of interactive skill exercises. So, the most popular platform for learning English is the Skyeng platform. 24 % of all surveyed people used this resource. People find that this online school has a very user-friendly interface for practicing various skills. Also, the platforms Educational First (6.5 %), English Tochka, Italki (2.8 %), EnglishDom (1.9%) are quite popular. Some people mentioned such foreign language learning apps as Duolingo, LinguaLeo. However, there are those who completely independently study a foreign language, using only, for example, Youtube to watch videos in the original and practice their listening skills. It should also be said that the majority (57.9 %) of the people, who were surveyed, do not use special platforms.

The final question for the participants was to determine whether it is possible to replace the face-to-face lessons with the video conferences on digital platforms. The vast majority (73 %) stated that it is impossible. Of course, the online learning is highly convenient and effective for the improving skills, but most likely it will not be suitable for the beginners, because there will be no opportunity to explain the material in detail and establish a personal contact.

Modern e-learning platforms provide detailed insight on your learners — not just their performance on tests and assignments, but also what resources they're turning to the most. This data allows educators` teams to identify trends and make strategic changes whenever necessary. [4]

It seems to be much more convenient, faster, more responsive way of teaching, and it eliminates time spent reviewing exams or assignments. Moreover, learners can expect feedback on distant learning immediately. This allows them to internalize the knowledge during their learning moment instead of having to wait a week or more for test scores [5].

In conclusion, we can say that digital platforms for learning foreign languages are, of course, popular today, but they cannot replace offline classes according to the survey. According to people's opinion, real meetings are essential to explain some significant things in detail.

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TELETANDEM AS A SPECIAL METHODOLIGAL PHENOMENON: ADVANTAGES AND PROSPECTS

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Abstract. The article deals with the issues of the teletandem method of teaching foreign languages. The article analyzes the essence of the method itself, the features of its application, the advantages of its use, and the prospects for teaching a foreign language in Russia. Also, the examples of the application of the teletandem method are considered and the results are analyzed.

Keywords: foreign languages, educational process, information technologies, teletandem method.

Technological innovations in recent decades, in particular those associated with the advent of the Internet, have significantly changed the principles, objectives and methods of teaching. Information and communication technologies have brought new opportunities to the educational process in general and to linguistic education in particular. The need to understand how these new opportunities change the content of the educational process and affect the roles of teachers and students has been actualized [2].

One of the innovative teaching methods is the teletandem method. It is a model of co-learning, in which foreign language pairs are mutually taught: native speakers or competent users. Learning a language from each other occurs through bilingual conversations. This method involves a virtual offline context based on VoIP2 technology (a combination of a webcam image, voice and text) [6]. It is a communicative as well as an intercultural approach as it gives the opportunity to both learners to gain more insight into each other's culture by direct communication [4].

The goal of the teletandem method of teaching is to improve foreign language skills through video communication of students who speak different languages. Direct communication allows them, through mutual learning, to master some foreign language skills including conversational skills; to better understand the cultural characteristics associated with a foreign language; to better use them in everyday life.

The success of teletandem communication directly depends on compliance with the principles on which this method is based:

The first tandem principle: no mixing of languages or language parity. This principle encourages students to speak the foreign language being studied, and also provides partners with the opportunity to communicate in their native language if the communicative goal to be sought was too difficult to achieve in a foreign language. In addition, this practical principle ensures maximum involvement of teletandem partners in the process of language acquisition.

The second tandem principle is reciprocity. When using the teletandem method, both participants take turns in assuming the role of a foreign language learner, and the role of a linguistic expert of the their native language. Teletandme partners independently determine the amount of time that will be devoted to the use of the target and native languages. The participants do not have any financial obligations to each other, which allow them to feel more free. In addition, the principle of reciprocity places the participants of the teletandem on an equal footing, ensuring a free and mutual exchange of knowledge about the language and culture.

The third principle is educational autonomy. Teletandem partners can independently decide on the topic, time, duration, and place of communication. It is important to note that within the framework of an institutional tandem (i.e., if the project is carried out within the framework of a school or university), some form of pedagogical control will be carried out, which, as a rule,

consists in the fact that the teacher "supervises" the process, i.e., conducts certain guide procedures and is responsible for the practical and theoretical framework in which the tandem process will be carried out.

The peculiarity of the teletandem method is its democratic nature. Modern technologies have advanced and simplified the use of computer teleconferences between people of different countries and languages, crossing geographical and national borders, which has made them accessible to people of different social levels and professions.

It should also be noted that the goals of learning a foreign language vary significantly depending on whether it is used by schoolchildren, students or adults.

For school-age students, the teletandem method is a special form of learning in which the following learning goals are set:

- achievement of the general educational level of a foreign language mastery; (development of language competence, formation of lexical, grammatical and phonetic skills)

- acquaintance with the foreign culture; (which is very important for the development of socio-cultural competence)

- gaining experience in communicating with peers from foreign countries; (which is extremely important for the development of speech competence)

Probably, the preferred method of implementing teletandem learning in this case is group training, since it might be difficult for students to communicate effectively individually, taking into consideration the level of language proficiency, lack of understanding and unfamiliar culture.

For students of university students, the goal of teaching a foreign language will be more in-depth, professionally oriented. It serves to further development of " both foreign language communicative competence (which is the goal of teaching a foreign language at all stages) and professional competencies of students within the same discipline [1]. " In this case, it may be appropriate to attract specialists who would work with students in certain professional fields.

For an adult audience, the particularities of using the teletandem method lie in the specific learning objectives and the coordinating role of the teacher. In this case, he mainly coordinates, corrects typical mistakes, and monitors the peculiarities of the learning process. There is a resemblance to student training in the professional and target orientation of the teletandem.

Applied research helps to better understand the features of using the teletandem method, its methodological value, as well as to evaluate all its advantages [5]. I have analyzed American, Brazilian and Russian experience of teletandem projects. In particular, Teletandem Brasil Project of Sao Paulo State University for online collaborative language learning in tandem [7]. Another project was conducted among students of American and Brazilian universities who took part in the teletandem in 2015. A recent study within the framework of the Moscow State University was also considered. At the Moscow State University Faculty of Foreign Languages and Regional Studies, under the guidance of Professor A. L. Nazarenko, a special course "Teletandem - innovative technology of personality-oriented foreign language teaching" is being conducted. As part of this course, there is a "linguistic exchange" with American universities [3]. The Russian teletandem project was attended by MSU Master's students in the field of «Theory of Teaching Foreign Languages and Intercultural Communication », as well as students of the University of Virginia studying Russian. All students practiced institutional teletandem, and received grades in the foreign language courses they attended. Data was collected from 148 students after they completed a teletandem internship. The students' task was to regularly communicate with their teletandem partners for at least one hour a week – at least half an hour in each of the two foreign languages. All students were offered a number of topics for discussion, and then teletandem pairs were formed based on these preferences. At the end of the project, students were offered a survey form to receive feedback.

The survey data showed that the percentage of students who enjoyed learning a foreign language in the teletandem format is extremely high in both groups. 96.6 % (119 students) said that they liked to communicate with representatives of another culture. The majority of students

(93.29 % - 138) spoke highly of their partners. Also, in both groups, almost all students 142 students (96 %) expressed a desire to participate in the teletandem project again in the future.

In addition, the students were asked to name the aspects in which teletandem was useful for them. The answers were grouped into 4 categories: "improving the level of proficiency in a foreign language" (Language learning), "gaining new knowledge about the culture of the country of the language being studied" (Learning about culture), "developing the ability to learn and develop self-organization" (learning how to study), and "developing the skills of socialization" (socialization).

Based on the analyzed experience of using the teletandem, the following advantages of this method can be distinguished:

1. Constant contacts with native speakers or competent users of another language promotes the development of all components of foreign language communicative competence (speech, language, socio-cultural, compensatory, educational and cognitive), as well as the development of both written and oral receptive and productive skills in the foreign language being studied.

2. Students develop the ability to effectively interact with representatives of other cultures, recognizing their own cultural identity.

3. Regular contacts with representatives of other countries help to overcome psychological and language barriers.

4. In the process of forming cross-cultural competence, students gain knowledge about representatives of other cultures and about cross-cultural interaction, as well as about their own and other cultures, identify similarities and differences between different cultures. It also develops the ability to correctly use the para-language to perform in the act of communication. In addition students acquire knowledge of the values of another culture and form a tolerant attitude to the cultural characteristics of representatives of other countries and cultures

Thus, the teletandem method of teaching is a unique opportunity to learn a foreign language on the principle of reciprocity. And the active spread of information and communication technologies, the growth of the level of informatization of education and the positive results obtained with the competent organization of the process, taking into account age and professional specifics, make it possible to use this method on a large scale within the framework of traditional educational programs of educational institutions. In general, the processes of globalization make the use of the teletandem method in the future such that it can become one of the main ones in the study of foreign languages.

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Секция «ЛИНГВИСТИЧЕСКИЕ ИССЛЕДОВАНИЯ В ПРОФЕССИОНАЛЬНОЙ СФЕРЕ»

LINGUISTIC MEANS OF EXPRESSIVENESS IN ENGLISH WEBCOMICS

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Abstract. The paper is devoted to the analysis of English webcomics and identification of linguistic and extralinguistic means which create their expressive background. The result consists in systematization of the most frequent intensifiers and visual means of expressiveness. Their influence on the attractive pragmatic potential of digital creolized texts is determined.

Keywords: comics, creolized text, expressiveness, phonographic means, expressive syntax, the English language.

The relevance of the topic depends on the fact that modern society requires new ways of presenting information in an expressive way in order to attract the potential audience and to evoke their emotional feedback. As a result of digitalization, classic comic genres are in the continual state of flux and transformation into a virtual form. That is why webcomics have recently become one of the main formats of comics presentation around the globe. Nowadays webcomics attract people of all ages, they go far beyond traditional entertainment for children and teenagers. Comics perform the combined cognitive-pragmatic function, for they help readers comprehend the world and have definite impact on the worldwide thinking. In this regard the linguistic analysis of webcomic seems highly relevant. The aim of our research is to ascertain the main linguistic means of expressiveness in contemporary webcomics and to indicate new trends in webcomic linguistic development. The linguistic analysis of comics as creolised texts with huge pragmatic potential may also explain the reasons for the enormous popularity of comics among various age groups.

In present-day linguistics there are many different approaches to defining the notion of expressiveness. For example, A. Vezhbickaya, N.A. Lukyanova, V.G. Gak [5] and others consider expressiveness to be a semantic phenomenon: when an expressive element is added to the nominative meaning of the word, its semantic structure gets complicated by connotation. However, other scholars including I.V. Arnold, E.S. Aznaurov, Y.M. Skhrebnev [3], attribute expressiveness to a class of pragmatic categories as expressiveness deals with intensification of feelings and emotional upheaval. For example, instead of using the word *interesting*, a more colourful one *enchanting* will make a phrase more vivid and attractive. Thus, the functional aspect of expressiveness consists in adding extra flavour to the speech, which increases its influence on the addressee [4]. Besides, there is a stylistic approach to the definition of expressiveness that essentially integrates both semantic and pragmatic approaches discussed above. In this case expressive means are usually divided into two subgroups – inherent (linguistic, denotative) and adherent (verbal, occasional). Inherent expression implies the expressive effect due to the semantic structure of the unit, while in case of adherent – the unit gains expression only in context under the influence of extra linguistic factors.

Visual forms of textual presentation are very popular in the Internet: it is scientifically proven that a human perceives the majority information about the world visually. One type of visual form of communication is a creolized text [2]. The creolized text may be defined as a text, which consists of two non-homogenous parts: verbal and nonverbal (belonging to other sign systems than natural

language). Creolized texts can be divided into three groups according to the level of creolization: zero, partial and complete. Texts with zero creolization show absence of verbal and non-verbal interdependence. Partial creolized texts are those where a verbal component exists relatively autonomous, and non-verbal goes as a complement to it. The components of text with complete creolization function in an indivisible manner. A more detailed description of the creolized text integrity may be found in the works by E.E. Anisimova [1], where the scholar defines a creolized textual function as aiming at a comprehensive pragmatic impact on the addressee.

A special type of text with complete creolization is a comic, which has a certain pattern of iconic or audiovisual facilities. It consists of series of images accompanied by text pieces which are captured in balloons. A comic has a number of compositional features that serve to facilitate the reader's perception, for example, different types of frames for textual elements. A comic is one of the popular kinds of creolized text, with quite a long history of its development, which was widely spread in 20th century and continues to impress the audience today. Nowadays comics frequently occur in a digital form. There are plenty of reasons for this transformation: firstly, webcomics allow people to grasp full meaning of information message quickly, thus, saving time on the web. Also it can be noted that the limited volume of text in comics leads to the economy of verbal means, which, for its part, creates additional incentives for the implementation of the textual pragmatic potential [8]. Another point is the opportunity to express any attitude towards a webtext by sharing it with other users or by putting 'likes' or 'dislike'. Webcomics usually transmit entertainment and humor and have a general access. However, webcomics are not limited to entertainment content only. Their authors also highlight significant psychological and social topics as this genre provides unlimited freedom of creativity and allows its authors Internet platforms. The majority of successful webcomics have common trends in their development. They cover a wide range of current issues, which are presented in the format easily understood by a broad audience. During the analysis, it was observed that the series, which are produced every day or at least weekly gain more views and subscribers. The reason is they have stable public attendance, in addition to new followers. The periodicity of the series makes it possible to keep both authors and followers in toes: the artists are motivated in creating content to save audience interest and, on the other hand, the audience which is constantly searching for content will be waiting for new beloved series.

Our research shows that expressiveness is one of the leading characteristics of creolized texts, particularly comics. The main feature of expressive means is their omnipresence on all language levels: phonetic, lexical, syntactic, and so on. Moreover, linguists have recently realized that they cannot conceptualize such a complex phenomenon as expressiveness without the help of other fields of knowledge like, for example, graphic design [6]. Having analysed a number of modern webcomics we have noticed a number of methods that make their expressive layer. The main trend here is to combine graphic and phonographic means with expressive syntax.

The relevant examples may be found in the webcomic series 'Pearls Before Swine by Stephan Pastis', the plot of which is based on conversations between two characters: an arrogant Rat who thinks he knows it all and a slow-witted Pig who does not know any better. In the 'About' section on the website there is such a description: 'together, this pair offers caustic commentary on humanity's quest for the unattainable.' In the comic, released for 8th of February 2021 [10], the main characters most famous among fans Pig and his friend Steph are discussing the 2021 burning issue of the global pandemic. This webcomic consists of four images, which are pretty tight together in a strip format to show the moment of speech. In the text-image ratio, both components are interdependent. The comic focuses on the textual part, namely the dialogue between two characters over the phone. The visual part is a complement employed to explain the different locations of the personages; stylistically different speech balloons show their remarks. The pragmatic load of the structural organisation consists of a set of functions, i.e. dialogue function and story development function. The humorous effect is based on the unusual valence of some complex verbal patterns in the informal context (for example, 'socially-distanced backyard'). Pronouns drop-out and contracted grammar forms (like 'I'm', 'can't') highlight a casual nature of conversation and spoken language. These factors definitely contribute to the overall expressiveness of the comic. Steph's last

phrase ‘HELP! I CAN’T STOP!’ may be also identified as highly expressive. The exclamation mark after ‘HELP!’ creates a peculiar emotional background by determining the intonation as a kind of language game. Also the difference in font ratio of the entire sentence compared to the other replicas emphasizes the visual component, increasing the expressive level.

‘Todd the Dinosaur’ is the series of humor webcomics created by Patrick Roberts, *who* gives an offbeat and imaginative glimpse of what life would be like with a T-Rex living in a modern house. The comic episode, released for 11th of February 2021 [9] is also made in format of a strip. But splitting pictures in this case is a way to focus the reader on the length of action. The webcomic illustrates the importance of graphic techniques in boosting the expressive aspect of the character’s speech: capital letters, font ratio, allocation of individual letters with contrast colour are the techniques abundantly used by the author. Such phonographic means as repeating one letter in a word (for example, ‘RRIIIING!’) helps to determine the nature of the intonation, grab reader’s attention and concentrate on the detail, prompting reader to pay regard to the linguistic form of the word. Also the significance of interjections should be noted due to their proportion in comparison with the rest of the text and the visual component of the webcomic. The distinctive feature of this particular comic is also the author’s remark ‘Sighh’, which describes the mood of the hero; however, author’s speech is rarely used in the creolized texts of the genre under analysis.

‘About Bear with Me by Bob Scott’ is a popular webcomics series about a girl Molly, who as a typical teenager has real-world problems. Sometimes people in this age want to do big things, change the world, and right some wrongs but inspite of dealing with math homework and getting enough sleep Molly has the drama between her dad and pet bear. Someone might think being a teen is so much easier when your best friend is an 800 pound bear, but in fact this bear is afraid of absolutely everything. Thus, with Molly holding his paw, he can muddle through. The linguistic analysis was based on an episode published on 24th of February 2021 [7]. A typical graphic feature of this series is the black-and-white colour solution; however, in some pictures, the author chooses bright accents, such as the main character’s neon pink hair. Such accents certainly influence the expressive content of the webcomic. The comic consists of three consecutive images, separated by a frame, and represents a dialogue of the characters. A distinctive feature not previously seen in other comics is the sound imitation word ‘CHOMP’, which is outside the pictures between the second and third frames. This technique serves to accentuate the word while slowing the action, which increases its importance in the middle of all the replicas. Sound words are particularly preferred in this webcomic, they form the basis of all the meaning and humor. They are also the largest within the frame, and some of the words are marked with bold text and exclamation marks. An interesting feature is the role of a third personage in the comic, who is not participating verbally in the dialogue. Despite the absence of character’s words, the expressive component is expressed visually. In all three images we see different emotions of the character, depending on the situation. These emotions affect the recipient’s perception of the webcomic. Thus, it is clearly observed how the visual part of the comic interacts with the textual part enhancing the overall expressive background.

After analyzing several episodes of modern webcomics, we can say that there are both similarities and unique features in the means that make up their expressiveness. All of the expressive linguistic means can be divided into language level groups: phonographic, lexical, syntactic; they are coupled with extralinguistic elements. The most frequently used are phonographic means such as capital letters, font ratio, allocation of individual letters with contrast colour, repeating one letter in a word, which all create contrast as the most common path to expressiveness. Also syntactic expressive features of a text are commonly found. One of them is using an exclamation mark, which raises intonation of the utterance, so the character’s speech becomes more vivid, influencing the recipient’s perceptual focus. The presence of the interjections and exclamations is crucial in any webcomic as they serve as intensifying expressive means. Moreover, there has been identified a tendency among modern artists for consistent creation of new interjections, that is why a plenty of new ones appear on the webcomic pages every day.

The expressive features of less frequency have also been tracked in webcomics. We can find the occasional use of lexical means e.g. homonymic similarity of the words is widely employed. This may be explained by the fact that webcomics do not usually imply any intellectual work, they are comprehensible and short and mostly created for the humorous effect. Consequently, the easier the message of the author, the bigger chances to get the audience feedback. Besides, author's remarks, describing actions of a hero, the place and time of action, or the thoughts of the hero placed in the block are less of frequency, too. Commonly, they are used in traditional comics because of the stock difficulties encountered during the story progress and crossing plots, which are in need of explanation.

The practical importance of the research lies in the benefit of webcomics for learning and teaching English. As a relevant language resource, a webcomic provides a chance for students to get acquainted with different ways of increasing expressiveness in informal communication, particularly in its digital format. Teaching such language features would truly reflect their authentic usage and make any educational process animated and visual. It cannot be argued that computer graphics allow authors to introduce new ways of expressiveness in webcomics and create their own style that attracts millions of people. As the Internet platforms are at their peak in our technological reality, it can be assumed that webcomics will be further developed and distributed in the modern digital world.

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FEMINITIVES IN MODERN RUSSIAN IN THE LIGHT OF GENDER LINGUISTICS

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Abstract. This article examines the process of language feminization within the framework of gender linguistics. The thrust of the development of this process in the English and Russian languages is analyzed, the degree of influence of the English language on Russian in terms of the formation of feminitives is revealed. On the basis of practical research, an example of compiling a potential dictionary of feminitives from the semantic field "Professions" is given. On the basis of theoretical material, the existing theories on gender transformations in the language are analyzed.

Keywords: gender linguistics, feminitives, androcentrism, linguistic sexism, linguistic contactology, morphological model.

Language as a structure that does not exist outside of society and its changes is exposed to the influence of not only purely linguistic, but also extra-linguistic factors. One of these was the change in the social status of women in connection with the active struggle of feminists for women's rights and recognition of their achievements. The first wave of feminism began in Europe and the United States as early as the 19th century (the so-called "suffragette movement"). Having gained its spread, the struggle for women's rights continued during the "second wave" of the 60s of the XX century, leaving a significant mark on the further development of gender relations in society and leading to a subsequent change in social institutions. Such a major event could not but be reflected in the linguistic structure; the concept of "feminitive" has become widespread at the present time, studied in the framework of gender linguistics and criticism of linguistic sexism. Currently, the problem of the feminization of language (i.e. the transformation of some linguistic constructs in order to eradicate linguistic sexism) is especially relevant in both the English-speaking and Russian-speaking communities.

First of all, it is worth noting that despite extensive theoretical base on this issue, the term "feminitive" is currently not comprehensively determined in various academic dictionaries. The author of the study in question refers to the term proposed by E.D. Biryukova: "a semantic synonym for descriptive terminological expressions that serves to nominate women" [1]. Hence, our research focuses on the process of feminitives formation in the modern language; more specifically – the necessity and conditionality of their use, their functioning in the Russian language (in a comparative aspect with English), the use of feminitives as a means of overcoming linguistic sexism.

Feminitives are actively created and used primarily in order to eradicate gender inequality enshrined in the language (this phenomenon is also called "linguistic androcentrism" - "a cultural tradition that introduces universal subjectivity to the male norm and the use of male life models as normative" [2]). Androcentrism expressed in the absence of lexically marked feminine forms of words attributable to both sexes supports the myth of the absence of women in the professional sphere. Nevertheless, the problem of the necessity and expediency of using feminitives in the Russian language should be comprehensively studied. The tendency towards the feminization of linguistic structures must be regarded as a borrowed one from the English-speaking culture. English is currently considered to be lingua franca, i.e. the language of world communication. In the light of linguistic contacts studied by linguistic contactology, the relations between modern English and Russian languages should be considered as a perstratum - a type of linguistic contacts in which there is a linguistic dominance of one language over another in the spheres of spiritual culture, science and technology. Thus, the growing interest in gender studies in linguistics and the formation of a new wave of feminitives is a consequence of how English-speaking culture makes an influence on other cultures through linguistic globalization. At the same time, it becomes obvious that due to

differences in linguistic structures, the thrust of feminization of Russian cannot coincide with that of expanding gender transformations in English.

The formation of feminitives primarily affects such a grammatical category as "gender", while in Russian the category of gender is explicit (due to the synthetic type of the language and complex inflectional system). In English, the grammatical category of gender is implicit (hidden) and pronominal referent, i.e. it manifests itself in the nomination of animate nouns when defining them with pronouns (he, she, it) when one needs to indicate the gender of the nominee [3]. Considering feminization (the formation of feminine correlates to the already existing agents of the masculine gender, denoting professions), and understanding the difference in grammatical and generic aspects of both languages, one should be aware of the fact that for English, with the absence of a clear category of gender expressed through inflection, the problem of feminitives formation is not of linguistic nature, unlike Russian. As part of the study, a comparative analysis of feminitives formation in English and Russian was carried out, which confirmed the earlier conclusion about the impossibility of using an English model of feminization to Russian one.

In the context of formation of semantic synonyms of masculine lexemes with the "femininity" meaning, English implements the strategy of "**gender neutralization**" to achieve symmetric representation of both sexes in the language [4]. Gender neutralization herein should be defined as reducing gender differences in language as much as possible, and, consequently, eliminating the 3rd person singular pronoun *he*, replacing the marked masculine seme *man* with a gender-neutral one *person*. In Russian, there is a reverse trend called "**gender specification**" which consists in accentuating a gender feature by creating gender-marked doublet words (*автом-авторка*). Thus, when considering the functioning of various means of overcoming gender inequality in linguistic structure, it becomes obvious that: 1) in the Russian and English languages, due to the difference in linguistic structures, it is impossible to implement the same pattern of gender-linguistic transformations; 2) English tends to eliminate gender-marked structures while in Russian feminitives create additional labeled linguistic units that emphasize gender. Based on these findings, the author poses a question: is gender accentuation a valid way to overcome linguistic androcentrism?

In our pursuit to find an answer to this question, the author compiled a table in which major theories on gender sexism in Russian are presented (Table 1).

Table 1. Theories of linguistic gender in the aspect of feminitives implementation

Linguistic sexism (R. Lakoff)	The theory of "language a-genderness" (N.V. Golev)	The theory of "language bi-genderness" (V.V. Vinogradov)
Language is androcentric	Language is relatively androcentric	Lack of androcentricity
The mechanism of "inclusion" contributes to the ignorance of women in the picture of the world	Gender distanced from grammatical category kind	In gender category, social reality is reflected only in perspective of the past
The need to create feminitives, because the use of tokens male promotes the spread of linguistic sexism	Words with extended semantics, as well as general words and lexemes like <i>doctor</i> should be classified as a-gender, because they are not marked denotatively in gender	Names of persons in the form of masculine gender can also apply to women, if there is no emphasis on sexual differentiation of individuals

Agreeing on the need for gender transformations in language, but considering it inappropriate to use feminitives for the reasons described above, the author supports the theory by N.V. Golev – to separate the concepts of "gender" as a universal conceptual category and "gender" - as a grammatical one. Because the artificial creation of female correlates to male agents already existing in the language will lead to (1) artificial saturation with unnecessary language doublets and (2) the emphasis on the sex (transition from androcentrism to gynocentrism), the theory of "a-genderness" seems to the author to be the most acceptable way to tackle this problem. Accepting the words which have the meaning of professions (*врач, директор, режиссер, автор*, etc.) as a-

gender, i.e. irrelevant to gender differentiation, will unbind the language from unnecessary transformations.

As a further prospect of the research, the compilation of a terminological vocabulary was started, which includes words from the semantic field of “profession”, for gender transformations primarily affect the professional sphere of activity. The vocabulary is planned to be compiled using modern feminitives, functioning in modern Russian, in order to systematize, optimize and streamline feminitives in the Russian language and to offer a unified model of word formation. The basis for the compilation of dictionary entries in the selection of material was taken from the study conducted earlier on the basis of St Petersburg Polytechnic University. Based on the results of this work, the following criteria were drawn up:

1. The principle of word formation (productiveness / unproductiveness of suffixes used in the formation of a feminitive). When analyzing this criterion, the material of I.V. Fufayeva is used (“How are women called” [5]).
2. Usage frequency (based on Russian National Corpus);
3. Stylistic neutrality (lack of bright pejorativeness of the chosen lexical unit, lack of negative connotations).

At the moment, the author by using this feminitive selection algorithm offers a fragment of the vocabulary that is under development. The list is alphabetized, definitions for dictionary entries are taken from academic dictionaries (Ozhegov's Explanatory Dictionary, Ushakov's Explanatory Dictionary). The definitions have been changed taking into account gender (Fig. 1).

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АВТОРКА – <u>авторка</u> , <u>авторке</u> , жен. Применительно к женщине, создавшей научное, литературное, художественное произведение, проект, изобретение. «Юлия Цветкова – <u>авторка скандально известных иллюстраций женского тела</u> ».
АДВОКАТКА – <u>адвокатка</u> , <u>адвокатке</u> , жен. Женщина, оказывающая профессиональную правовую помощь физическим лицам и юридическим лицам. « <u>Адвокатка синьоры Бальбини</u> Динах сложила руки на груди и в этой позе ожидала ответа Ионафана».
АДМИНИСТРАТОРКА – <u>администраторка</u> , <u>администраторке</u> , жен. Женщина, уполномоченная по управлению чем-то. «Елена, <u>администраторка</u> отеля «Азимут», слушаю вас».
АНДРОЛОГИНА – <u>андрологиня</u> , <u>андрологине</u> , жен. <u>Докторка</u> , специализирующаяся на заболеваниях мужской половой сферы и их лечении. «Только <u>андрологиня</u> может поставить такой диагноз».
Б
БИБЛИОТЕКАРИЯ – <u>библиотекарша</u> , <u>библиотекарше</u> , жен. Заведующая библиотекой. «Она работает <u>библиотекаршей</u> ».

Fig. 2. The fragment of the vocabulary “Feminitives in the semantic field “Profession”

Summing up, the author comes to the following conclusions:

1. When studying feminitives in the Russian language, it is necessary to understand that they are used within the framework of the gender accentuation approach, which can lead to an aggravation of linguistic sexism, deepening the gap between male and female gender, fill the language with unnecessary language doublets.
2. The existing feminitives proposed for the use are not structured, there is no single word formation system, there are duplicate forms (author / author, blogger / blogger). When implementing this thrust of feminization of the Russian language, it is necessary to create a unified system.

3. There is another possible option for the development of feminist linguistics and gender linguistic changes - the possible development of a-genderness theory, an appeal to the strategy of gender neutralization and the differentiation of the concepts of “gender” and “gender” as correlated, but not identified in the language.

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**THE CONCEPT OF GOD AS A KEY ELEMENT
IN THE INDIVIDUAL AUTHOR'S WORLDVIEW**
(based on the novel by Elizabeth Gilbert "Eat, pray, love")

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Abstract. The article is devoted to the representation of the concept "GOD" in the literary text of the English-speaking author E. Gilbert by the example of the novel "Eat, Pray, Love". The concept under consideration is analyzed from the point of view of cognitive linguistics and is studied through lexical and phraseological means, which disclose the author's attitude towards it. In the research the concept "GOD" is regarded as a system of associations which appear when the main character appeals to the Almighty.

Keywords: concept, conceptual sphere, cognitive linguistics, GOD, artistic worldview.

Language is not perceived only as a way of communication between people anymore, it can be treated as a tool in achieving goals unrelated to a language, as a means of influencing one person, and even as a weapon in manipulating mass consciousness. In this regard, the importance of linguistic research increases and acquires new significance.

Cognitive linguistics is gaining popularity. This direction in linguistics is associated with the analysis of mental processes that perform the function of rational cognition. Receiving new information, we create a system of images, and as a result, our worldview is built up. With its help, people determine their attitude to this or that concept and fact, develop strategies for their behavior, etc.

This research is a linguistic study of the representation of the concept "GOD" and it is based on the analysis of E. Gilbert's novel "Eat, Pray, Love".

The conceptual sphere of each culture is very distinctive and has exceptional characteristics. The concept "GOD" refers to basic cultural concepts. One of the central features of every culture is religion, and the main idea of each religion is the existence of God.

At the same time, the definition of the role of God in human life and consciousness is one of the main differences between religions, from which it follows that this concept is not as unambiguous as it might seem. One of the main differences is the path to knowing God.

For example, in Orthodoxy, the knowledge of God occurs through the church, various attributes are used (icons, candles). People professing Orthodoxy believe in the exceptional power of suffering, any limitation of their desires. It is believed that thereby people become closer to God, since they experience the same thing that God experienced, saving people and taking on their sins.

In the United States, the prevailing religious teaching is Protestantism, according to which the connection with God is achieved not through an intermediary in the form of the church, but by personal faith in the redemptive role of Jesus Christ. Thus, adherents of this religion see the church as a kind of community of believers. An important place is given here to the "concept of predestination" [1, p. 62]. It is based on the fact that the fate of a person is predetermined even before his birth, which means that no prayers, good deeds, restrictions and suffering can achieve God's mercy. It is considered a gift from God.

An important role in identifying the signs of concepts, allocated in a particular culture, is played by their analysis on the basis of works of art by various authors. Linguists are actively exploring the author's individual picture of the world, and consideration of a concept in a work of art helps not only to fix different meanings of a particular lexeme, but also to get a more complete picture of the conceptual sphere of both the author himself and the culture to which he / she belongs. A concept in a work of art "acts as a set of linguistic and mental structures of the writer's artistic world." [2, p.128-130]

The purpose of this research is to study the realization of the concept "GOD" in the literary text of the English-speaking author E. Gilbert using the example of the novel "Eat, Pray, Love" by studying the lexical and phraseological means that describe it and reflect the author's attitude to the concept.

E. Gilbert's novel "Eat, Pray, Love" tells the story of a woman who, being successful and married, realizes that she is absolutely unhappy. She decides to leave her husband and as a result, undergoes a difficult divorce. In consequence, she goes on a trip to Italy, India and Indonesia. In Italy she enjoys life, finds something to admire, in India she explores her spiritual "I" through prayer and union with God, and in Indonesia she finds harmony. The entire work of art is permeated with the heroine's reflections about herself and the world around her. It is important to mention that she often turns to the theme of God, pondering over his existence and trying to find a "connection" with Him.

When mentioning the Almighty, the heroine uses different lexemes, the most common of which are "God", "Lord", "Divine". In total, in the text of the novel, we identified 294 presentations of lexemes associated with God, who appears before the main character as one of the symbols of salvation, escape from the life where she is completely unhappy. The theme of unity with God can be traced throughout the entire work. The moments when the main character addresses him or remembers him are especially emotional. In this regard, we have highlighted two frames "God is despair", "God is joy".

Frame "God is despair" in the representation of the concept "GOD"

The mention of God by the main character is accompanied by negative and positive feelings. All this is reflected in the linguistic objectification of the concept. The revealed frame "God is despair" includes 4 slots: God is help, God is inaccessibility, God is fate, God is the unknown.

Here are some examples.

God is help

One of the most difficult moments after breaking up with her husband was the divorce. The heroine understood that she was guilty before her ex-husband and that he was not able to just let her go.

"...I wish I could write a petition to God, asking for this thing to end" [3, c. 42].

The phrase "a petition to God" shows that she is ready to appeal to God for help, because she is not sure that she can handle everything herself.

God is fate

More than once Elizabeth represents God as a supreme being who has unlimited knowledge about the fate of people and about the world. Basically, she appeals to God as fate when she needs comfort, in difficult moments of her life. Reflecting on who she is and why everything happens in her life this way, she comes to the conclusion that we need to come to terms with what God has given us, because if He wanted everything to be different, everything would undoubtedly be so.

"But at some point you have to make peace with what you were given and if God wanted me to be a shy girl with thick, dark hair, He would have made me that way, but He didn't." [3, c. 208]

God is the unknown

In moments when Elizabeth is depressed, she begins to think about topics that are connected with the existence of God and eventually comes to some conclusions.

"... the decision to consent to any notion of divinity is a mighty jump from the rational over to the unknowable ..." [3, p.188]. The metaphor "a mighty jump from the rational over to the unknowable" shows that, for the character, the decision to devote herself to the search for the divine is a step into the unknown.

God is inaccessibility

To perceive God, the heroine goes a long way full of difficulties associated with the rejection of everything familiar. Elizabeth's attitude to this process can be traced in a line of one of the poems written by the heroine in India.

"My path to God is a worker's uprising." [3, p. 229] For her, this is a very difficult path, and the metaphor proves it.

Frame "God is joy" in the representation of the concept "GOD"

In the novel, Elizabeth mentions God and appeals to him not only in moments of despair and sadness, but also in moments of happiness and joy. Her attitude towards God changes sequentially: first negative, and then positive. As a result, she achieves her main goal and starts with a clean sheet. The dedicated frame "God is joy" includes 4 slots: God is forgiveness, God is a part of you, God is love, God is bright positive emotions.

God is forgiveness

For a very long time, the heroine wrestles with herself, trying to forgive herself for leaving her husband. In a moment full of joy and happiness, when Elizabeth finally realizes that nothing separates her and God, He appears as a creature capable of teaching us forgiveness.

"... just imagine! —What God, in all His eternal compassion, can forgive and accept" [3, p. 347].

God is love

In moments of inward peace and joy, the heroine remembers that God is love in all its aspects. It is worth noting that both love for God and Divine love in relation to people are described here. For Elizabeth God is absolute and all-embracing love.

"It will rush in - God will rush in - and fill you with more love than you ever dreamed" [3, p. 161].

God is a part of you

The theme of unity with God can be traced throughout the entire work. The heroine goes through a difficult path and eventually reaches her goal, while going this long way she draws our attention to the fact that God does not exist separately, he is connected with us, he is us.

"... somewhere within us all, there does exist a supreme Self who is eternally at peace. That supreme Self is our true identity, universal and divine" [3, p. 133].

God is bright positive emotions

In the novel, the lexeme "God" is also associated with positive emotions when expressing the feelings and sensations of the heroine. Even before her trip to Italy, Elizabeth dreamed of learning Italian. As a result, with some effort, she is able to speak it.

"I can speak this language! ... My God - I have decanted myself! I have uncorked my tongue, and Italian is pouring forth!" [3, p. 112]. The exclamation "My God" makes it possible to feel the strongest positive emotions associated with the successful result of Elizabeth's efforts.

Thus, God appears to people in different ways, he can be perceived in various manners by the same person over the years. Basically, he is associated with an almighty being, capable of controlling the fate of a person. As a result of the study of the representation of the concept "GOD" in the artistic worldview, this concept was structured into two frames: "God is joy" and "God is despair", which, in turn, is split into 4 slots each. The supreme being, who is usually associated only with hope and Resurrection, in the course of the analysis of this work, receives negative connotations of meaning.

The experience of considering the basic linguistic and cultural concept on the example of a work of art opens up new perspectives in the study of the linguistic worldview of representatives of different cultures through a comparative analysis of the representation of these concepts in various works of art.

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LES EMPRUNTS COMME SOURCE DE RECONSTITUTION DU FONDS LEXICAL DE LA LANGUE FRANÇAISE AU SÉNÉGAL

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Résumé. *Dans de nombreux pays d'Afrique tropicale, le français est la langue officielle, mais sa composition n'est pas uniforme. L'article décrit l'un des moyens de reconstituer le fonds lexical de la langue française, à savoir l'emprunt sur l'exemple du Sénégal.*

Mots-clés: emprunts, français au Sénégal.

Du fait de l'évolution historique de plusieurs pays, la langue française utilisée par la population (une partie de la population) a acquis des spécificités qui la distinguent de la langue française. Sur chaque territoire, la langue française existe sous la forme d'une variante distincte avec l'un ou l'autre statut, diverses caractéristiques de langage, normatives et structurelles. [Klokov, 2003].

Dans la sociolinguistique moderne, les questions de politique linguistique sont à la fois traditionnelles et pertinentes. Les questions de la situation linguistique et de la politique linguistique dans les pays africains sont particulièrement étudiées. En même temps, nous nous intéressons à la politique linguistique de l'un des pays francophones - le Sénégal. Afin de consolider l'indépendance politique acquise, les jeunes États multinationaux se sont donné pour tâche de se débarrasser enfin des conséquences du colonialisme dans toutes les sphères de la vie sociale. Les transformations socio-économiques et idéologico-politiques ont entraîné de nombreux problèmes, dont les plus importants sont d'ordre linguistique. Ainsi, la tâche principale de la politique linguistique des pays libérés de la dépendance coloniale était le choix de la langue officielle du pays.

Le français est la langue d'enseignement au Sénégal. Malgré le fait qu'il existe une vingtaine de groupes ethniques au Sénégal, toutes les langues locales ne sont pas largement utilisées.

L'introduction active de la langue française sur le territoire du Sénégal s'est poursuivie jusqu'aux années 70 du XXe siècle, ce qui correspond à la politique d'assimilation de la IIIe République. Cependant, apprendre trop rapidement une langue exogène a un effet négatif et ne contribue en aucune façon à l'établissement d'une bonne compréhension sociale de la langue. Beaucoup de travail a été fait pour faciliter la perception de la langue française. Une « méthodologie d'apprentissage des langues » a été mise au point par le Centre de linguistique appliquée de Dakar, qui a été testée expérimentalement de 1965 à 1981.

Aujourd'hui au Sénégal, le français est la langue dominante dans l'éducation, dans les systèmes judiciaire et administratif, et dans les médias.

Ainsi, dans le système éducatif, la présence de la langue française est constatée à tous les stades de l'enseignement. L'introduction des langues nationales dans l'enseignement a commencé en 1978, limitée à l'étude de la langue wolof au stade initial de l'enseignement. En 1980-81, des tentatives ont été faites pour introduire la langue autochtone sérère dans le système éducatif, mais ce type d'expérience n'a pas été couronné de succès.

La langue française domine également dans les médias, notamment dans la presse hebdomadaire, les grands magazines. Beaucoup moins souvent, les langues nationales sont utilisées dans la presse écrite (journaux et magazines). Il est à noter que la plupart des programmes radiophoniques sont diffusés en wolof, sérère, pular, mandinké et soninké. Environ 70% des programmes radio sont diffusés en wolof. Cependant, les programmes télévisés sont principalement diffusés en français.

L'emprunt, étant un facteur important dans le développement et l'évolution du fond lexical d'une langue, est le processus de maîtrise des lexèmes d'une autre langue par une langue. L'emprunt est le processus et le résultat du passage d'une langue à une autre des mots, des structures grammaticales, des morphèmes, des phonèmes [Zherebilo, 2018]. L'emprunt augmente la richesse lexicale de la langue, sert de source de nouvelles racines, d'autres éléments et termes dérivatifs, élargit et nuance la gamme de concepts utilisés dans différents domaines de la société. Le processus d'emprunt est organique pour la langue, c'est une forme naturelle de contacts linguistiques et une source de changements linguistiques. Dans le cas d'un caractère de masse et d'une intensification des connexions interlangues, l'emprunt, ainsi que d'autres formes d'interaction linguistique, peut conduire à la formation de formes hybrides de discours (langues commerciales) et de langues mixtes (pidgin, langues créoles), etc..

Les emprunts lexicaux, reflétant les caractéristiques socioculturelles africaines, représentent l'une des caractéristiques les plus notables de l'étude de la langue française. Le travail de N.S. Naydenova « L'origine et le fonctionnement des unités lexicales empruntées en langue française des pays d'Afrique tropicale », dans lequel l'auteur a analysé le « Dictionnaire de la langue française hors de France », compilé par V.T. Klokov [Klokov, 2000] et environ 717 emprunts aux langues africaines, 138 à l'arabe, 41 à l'anglais, 16 au portugais, 11 à l'espagnol et 7 à d'autres langues ont été identifiés. Les résultats de cette analyse montrent que la langue française dans les pays d'Afrique tropicale est mobile et hétérogène. Ce fait est d'un grand intérêt du point de vue de la recherche, à savoir : quelles langues ont enrichi la langue française et comment ces mots sont utilisés dans ses différentes variantes. Nous nous intéresserons aux emprunts qui sont utilisés dans la variante territoriale sénégalaise de la langue française [Naydenova 2005]. Le français territorial sénégalais fait partie intégrante du français régional africain. Considérez les emprunts qui sont utilisés au Sénégal.

En termes de degré de développement, les emprunts peuvent être répartis comme suit :

1. Des emprunts qui ont pleinement préservé à la fois la forme et le sens de la langue d'origine : haram - réf. Arabe. péché ;
2. Les emprunts qui ont conservé la forme et l'une des significations de la langue originale : koupe'-out. boule de wolof, compartiment (laptopa) – compartiment ;
3. Emprunts qui ont conservé la forme de la langue d'origine, mais qui ont été repensés et ont reçu une nouvelle signification : bilakoro - réf. garçon bamana, non circoncis - colon nouveau venu ; bouki - réf. wolof hyène – usurier ;
4. Des emprunts qui ont partiellement changé de forme par rapport à la langue d'origine, mais qui ont conservé leur sens : cram-cram - out. wolof hut-hut grains épineux de plantes ;
5. Emprunts qui ont changé à la fois de forme et de sens par rapport à la langue d'origine : signare, signara, signarde - réf. Port. maîtresse senhora - concubine, mulâtre.

Il est important de noter que la même unité lexicale empruntée peut avoir des orthographies différentes, par exemple, iler / hilare - hoe, du wolof, cadde / caddlcade / kadde / kaddlkade - Acacia, du wolof. À l'heure actuelle, les emprunts aux langues africaines sont « francisés », tant au niveau grammatical, acquérant la catégorie du genre et du nombre (un sotiou - des sotious - cure-dent, au wolof ; et en phonétique, perdant le premier des deux consonnes au début du mot mbantamare-bantamare ...).

La plupart des unités lexicales empruntées aux langues africaines sont utilisées dans diverses sphères de l'activité humaine, de la désignation d'objets, de produits, de noms de membres de la famille, etc. Considérez les groupes suivants :

- croyances traditionnelles et rites cultuels :

bilakoro (de Manden) - un garçon qui n'a pas subi de circoncision ; djibo, djigbo (de la version bêta) - un fétiche diabolique, koroté, korté (de manden) - poison agissant à distance, magie de la sorcellerie ;

- famille :

moome (de wolof) - la période pendant laquelle l'une des épouses du polygame passe du temps avec lui ; doom baye (du wolof) - frère de sang ; lamane (du wolof) – aîné ; mbook mbar (du wolof) - garçons qui ont passé le rite de passage ensemble ;

- aliments, aliments, produits :

niébé (de wolof et ful) – haricots ; maffé (complet ou complet) - sauce, assaisonnement ;

- vêtements :

bécio, bethio (wolof) – jupon ;

- professions et professions des personnes :

bana-bana (des langues de K. d'Iv.) - marchand colporteur, petit marchand, colporteur ;

- administration et structures publiques :

brack, damel (de wolof) ; bâdola, dyâmbour (du wolof) - homme libre, paysan, bour (du wolof) - roi, guelwâr (du wolof) - guerrier, laobé (de peule) - bûcheron, sculpteur sur bois, nyêni (du wolof) - artisan, pâd (de Wolof) - prisonnier, esclave ;

- nature et animaux :

caïlcédrat, kaïlcédrat (probablement du wolof) - arbre kaya ;

- de l'art :

khalam, xalam (du wolof) - Halam (guitare sénégalaise) ;

- sports et jeux traditionnels :

mbapatt, mbappat (du wolof) - lutte traditionnelle.

Outre les langues africaines, la variante territoriale sénégalaise de la langue française contient des emprunts auprès de:

- En anglais:

le mot emprunté garçon est assimilé à un affixe signifiant « profession, type d'activité » et, dans le discours des Africains, il peut être combiné avec presque n'importe quel mot : le boy éventail, le boy dame-jeanne ; avec le sens du suffixe doer, un autre emprunt à la langue anglaise apparaît également – homme : boukiman - un spéculateur, sirouman - un chauffeur de taxi clandestin ;

- Portugais:

lougan - parcelle de terrain, signare, signara, signarde - concubine, mulâtre ;

- un petit groupe de mots d'emprunt de la variante nationale belge de la langue française : couillon est un imbécile.

De tout ce qui précède, nous pouvons conclure que les emprunts à diverses langues - africain, anglais, portugais, arabe - font désormais partie de la version territoriale sénégalaise de la langue française et sont utilisés pour caractériser presque toutes les sphères de l'activité humaine.

Ainsi, sur la base de ce qui précède, nous pouvons conclure que dans les principaux domaines de l'administration publique, de l'éducation, de la jurisprudence et des médias au Sénégal, le français est utilisé comme langue d'État. Mais comme tous les Sénégalais ne le maîtrisent pas (la capacité d'exprimer des pensées, de lire, d'écrire), le gouvernement du pays prévoit l'utilisation des langues locales pour la communication et l'interaction.

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**SUR LA FORMATION D'UNE COMPETENCE LANGAGIERE PROFESSIONNELLE
PAR LE MOYEN DE LA LECTURE ET DE LA TRADUCTION
DES TEXTES DE SPECIALITE**

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Abstract. *L'article traite la traduction de spécialité comme un instrument effectif de la formation d'une compétence langagière professionnelle. Il met en évidence les difficultés les plus courantes dans la compréhension et la traduction en russe des textes techniques français. L'attention est attachée aux unités lexicales telles que réalités, termes, abréviations, néologismes, et aux procédés de leur interprétation (traduction). On considère aussi le phénomène de la polysémie et l'importance de la pratique régulière dans l'analyse des sens contextuels des mots. En conclusion, on présente la structure de la compétence langagière professionnelle des spécialistes techniques.*

Mots-clés: *langue (langage), compétence, professionnel, traduction, unité lexicale, technique, spécial.*

L'objectif de l'enseignement d'une langue étrangère dans les écoles techniques de notre pays est visé sur une formation linguistique qui permette aux diplômés d'effectuer une activité langagière en situation professionnelle avec succès. La traduction, notamment celle de spécialité, étant un moyen de réalisation de la communication interculturelle dans le domaine technique, la formation d'une compétence langagière professionnelle est axée en priorité sur l'étude de textes à orientation professionnelle et ceux d'une spécialité enseignée. Ces derniers (partiellement adaptés et authentiques) favorisent pour les étudiants une identification avec le sujet abordé, tout en développant une autorité en la matière dans la langue cible.

L'authenticité des textes originaux rend le processus traductionnel difficile. L'un des problèmes est représenté par les unités lexicales désignant les réalités du pays de la langue source (dans notre cas, les réalisations françaises). La faute répandue est l'essai des étudiants de chercher les objets inexistant dans leur ambiance, sans se rendre compte que les réalisations constituent une couche spéciale de lexique privé d'équivalent. C'est à l'enseignant d'expliquer les nuances et procédés de la traduction des réalisations, notamment par translittération (ici – transcription signe par signe du système d'écriture français en celui-ci russe) ou traduction explicative (représentation de la signification d'une unité lexicale française à l'aide d'une tournure périphrastique russe), par exemple,

TGV (Train à Grande Vitesse) – ТЖВ (скоростной поезд),

ISOLEC – ИЗОЛЕК (предприятие, работающее в секторе «Кабели» и «Электросистемы»),

gauge Bourdon – пружинный манометр или калибровочный датчик,

les Gobelins – Школа визуальных искусств, готовящая специалистов в сфере графического дизайна,

*aussi par création d'un mot nouveau (*Le Quai des Orfèvres* – уголовная полиция) et par analogie contextuelle (*au temps du roi Guillemot* – при царе Горохе).*

Ainsi, les réalisations incarnent l'aspect culturel de l'activité traduisante qui englobe les connaissances de culture régionale, de culture d'entreprise et de socioculture. Ces dernières sont des compétences extralinguistiques qui peuvent être acquises dans le cadre de l'enseignement universitaire, ainsi que dans le cadre d'une auto-formation continue. Les démarches à entreprendre pour les apprenants: regarder des films sur des spécificités régionales, lire de la presse étrangère et des revues scientifiques, rédiger des rapports et résumer des articles en français, participer à des olympiades et des jeux-concours de langues, prendre part à des projets techniques internationaux et

des conférences scientifiques, contacter des spécialistes étrangers et des locuteurs natifs via Internet, etc.

Notons que les techniques d'interprétation (traduction) des réalités mentionnées ci-dessus sont les mêmes que pour les termes d'un domaine spécifique. Citons en tant qu'exemple les termes-dénominations des alliages d'alluminium: *ALPAX* – силумин, альпакс (сплав алюминия с кремнием), *DURALUMIN* – дюралюминий, дюралюмин, дюраль (сплав алюминия с медью), *ZICRAL* – зикрал (сплав алюминия с цинком), *DURALINOX* – дюралинокс (сплав алюминия с магнием). À l'heure actuelle, les textes authentiques français abondent en termes empruntés à l'anglais, d'où s'impose la valeur d'une compétence non-bilingue mais trilingue: *gadget* – техническая новинка, *soft* – программное обеспечение, *middleware* – промежуточное программное обеспечение, *ABS (Anti-Lock Brake System)* – антиблокировочная тормозная система, *IT (Information Technologies)* – информационные технологии, *BIM (Building Information Modeling)* – информационное моделирование зданий, *VR (Virtual Reality)* – виртуальная реальность. Au cours de l'enseignement d'une langue étrangère, il faut initier les élèves à créer leurs propres vocabulaires de termes techniques (disons, banques de termes) et à les enrichir de temps en temps.

Il est à constater que les termes techniques sont nés très souvent de l'abréviation des parties (mots) constituantes. L'emploi des mots abrégés est caractéristique des langages spécialisés puisque ça permet aux professionnels d'économiser du temps et de l'espace, ainsi que des efforts physiques. Ce phénomène étant aussi courant dans les ouvrages de science populaire et la documentation technique, le public d'apprenants est souvent déconcerté par la signification des abréviations faute de compétences linguistiques et techniques suffisantes. Comment déchiffrer les mots abrégés? Pour cela, il faut savoir les procédés de leur formation:

- la troncation qui consiste à abréger les mots en les réduisant à une ou plusieurs de leurs syllabes (initiales ou finales);
- la siglaison, c'est-à-dire, la formation à partir d'initiales; outre les sigles épelés formés de lettres initiales, utilisées en majuscules, on distingue également les sigles acronymiques composés des syllabes initiales des mots-parties.

À voir les exemples du premier procédé:

synthétique → *synthé*, mécanicien → *mécano*, laboratoire → *labo*, automobile → *auto*, autobus → *bus*.

Les exemples des sigles et des acronymes:

automate programmable industriel → *API* (промышленный программируемый аппарат /робот/),

nouvelles technologies de l'information et de la communication → *NTIC* (новые информационно-коммуникационные технологии),

conception et fabrication assistées par ordinateur → *C.F.A.O.* (компьютерное проектирование и производство),

modulation d'amplitude → *MA* (амплитудная модуляция /для передачи звукового сигнала на коротких волнах/),

modulation de fréquence → *MF* (частотная модуляция /для передачи звукового сигнала на ультракоротких волнах/),

une atmosphère explosible → *ATEX* (взрывоопасная атмосфера),

un modulateur-démodulateur → *modem* (модем).

En ce qui concerne les abréviations standard, elles sont fixées dans les dictionnaires et les étudiants y trouvent facilement leurs acceptations. Mais ce sont surtout les abréviations occasionnelles produites par l'auteur lui-même qui peuvent empêcher la compréhension du texte. Dans ce cas, il faut prendre en compte le contexte de communication et les conditions extralinguistiques. Pour faciliter la reconnaissance et le déchiffrage des mots abrégés, il serait utile de proposer aux élèves les devoirs ayant pour but la création de leurs propres abréviations à la base du texte ou de l'article en question.

Comme il est bien connu, la langue n'est pas quelque chose de stagnant, elle évolue toujours et sans cesse, surtout dans sa partie lexicale. Nous avons en vue l'apparition des néologismes. Ce

processus continu dépasse celui de la création des dictionnaires où les mots nouveaux doivent être répertoriés. En attendant, c'est la connaissance des règles morphologiques qui peut remédier au problème de l'interprétation et de la traduction des unités lexicales d'une langue en une autre. Rappelons ci-après les modèles les plus productifs dans le français moderne:

- la formation des verbes à partir des racines anglaises par adjonction de la terminaison **-er**: *e-mail* (электронное сообщение, электронная почта) → *emailer* (отправлять электронное письмо); *zoom* (маштабирование) → *zoomer* (увеличивать изображение);
- la formation des verbes par adjonction du suffixe **-is** et de la terminaison **-er**: *numérique* (цифровая форма) → *numériser* (переводить в цифровую форму, оцифровывать), *automate* (автомат) → *automatiser* (роботизировать, автоматизировать), *modèle* (модель) → *modéliser* (моделировать);
- la formation des noms désignant un processus à l'aide du suffixe **-ation/-isation**: *solicitation* (тех. нагрузка, воздействие), *oxydation* (окисление), *galvanisation* (цинкование), *modélisation* (моделирование), *internétisation* (интернетизация);
- la formation des noms (termes techniques et industriels) à l'aide du suffixe **-age**: *usinage* (обработка), *laminage* (ламинарирование), *soudage* (сварка);
- la formation des noms de métier à l'aide des suffixes **-iste/-ien/-ant/-eur (teur)/-aire (naire)**: *aciériste* (сталелитейщик), *infographiste* (художник /специалист/ компьютерной графики), *technologiste* (технолог), *énergéticien* (энергетик), *informaticien* (специалист по информатике и вычислительной технике), *dirigeant* (руководящий работник), *dessinateur-projeteur* (художник-проектировщик, чертёжник), *gestionnaire* (управляющий);
- la formation des noms et des adjectifs relatifs composés par adjonction de l'élément **-tique/-matique** (issu de la troncation du mot «*informatique*»): *bio(logie) + (informa)tique* → *biotique* (биотика, биотический); *termino(logie) + (informa)tique* → *terminotique* (терминотика, терминотический), *urba(nisme) + (informa)tique* → *urbatique* («умная» городская среда, автоматизация городских процессов);
- la formation des noms et des adjectifs relatifs à l'aide des préfixes exprimant l'intensité: *méga-entreprise* (крупное предприятие), *hyperdynamique* (гипердинамический), *ultradur* (сверхпрочный), *superabsorbant* (суперабсорбент), *superléger* (сверхлёгкий);
- la formation des noms à l'aide du préfixe **-re/-ré** désignant la répétition de l'action: *re-contrôle* (перепроверка), *réorganisation* (переорганизация), *recyclage* (переработка отходов; переподготовка кадров, повышение квалификации);
- la formation des noms par composition à partir de radicaux ou de mots: *porte-avions* (авианосец), *passe-partout* (отмычка), *tourne-à-gauche* (отвёртка), *savoir-faire* (умение, ноу-хай), *haut-fourneau* (доменная печь), *video-gramme* (видеограмма);
- la création des mots-valises par télescopage (par troncation et composition à la fois) qui consiste dans la fusion du début d'un mot et de la fin d'un autre: **courrier** et **électronique** → *courriel* (электронная почта), **poubelle** et **courriel** → *pourriel* (спам), **ludique** et **logiciel** → *ludiciel* (программное обеспечение электронных игр), **Internet** et **astronaute** → *internaute* (пользователь интернета), **clavier** et **bavardage** → *clavardage* (чат, общение в чате).

Au fil du temps et au titre du progrès scientifique et technologique, les mots acquièrent des significations différentes et deviennent polysémiques. La polysémie (faculté du mot d'avoir simultanément plusieurs acceptations) apparaît comme l'un des points les plus pénibles dans l'interprétation adéquate des unités lexicales de la langue de départ. Considérons, par exemple, les sens du verbe «*fournir*» (en tant que verbe transitif) en fonction des contextes public, juridique, commercial, militaire et technique:

- fournir des matières premières* (= *délivrer*) – доставлять, поставлять сырьё;
- fournir du blé* (= *produire*) – производить зерно;
- fournir des efforts* (= *faire*) – делать, прилагать усилия;
- fournir des preuves* (= *présenter, donner*) – представлять доказательства;
- fournir une facture* (= *dresser*) – выписывать счёт-фактуру/вексель;
- fournir des avant-postes* (= *déployer/instaurer des gardes*) – выставлять охрану;

fournir 60 km à l'heure (= *couvrir*) – проходить 60 км в час;

fournir l'accès à Internet (= *offrir une connexion à Internet*) – обеспечивать доступ/выход в интернет, быть интернет-провайдером.

Lorsqu'un signifié nouveau est attribué à un signifiant existant, il s'agit de la naissance des néologismes sémantiques. C'est le cas des mots *site*, *navigation*, *portail*, *surfer*, *menu*, *souris*, *pirate* qui ont reçu des acceptations spécifiques dans le monde informatique grâce à l'élargissement du domaine référentiel. Cette extension va de pair avec un développement de la polysémie de l'unité lexicale. À l'égard de la polysémie régulière et néologie sémantique (qui est un cas particulier de la première), la pratique régulière dans l'analyse (l'identification et le choix) des sens contextuels semble avoir une grande importance.

Ainsi, la clé de la lecture et de la traduction réussies des textes à orientation professionnelle serait le travail systématique sous forme d'exercices d'entraînement dont le but est d'éliminer les difficultés lexicales évoquées ci-dessus.

Vu les aspects variés réalisés lors du travail avec les textes de spécialité, on peut tirer la conclusion que la compétence langagière professionnelle possède une structure complexe et représente un amalgame de compétences linguistique, culturelle et spéciale (technique) qui devraient être formées et développées en parallèle via une approche intégrée.

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PRAGMALINGUISTIC CHARACTERISTICS OF DIALOGUES IN QUENTIN TARANTINO'S ART CINEMA DISCOURSE

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Abstract. The article presents the pragmalinguistic analysis of dialogues in the film "The Hateful Eight" by Q. Tarantino with special attention paid to their stylistic and structural characteristics. It is established that at significant points of the plot the dialogues become semantically and pragmatically ambiguous, encouraging the mental work of the viewer.

Keywords: cinema discourse, screenplay, dialogue, pragmalinguistics, speech act theory, Tarantino.

Nowadays, cinema is one of the leading forms of visual art in terms of audience coverage. This is due not only to the production of films for mass viewing, but also thanks to the independent cinema, which is not so popular, but has its individual style [6, p. 216]. The cinema discourse is "difficult to handle analytically with regard to the role of language in a complex system of audio-visual signifiers, which produce meaning in their interrelation" [7, p. 140], which is particularly true about art films by Quentin Tarantino. His cannot be attributed to the unknown as the director has his own unique cinema language, which is primarily expressed in the stylistics of his screenplays.

The purpose of this study is to identify and analyse the linguistic features which make the dialogues of Tarantino's characters so dynamic and authentic. In this regard, it is necessary to understand how the linguistic constituent is implemented in the film discourse and why the communicative practices have acquired the common name of 'Tarantino dialogues' [3, p. 26] in popular culture, as well as which particular characteristics make them different from the film discourse of other directors.

The theoretical and methodological basis for the research was formed by the works of Russian and foreign linguists in the field of discourse-analysis, cognitive linguistics, speech acts theory and pragmalinguistics. Discourse and cognitive-pragmatic analyses of dialogical units were employed as the main research methods. By the dialogical unit or 'dialogical unity' [2, p. 71] we mean the communicative microtext, in which the purposes of communication are set explicitly or implicitly. From a pragmatic point of view, there is always a certain intention in the dialogue, aimed at either changing the situation, or at influencing the interlocutor. It is the action inherent in the dialogue that is both the engine of the plot and the pragmatically important element of the conversation. When it comes to a movie, the impact of the speech act is felt not only by the "screen" interlocutor (character), but also by the viewer, and this is what forms the audience's sympathy or antipathy to the character, the story, and the film as a whole [5, p. 55]. Any dialogue takes place in certain extralinguistic circumstances and depends both on them and on the communicants; however, in this study we paid attention precisely to the pragmatic side of dialogical units, however, taking the context into account.

According to the speech act theory, verbal actions can be divided into the following classes [4, p. 157]:

1) representatives. The purpose of such statements is to present information about the past, current, or future state of the real world. In this case, the responsibility for the truth of the utterance is imposed on the utterance itself: it must correspond to reality;

2) directives. The purpose of the directives is to encourage the interlocutor to perform certain actions: follow an order, a ban, an invitation, a request, advice, etc. The interlocutor is fully responsible for fulfilling the speech request;

3) commissives. The purpose of the commissives is to assume responsibility for a certain future state of the world. The speaker can promise, give guarantees, give his or her consent. The responsibility for the satisfaction of this verbal action is imposed on the communicant.

4) expressives. They express the emotional state of the speaker: joy, regret, sympathy, gratitude, shame, etc.;

5) declaratives. When uttering a declarative, the speaker changes the real world, and this change occurs by the very fact of uttering the sentence. Declaratives include, for example, consent for marriage in the registry office: by saying "I do" in these circumstances, the subject becomes a spouse. Such statements are mainly present in legal verbal acts.

It is also crucial to note that the semantics of authentic utterances (in a scenario and, specifically, in the film chosen for the study the dialogues are as close to reality as they could be) might hardly be identified unambiguously: one speech act can contain the characteristics of two or more of the above-mentioned classes. For example, the phrase "I congratulate you on your victory" combines both the message of victory (a representative) and positive emotions that the speaker expresses to the listener (an expressive) [4, p. 159].

The iconic film "The Hateful Eight" (written and directed by Quentin Tarantino in 2015) was chosen for the study as one of the most intimate of all the director's films [3, p. 224], since its main characters are confined in a closed space for most of the time and in this way are "forced" to communicate. The film tells a fictional story of eight strangers who seek refuge from a blizzard in a stagecoach stopover some time after the American Civil War. The circumstances they appeared to be in invite the characters to be cautious and use the power of words in order to find out who tells lies and, by doing so, to survive. We have analysed the dialogical units of three scenes which are crucial for the plot (chronologically they represent the beginning, the climax, and the denouement).

The first scene – the introduction of the characters – is fundamental for the viewer's perception of the subsequent events, as it sets the tone and atmosphere. Two protagonists meet in the complicated social circumstances (the Civil War) and establish a clear hierarchy of interpersonal relationships that meets their own interests: the more authoritative, the safer. The conversation at this stage demonstrates the nature of prescription and inquiry. Here is one of the initial dialogical units of the two main characters of the film:

JOHN RUTH: Fore you approach, you take them two guns of yours and lay 'em on that rock over yonder. Then you raise both your hands way above your hat. Then you come forward....molasses-like.

MAJ. WARREN: Real trustin' fella', huh?

JOHN RUTH: Let me hear you say: "I got it".

MAJ. WARREN: I got it.

The analysis of dialogical units in the first analysed part of the film shows the following results in terms of their pragmalinguistic analysis: the characters' speech is equally dominated by representatives (40 % of all dialogical units in the scene) and directives (41 %), which generally corresponds to the idea of the plot: the speakers introduce themselves and at the same time settle disputes. The temper of the characters is emphasized by expressives; there are almost no declaratives. Most often, at the beginning of the plot, we encounter unambiguous and rather sharp instructions from a more authoritative character. At the initial scenes of the film, there is no dissonance between what the characters say and what the viewer expects. The rough speech of the characters cohere with their appearance and intentions.

In the second analyzed scene, the dialogue is conducted almost unilaterally: the protagonist becomes the initiator of the conversation, his speech is expanded; the rest respond with short lines. The dialogue here is also provocative, but its specificity lies in the fact that the main character takes on the role of a detective and conducts his own "investigation", trying to find out which of the characters, imprisoned in the house, is a traitor.

MAJ. WARREN: This is Sweet Dave's chair. When I sat in it earlier, I couldn't believe it. Nobody sits in Sweet Dave's chair. I mean this may be Minnie's place, but this damn sure is Sweet Dave's chair. If Sweet Dave did go to the north side, I'm pretty goddamn sure that chair's going with him.

BOB: So are you accusing me of murder?

The character uses remarks, which in the classical situation would be representatives - the simplest narrative and description; still, in the given circumstances they are positioned as directives and declaratives. This move has a noticeable effect on other characters: the viewer understands that there is ambiguity in ordinary phrases, which means that the protagonist is aware of something that is not known to either the other characters or the audience. This scene is dominated by representative-declarative dialogical units (47 %), which make the speech of the main participant in the dialogue effective and witty.

The third scene of the film, its climax, portrays the massacre of members of a criminal gang, which is preceded by a long conversation of all the characters in the house. This is the episode in which the non-linear narrative of the film is transformed into a linear story. The characters in the final scene talk about past and future events, make decisions their own fate and the fate of others, using directive utterances in the form of commissives ones.

JOE: Jody's got fifteen men waitin' in Red Rock. If we weren't able to kill John Ruth and free Daisy here. It's their job to sack the town, kill John Ruth and free Daisy there.

CHRIS: You're gonna' make a deal with me?

The dialogues of the characters are built around a hypothetical event, i.e. the upcoming massacre. Each side of the conflict wants to emerge victorious, so thinking about the near future is not presumptive, but rather directive. This attitude becomes evident after the analysis of the dialogical units of this scene: there is the predominance of various kinds of directives, both classical directives and directives in the form of commissives, over other types of speech actions (46%). For this reason, the viewer expects the characters to take active actions and go beyond the current location in which the characters have been for more than half of the entire film, but this just does not happen. The communicative intentions remain unfulfilled, and the picture ends up with the massacre of the robbers.

Thus, at critical points of the plot (which make 24 % of the total volume of dialogical units in the film), dialogical units are rather ambiguous in their semantics, and their expression does not relate to their content. In our study, such dialogical units are designated as directives in the form of representatives, declaratives in the form of representatives, directives in the form of commissives. The peculiarity of such dialogues is their inability to predict the plot of the film. The predominance of directives, open and hidden, over representatives makes the dialogues dynamic, lively, and memorable. The volume and peculiar features of dialogical speech described above allow us to conclude that in the dialogues of the characters much more actions are performed, more intentions are realized than in the action line of the film, and this definitely requires the mental work of the viewer: we do not just follow the events, but try to foresee them and often make mistakes in our guesses because in most cases the communicative intentions of the characters do not give the desired results, and the circumstances unfold not in their favor. Through such critical points, Tarantino's unique film discourse is constructed, filled with non-trivial linguistic representation of events and characters.

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CONCEPTUAL SPHERE OF ENGLISH SONG DISCOURSE: STYLISTIC ACCENTS

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Abstract. The article is devoted to linguistic means of conceptual representation in English song discourse. Based on the lyrics by Sting, the structure of conceptual sphere is analyzed, its nuclear and peripheral concepts are identified. Their accentualization occurs with the help of a specific set of lexical and syntactic stylistic means.

Keywords: song discourse, concept, conceptual sphere, stylistic means, allusion, periphrasis, epithet.

Despite the fact that the term "concept" is firmly established in modern linguistics, it still does not have a single definition. U.S. Stepanov, developing the linguocultural approach, defines the concept as a tool by which culture enters the human consciousness, i.e. the concept is something through which a person is introduced to culture [4]. V.I. Karasik also made a significant contribution to the development of the linguocultural approach. For him, the concept is a mental unit [3], while the complex of the concepts represented with the help of a person's vocabulary is generally called the conceptual sphere. V.I. Karasik includes 3 components in the structure of the concept: the informative-factual component, the figurative-perceptual component and the value component. The first one consists of a general idea of the subject, phenomenon, quality, and so on. Revealing the second component, the scholar speaks about semantic prototypes [3]. For example, for many native speakers of the Russian language, the prototype of the concept of "tree" is a birch. Thus, the subject-figurative content of everything is a certain generalized situation associated with this phenomenon. The value component reflects the importance of the concept to the representatives of a particular culture.

Discourse became an object of linguistics study only at the end of the 20th century, so it does not have an exact definition either. N.D. Arutyunova defines discourse as a text immersed in life [1], that is, in a communicative situation. Within the framework of the linguocultural approach, the text of a song is usually considered to be an integral verbal and musical set, which is an element of modern culture. L.G. Dunyasheva regards the song discourse as a "mirror of life" [6], which reflects the social changes, social values and stereotypes. The linguistic aspect of the song includes the theme, genre, and structure of the lyrics. The conceptual value component of the English song discourse is represented by three types of concepts: behavioral, which call for a certain type of behavior; emotional, which represent cultural universals; and social, which actualize material and socio-status values.

The English song discourse is dominant in the world, since English is an international language. Research by D. Crystal, a British philologist, shows that about 90% of modern popular artists use English in their songs [5]. T.N. Astafurova and O.V. Shevchenko define the English song discourse as one of the genres of communication during the leisure time of the youth subculture [2]. They distinguish three genres: pop, rock and rap. In contemporary music, the roles of the author and the performer are frequently combined, and the images of the performer and the listener are united; thus, the structure of the work is represented by a continuous story.

The aim of our research is to study the representation of key concepts in Sting's artistic work through lexical and stylistic means employed in the lyrics. The factual material includes twenty texts of the songs. For many decades Sting has been an iconic Fig. on the global scene, whose musical art has influenced several generations of listeners. The novelty of the study is determined

by the fact that the problems, raised about thirty years ago by the musician, are still relevant and require new understanding. Having explored Sting's song discourse we have identified and analyzed the main linguistic means of representing core concepts in his art.

Sting is the creative pseudonym of the British singer Gordon Matthew Sumner. As it has been mentioned before, he is one of the few rock musicians who has managed to maintain the interest of the public from the beginning of his solo career (1984) to the present time. Sting's song discourse is clearly built upon several key concepts, namely "Cruelty", "Time", "Nature", "Love". One of the dominant concepts of "Cruelty" is widely represented in the songs "Russians" [7] and "Fragile" [7], so we might consider these songs in order to trace the features of its linguistic accentualization. As Sting said, both compositions have political overtones and were created in the context of the Cold War between the USSR and the United States, whose ally was Great Britain. The musician uses various lexical means of expression, reflecting the concept in full. Moreover, in the song "Fragile", the concept of "Cruelty" is closely related to two other concepts: "Time" and "Nature". For example, Sting uses the metonymy "when flesh and steel are one" to vividly contrast man and weapon. Describing people, the author accurately picks up the epithet "fragile", which is most often utilized to describe some easily damaged objects. The lexical repetition "that nothing comes from violence and nothing ever could" focuses the reader's attention on the main idea of the song: violence does not achieve anything. The paraphrasing "for all those born beneath an angry star" gives the description of violent people a pitiful tone, hinting that they are unhappy. Further, Sting uses the simile "on and on the rain will fall Like tears from a star" to show how nature suffers from cruelty along with humans. The apostrophe "lifetime's argument" is used to emphasize the importance of the problem in the life of each person and shows the connection with the concept of "Time".

In the song "Russians", Sting highlights a large number of allusions, which give a clear understanding that the conditions described in the lyrics are quite realistic. Historical and political allusions point to specific political personalities. The song mentions Nikita Khrushchev, who promised to "bury" the enemies: "Mister Khrushchev said, "We will bury you"". Further, there is an allusion to the famous phrase of Reagan's adviser Richard Pipe — "a winnable war" and the famous words of Ronald Reagan himself: "Mister Reagan says, " We will protect you"". All these words are related to the phenomenon, described by Sting as the paraphrasing "Oppenheimer's deadly toy": undoubtedly, the author is referring to a nuclear bomb. The use of such a lexical device as a paraphrase indicates that the author is miserable even to pronounce the name of this thing. Sting employs the accurate epithet "ignorant" to describe cruelty. The "political fence" metaphor, which vividly reflects the political situation in the world, increases the tension in the atmosphere. The subordinate clause of the condition "If Russians love their children too" contrasts the concept of cruelty to another key concept in Sting's work — "Love".

The concept of "Love" is represented in most of the musician's songs. The author often resorts to the use of syntactic means of expression. The conditional clauses are particularly frequent: "if I am mouse or man "(Seven days)," if you love somebody set them free " (the name of the song). A deeper representation of the concept is created through lexical means. Sting uses the autobiographical allusion "will you stay with me, will you be my love among the fields of barley" in the song "Fields of Gold", referring to the barley-sown field near his country house. This technique tells us that the song is dedicated to his personal relationship with his wife. In the song "Desert Rose", the allusion "This memory of Eden haunts us all" reminds the story of Adam and Eve and emphasizes the connection between romantic love and the love of God. The connection of the concept "Love" with faith is also reflected in the song "Brand new day" [7] in the lines "love is a cruel and bitter way of Paying you back for all the faith". The epithets "cruel" and "bitter" reflect the deep pain that love can bring. Sting uses a series of contextual antonyms in syntactic parallel constructions: "you're the pupil I'm the teacher, you're the church and I'm the preacher" in order to show the difference between the lovers' characters. The epithet "an independent heart" in the song "If you love somebody set them free" [7] emphasizes the inability to control and subjugate another person.

The concepts of "Love" and "Cruelty", as noted earlier, are closely related to the concept of "Time". In the lines of the song "Fragile" [7] — "to clinch a lifetime's argument that nothing comes from violence", Sting uses the possessive case to indicate that the conclusion he made has become his life credo. In the song "All this Time" [7], the main theme is continuity, the image of which is the river. In the lines "and all this time, the river flowed endlessly to the sea", the author employs the epithet to show that everything created by nature is cyclical. Even the title of the song "Brand New Day" [7] includes the epithet, indicating the singularity and uniqueness of each moment. The personification of time "as time runs through my hand" in the song "Desert Rose" [7] points at the close connection of man with time.

Thus, the leading concepts of Sting's song discourse are the emotional concept of "Love" and the behavioral concept of "Cruelty", while the peripheral layer is formed by the concepts of "Time" and "Nature". To represent these concepts, the author uses a wide range of lexical and syntactic stylistic means of expressiveness. The author mainly uses allusion, pointing to definite facts, to confirm his ideas reflected in the songs. Epithets that give the concepts a special emotional colour are also used with special frequency. It should be noted that Sting's song discourse is highly authentic and differs from the entire English song discourse in a wide range of linguistic means of conceptual representation.

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NATIONAL-KULTURELLE KOMPONENTE IM ROMANDER LETZTE MEINER ART

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НАЦИОНАЛЬНО-КУЛЬТУРНЫЙ КОМПОНЕНТ В РОМАНЕ DER LETZTE MEINER ART

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Abstract. Der Artikel befasst sich mit der national-kulturellen Komponente und ihrer Rolle beim Verstehen des literarischen Textes. Auf dem Beispiel des Romans *Der Letzte meiner Art* vom Schweizer Dramatiker und Schriftsteller Lukas Linder wird analysiert, welche lexikalische Einheiten sie beinhalten und welche Schwierigkeiten ihre Wiedergabe in anderen Sprachen verursacht.

Schlüsselwörter: national-kulturelle Komponente, die Schweiz, Realien, assoziative Realien, Dialektismen, Helvetismen.

Аннотация. В статье рассматривается суть национально-культурного компонента и его роль в понимании контекста произведения художественной литературы. На примере романа *Der Letzte meiner Art* швейцарского драматурга и писателя Лукаса Линдера анализируются способы его передачи и сложности, возникающие при воспроизведении национально-культурных номинаций на других языках.

Ключевые слова: национально-культурный компонент, Швейцария, реалии, ассоциативные реалии, диалектизмы, гельветизмы.

Schlüssel zur erfolgreichen Kommunikation zwischen Vertreter verschiedener Nationen ist neben der Fremdsprachenbeherrschung auch Verständnis für ihre nationale Kultur. Seit langem sprechen Sprachwissenschaftler aus aller Welt von dem Zusammenhang der Sprache und Kultur, in besonders vom Standpunkt der Semantik. Einer der bekanntesten Nachfolger von Wilhelm von Humboldt, Leo Weisgerberhält für das wichtigste Faktor der Bildung der Sprache und ihres Wortschatzes die ethnische Gemeinschaft, die ihre Umwelt umwandelt und dadurch ein spezifisches „Weltbild“ konstituiert. Daraus lässt sich ableiten, dass „die nationale Weltanschauung“ direkt die Sprachewahrnehmung beeinflusst [10, S. 57]. Im Anschluss an Leo Weisgerber behauptet der sowjetische Linguist Nikolaj Komlew, dass semantische Elemente der Sprache untrennbar von der nationalen Kultur seien, weil die Sprache als soziale Erscheinung zum Ausdrücken des materiellen und geistigen Lebens der Gesellschaft dient: „die lexikalische Bedeutung wird von der kulturellen Komponente begleitet“ [3, S. 116].

Die national-kulturelle Komponente ist ein Bedeutungsteil, den die historisch von Traditionen, Lebensweise und natürlichen Faktoren geprägte Weltanschauung einer ethnischen Gemeinschaftbedingt hat. Am auffälligsten widerspiegelt sich der kulturelle Reichtum in der schöngestigten Literatur, weil Schriftsteller ihre Werke auf der Grundlage der nationalen Weltanschauung schaffen. Außerdem rechnen sie beim Verfassen mit einem bestimmten Empfänger, der fähig ist, ihre Konzeption und Grundgedanken zu enträtselfen. Daraus folgert, dass bei der Wahrnehmung des Textes die Information, die aus seiner national-kulturellen Schicht entzogen wird, von großer Bedeutung ist. Um die Autorintention zu verstehen, nutzen Leser des Originals ihr Hintergrundwissen, während ausländischer Empfänger ihm unbekannten Gegenständen und Denkweise begegnen soll. Häufig lassen Redakteure und Übersetzer beim Vermitteln einige Hinweise – landeskundliche Kommentare, um die Wahrnehmung der kulturellen Nuancen für den ausländischen Leser zu erleichtern; oder sie verallgemeinern ihre Bedeutung, wobei die nationale Spezifik verloren wird. Die Arbeit mit dem kulturellen Kontext fordert nicht

nur ein hohes Niveau der Fremdsprache, sondern auch tiefe Kenntnisse auf den Gebieten Kultur, Politik, Wirtschaft der jeweiligen Nation.

Besonders erforschenswert sind Schwierigkeiten, die beim Lesen und Wiedergeben der national-kulturellen Komponente auftauchen, auf dem Beispiel des Textes des Schweizer Literatur zu betrachten, in der tatsächlich mehrere Kulturen verschmolzen sind. Die sprachliche Situation in der Schweiz ist weltweit einmalig, denn als Amtssprachen gelten gleichzeitig vier Sprachen: Deutsch, Französisch, Italienisch und Rätoromanisch, die im engen Kontakt stehen und sich auf einander enorm auswirken. Im Bezug darauf waren schweizerische und ausländische Literaturforscher lange nicht einig, ob Schweizer Literatur per se existieren könnte. Aber trotz der innerlichen Sprachsperre und kulturellen Zersplitterung anhand der Abhängigkeit von verwandten nationalen Kulturen der Nachbarstaaten haben die Schweizer ihre ausgeprägte nationale Identität, „die historisch bedingte Denkweise und Einheit der gemeinschaftlichen Verhaltensweisen und Bezügen“[6, S. 19].

Der Roman *Der Letzte meiner Art* („Последний в своем роде“) ist im Jahre 2018 veröffentlicht und auf Russisch noch nicht übersetzt. Sein Autor ist berühmter Schweizer Dramatiker und Schriftsteller, den russische Leser heute leider nur wenig kennen. Lukas Linder führt die Traditionen der Schweizer Literatur des 20. Jahrhunderts fort und behandelt in seinem Roman das Thema der Familienbeziehungen und des Erlebnisses der einzelnen Person, indem er eine Gestalt des typischen Schweizers mit ihm eigentümlichen Bescheidenheit und Höflichkeit bildet und das Phänomen des modernen Helden erlernt. Der Erzähler und Hauptcharakter des Romans ist Alfred von Ärmel, der jüngste Nachfahre der Adelsfamilie, die aus der Zeit der Schlacht bei Marignano 1515 und von ihrem ruhmreichen Helden – Schlächter von Marignano – erwächst. Die Handlung entwickelt sich in dem heutigen Bern, doch die glänzende Zeit der großen Familie ist schon lange vorbei. Mit dem Blick auf seinen glorreichen Vorfahren beschließt der an Talente und Beliebtheit unter seinen Altersgenossen mangelnde Alfred, zum Helden zu werden und seinem Familiennamen wieder Ehre zu machen. Aber es ist nicht nur die Fabel, die auf nationale Spezifik hinweist, sondern auch die sprachlichen Besonderheiten des Werkes zeugen davon.

Der Roman ist auf der Schweizer nationalen Variante der deutschen Sprache geschrieben, d.h. auf der Hochsprache mit Elementen schweizerischer Dialekte – Helvetismen. Dieser Begriff stammt von Anna-Julia Lingg als Bezeichnung für Wörter und Wortverbindungen, die im Schweizerhochdeutsch verwendet werden und in der alltäglichen Rede, im politischen und rechtlichen Diskurs deutsche Realien ersetzen oder schweizerische benennen [9, S. 23]. Bemerkenswert ist, dass obwohl die Hochsprache in der Schriftform herrscht, bekommen Schweizer Dialekte im Alltag, Radio, Fernsehen und Kantoninstitutionen den Vorrang: „Befürworter von Schwyzerdütsch neigen dazu, Dialekte für ihre Muttersprache zu halten, während Schweizerhochdeutsch als Fremdsprache betrachtet wird“[4, S. 38-39]. Die Hauptquelle von Helvetismen sind Entlehnungen aus dem Französischen oder die im Deutschen archaisch gewordenen Wortformen. Somit können sogar deutsche und österreichische sowie ausländische Leser, die hinreichend Deutsch beherrschen, nicht aus der äußeren Form des Helvetismus seine semantische Bedeutung feststellen.

Nach der Klassifikation der Dialektismen von W. Prochorowa [5, S. 7] enthält der Text überwiegend semantische Dialektismen, die eine vollwertige Sinnentsprechung in der deutschen Sprache haben: Klassenkamerad statt Mitschüler; Vernissage statt Ausstellung; Eklat statt Skandal; Faible statt Neigung/Vorliebe; Estrichstatt Dachraum; Bukett (vom französischen bouquet) statt Strauß; Pensionär statt Rentner. Außerdem verwendet der Autor Helvetismen, deren Konnotat in dem reindeutschen Sprachraum fehlt: Confiseur – eine Art von Konditor, der Pralinen herstellt; Fauxpas – eine Taktlosigkeit, ein Verstoß gegen gesellschaftliche Umgangsformen. Der Empfänger des Romans im Original kann Bedeutung der oben genannten Helvetismen aus dem Kontext erraten, weil sie universale Begriffe bezeichnen und keine Suche nach zusätzlichen Informationen fordern. Trotzdem sind sie stilistisch markiert, d.h. sie beinhalten national-kulturelle Komponente, die schweizerische Denkweise über unterschiedliche Gegenstände, die deutschsprechende Leserschaft kennen lernen kann. Anhand der Helvetismen konstruiert der Autor eine glaubwürdige

Gestalt der schweizerischen Wirklichkeit, die aber als Übersetzung dem russischen Leser unzugänglich wird. Wegen ihres nationalen Hintergrunds sind Helvetismen in einer anderen Sprache nicht reproduzierbar und unübersetzbare, aber ihre kommunikative Funktion lässt sich doch übergeben. Der sowjetische Linguist Boris Larin behauptet, dass volkstümliche Redewendungen als stilistische Entsprechungen der Dialektismen erscheinen würden, während der bekannte sowjetische Dichter und Kinderschriftsteller Kornei Tschukowski vorschlägt, dieses Problem mit grammatischen Mitteln zu lösen, die den Leser die Abweichung von der Norm spüren lassen würden [8, S. 252-254]. Aber auf diese Weise wird die nationale Komponente, die eben in der äußeren Form der Dialektismen bewahrt wird, beim Übersetzten verloren.

Den Kernpunkt des nationalen Reichtums bilden Realien – landspezifische Gegenstände bezeichnende Wörter, die anderen Nationen fremd sind. Wenn Leser ihnen im Text begegnen, machen sie zahlreiche Entdeckungen über Traditionen, Geschichte und Lebensweise jeweiliger Kulturgemeinschaft. Die Realien, die reichlich im Roman vorhanden sind, lassen sich entsprechend der Klassifikation von G. Tomachin [7] in verschiedene Arten aufteilen, von denen die der Appellativen in der Überzahl ist:

Realien, die den Schweizer Verwaltungsaufbau bezeichnen: Eidgenossenschaft, Kanton.

Realien, die Schweizer Spezialitäten benennen: Schweizer Bratwurst, Croque-Monsieur, Chateaubriand.

Realien, die Schweizer berufs- und alltagsbezogene Gegenstände und Aktivitäten kennzeichnen: Jodeln, Lokal, Luftschutzbunker, Metzgermeister.

Es wird angenommen, dass die Zielgruppe des Romans in den deutschsprachigen Ländern besser das Verwaltungssystem, Lebensweise und Küche der Schweiz kennt, als ein durchschnittlicher russischer Leser. In seinem Bewusstsein rufen viele der oben genannten Begriffe Assoziationen mit dem Alpenland nicht hervor. Häufig wird die Wahrnehmung der Realien durch Lakunen in der eigenen Kultur behindert, deswegen greifen Vermittler zu zusätzlichen Erklärungen oder beschreibender (deskriptiver) Übersetzung. Besonders beachtet werden sollen assoziative Realien [2, S. 88], die sich nicht in spezifischen Bezeichnungen, sondern in gewöhnlichen Wörtern festgesetzt haben, aber die national-kulturelle Komponente beinhalten. Deswegen verursachen sie oft bei ausländischen Lesern, die keine entsprechenden landeskundlichen Kenntnisse besitzen, kognitive Dissonanz, die beispielweise mit dem Vorhandensein des Luftschutzbunkers in einem durchschnittlichen schweizerischen Haushalt verbunden sein kann: nach dem Schweizer Bürgerwehrgesetzsoll jeder Bürger den Zugang zur Schutzanlage aus seinem Zuhause haben, deshalb sind Hauswirte verpflichtet, solche Luftschutzbunker aufzubauen und zu errichten.

Ein großes Maß an kulturellen Informationen fassen onomastische Realien um:

Ortsnamen und Bezeichnungen geografischer Objekte:

Bern – ein der 26 Schweizer Kantone und gleichnamige Stadt, wo sich die Handlung des Romans entwickelt.

Bettmeralp – eine Kommune in Kanton Wallis, wo es viele Wintersportgebiete gibt.

Gubristtunnel – ein nordöstlich von Zürich liegender Autobahntunnel, der 1985 gebaut und nach dem gleichnamigen Hügel benannt wurde.

Rüegsau – eine Kommune in Kanton Bern.

Sedrun – eine Kommune in Kanton Graubünden mit dem gleichnamigen Wintersportgebiet, das am Ursprung des Rhein liegt.

St. Moritz – eine Kommune in Kanton Graubünden, die auf dem Ufer des gleichnamigen Sees liegt. Die Kommune ist für ihre Wintersportgebiete bekannt und hat zweimal Olympische Spiele 1928 und 1948 empfangen.

Personennamen:

Ruedi, Frau Häggi, Rossi – Namen, die Lukas Linder seinen handelnden Personen gegeben hat, sind auch Träger der schweizerischen Spezifität, und zwar sind die Vokalen- und Konsonantengruppen und Suffixe dem Rätoromanischen charakteristisch.

DJ Bobo – einer der erfolgreichsten Schweizer Singer in Stil Euro Pop.

Bezeichnungen der Unternehmen, Organisationen und Zeitungen:

Young Boys – ein Fußballklub aus Bern, eine der erfolgreichsten Fußballmannschaften in Schweizer Geschichte.

Die Kunst zum Leben – eine Zeitung über Kunst, Design und Kocherei.

Möbel Märki – Schweizer Möbelunternehmen aus Bern.

Bezeichnungen historischer Ereignisse:

Schlacht bei Marignano – eines der Schlüsselereignisse der Schweizer Geschichte, die Schlacht zwischen Schweizern und Französen um das Herzogtum Mailand im Jahre 1515. Der Erzähler bewundert seinen Vorfahren, der in der Schlacht 40 Französen umgebracht und den Namen Schlächter von Marignano erhalten hat, und nach seinem Vorbild will Alfred zum Helden werden. Aber Schweizer haben die Schlacht verloren und das kann ein Grund für schlechten Erfolg von Alfred sein.

Bezeichnungen der Kunstwerke:

Detäne am Bergli (Dort drüben auf dem Bergchen) – Schweizer Kinderlied auf alemannischem Dialekt.

Die meisten Eigennamen (außer den Namen der fiktiven Personen) bereiten Schwierigkeiten sowohl für deutschsprechenden, als auch für russischen Leser, denen Kenntnisse der schweizerischen Landeskunde fehlen. Mittels der Eigennamen impliziert der Autor sein Verhältnis zu beschriebenen Ereignissen und Personen, deswegen scheint die Einführung in kulturelle Nuancen relevant zu sein, um die Autorposition sowie seine Intention zu enträtseln und zu begreifen.

Durch den ganzen Roman von Lukas Linder strömt die schweizerische Weltanschauung und füllt seine Handlung und Sprache. Zu ihrer Vermittlung dienen überwiegend Dialektismen (Helvetismen) und Realien, die von der ausländischen Leserschaft kaum wahrgenommen werden. Obwohl der Autor vor allem mit dem inländischen Empfänger rechtfertigt, können Menschen weltweit sein Meisterwerk dank der Arbeit von Redakteuren und Übersetzern genießen, die den Lesern ihre Hand reichen und Erklärungen zu den rein schweizerischen Elementen des Romans lassen.

Das sind die national-kulturellen Nominierungen, die literarischen Texten Wahrheitstreue verleihen und ihre Bewahrungsfunction stärken, indem „begriffliche Werkzeuge“, Erfahrung und Denkweise einer Nation durch Zeit und Raum zur anderen übergeben werden und ihren Dialog fördern [1, S. 21]. Eine erfolgreiche Kommunikation wird durch Verständnis des kulturellen Kontextes vorbedingt, deshalb sind für die Arbeit mit sprachlich-kulturellen Besonderheiten tiefe Erkenntnisse in Bereichen Geschichte, Kulturwissenschaft, Politik, Wissenschaft und Linguistik erforderlich.

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LINGUISTIC MEANS OF MOTIVATION IN ENGLISH PUBLIC SPEECHES

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Abstract. *The paper is devoted to the principles of creating motivation through speech; the linguistic analysis of English motivational speeches allows to identify the set of means used to increase the influence on the audience. The result consists in systematization of linguistic and extralinguistic motivational methods including rhetoric strategies and techniques.*

Keywords: *public speaking, motivation, motivational speaker, rhetorics, pragmalinguistics, means of influencing the audience.*

In the modern world public speaking is gaining more and more popularity. This is due to the fact that the problem of the culture of speech, which is the basis of interpersonal communication, has always been and remains one of the main issues in our society. Today, the need for people to improve their communicative competence is especially relevant in order to be a ‘literate’ person who is able to construct a dialogue, establish contact with the audience and, when necessary, influence the opinions and decisions of others. Until today the attention of researchers has been drawn only to political public speeches (see, for example, [9]), since they clearly manifest the important role of language as a means of struggle for power and a way of retaining it. However, it is becoming more and more urgent to solve the problem of motivating people to achieve their personal targets, in connection with which motivational public speaking is becoming widespread. This has been especially popular in English-speaking countries; however, nowadays it is a global trend. Accordingly, the relevance of our study is determined by increased attention to the speeches of motivational speakers in general and linguistic means of realizing motivational potential in particular.

In course of our research, the speeches by Nick Vujicic ‘*How to stop a bully*’ [8], Steve Jobs ‘*Stay hungry, stay foolish*’ [10], and Mark Zuckerberg ‘*Find your purpose*’ [7] have been analyzed in terms of their stylistics and pragmatics, taking into account the significant discourse factors of intonation and extralinguistic parameters of communication reflected in the video material. In this article we will present the results of the study using Nick Vujicic’s speech as an example, as this is the most striking illustration of a motivational speech. Two other speeches show approximately the same usage of linguistics means of motivation, thus, proving their universal character. The purpose of the paper is to share the outcomes of identifying and systematizing linguistic means employed in the motivational speech, and to explain the linguistic principles of the work of motivation per se. The research methods were the following: the method of comparative discourse analysis, the method of linguistic description, and the method of pragmalinguistic analysis.

To begin with, it is necessary to clearly define the basic concepts that have been used in the course of the study. One of them is the concept of motivation: with it we must inevitably turn to psychological research and definitions developed by related sciences. The opinion of A.G. Maklakov could be taken as a basis. He defines motivation as “a cyclical process of continuous influence and transformation, in which the subject of action and the situation mutually influence each other and the result of which is actually observed behavior” [2], i.e. motivation is always a choice based on comparison and weighing of behavioral alternatives. It is advisable to consider the motive as a complex systemic psychological formation that induces conscious actions and deeds and serves as a basis for them [1]. Motive, in contrast to motivation, is what belongs to the person

himself or herself; it is the stable personal property, which from the inside prompts the individual to perform certain actions.

The goal of a motivational speaker is to get a person out of a state of frustration, but the main thing here is moderation, since too ‘strong’ motivation may not be very productive and may not fulfill the predetermined pragmatic effect. A high level of motivation causes unwanted emotional reactions (tension, excitement, stress), which leads to a deterioration in performance [6]. Motivational speaking inspires people and encourages them to take actions that are aimed at achieving goals, and it is always based on a personal example. It is also necessary to clearly plan in advance and think over the logic of the speech, as well as those techniques and strategies that will be used by the speaker in order to have the maximum possible impact on the audience. There is a need to develop some universal strategies and techniques that could be applied to any public speech and would serve as the key to effectively persuading the public.

Distance is at the heart of not only public speaking in English, but also in English-speaking culture in general. This applies to space and time, personality and power. Violation of the originally set time limit is considered an attempt on free time, which undoubtedly causes loss of attention and irritation. Hence a successful English-speaking performance is built on strict adherence to a time frame.

The constant use of the personal pronoun ‘we’ (me + you) in speech shows the continuity of the speaker and his or her audience, despite the difference in age and position. English modal verbs allow to vary the degree of the obligation to follow the advice, the desirability of fulfilling the request. The reference to the Subjunctive Mood also imparts a certain amount of presumption and probability to the statements. Due to the verbs ‘*would*, *could*, *should*, *might*’ the opinions of a critical remark sound less imperative or categorical, providing more freedom of action [2], but in motivational speeches the verb ‘*must*’ still prevails, the constant use of which in speech involuntarily calls for action.

The next rhetoric strategy is establishing cooperation. Here the main task for the orator is to create a certain vivid image that will make a strong impression on the audience. This is done to achieve a certain emotional state [3]. In addition, the speakers accompany their speeches with illustrative stories, since they can energize the audience, especially when it comes to motivational public speaking. Intertextual inclusions clearly demonstrate what the speaker said, which enhances the speaker's influence: these can be pretexts about personal life, proverbs, sayings, aphorisms, references to the works of world culture, links to famous personalities [5]. The strategy of cooperation is characterized by gradation and rhetorical question. Due to the strategic planning of speech and the choice of the necessary communication techniques and means, the manipulative influence on the audience is enhanced.

Various stylistic techniques make oratorical speech figurative and expressive. The use of these means helps the speaker to psychologically influence the consciousness of the audience to a greater extent, which is crucial for motivational public speaking. For example, at the syntax level, inverted constructs are often employed in order to draw the attention of listeners to some important information. Stylistic inversion brings forward the most significant aspects which the speaker wants to emphasize. In addition, syntactic parallelism is widely used in public speaking [4]. So the speaker expresses his or her desire to fulfill the promise, increasing the psychological impact on the audience. With the help of lexical repetition the speaker has a greater influence on the consciousness of the listeners, since the phrase pronounced several times remains in the audience's memory longer.

In general, while constructing sentences during a speech, the speaker usually strives to get rid of multicomponent syntactic constructions by breaking sentences into shorter ones in order to be sure that the meaning of the speech will be understood by everyone without exception. This simplification is especially important in motivational speeches, which are designed to encourage a person to act and not to reflect on a cumbersome syntactic construction. The correct use of all these techniques forms a positive image of the speaker in the minds of the listeners and also contributes to the emergence of trust between the speaker and the audience. The ability to structure the speech

clearly, concisely and simply and to defend the arguments are the most important skills for public motivational speaking.

Nick Vujicic is an Australian motivational speaker whose life could be treated as a real role model. Despite a rare condition that left him missing all four limbs, he did not become depressed, suicidal, or desperate. He not only lives a full life himself, but also performs in many countries, motivating other people, being now an internationally renowned motivational speaker. His speeches are mainly addressed to children and youth in the hope of activating in them the search for the meaning of life and the development of their abilities.

Nick arranges his performance "*How to stop a bully*" in a regular school as if he himself is a teenager and speaks in a language the students understand. He uses a lot of self-deprecating jokes ('... 1,749 hugs in one year. My arms fell off') mixed with important information, and key points are explained through simple and memorable stories. For example, he talks about how he likes to shock people when he drives a car and can turn his torso 360 degrees on the spot. After sharing this story, he immediately pronounces a phrase that makes the audience think - '*you don't know what you can achieve until you try*'. In addition, Nick constantly utters the slang expression '*man*', asks questions and waits for answers, addresses the listeners, that is, he interacts with them as much as possible. Thus, a trusting relationship with the audience is built.

At the beginning of his speech, Nick uses an inversion in the sentence: '*Sometimes in life, things happen that don't make any sense*'. By placing the highlighted phrase at the beginning of the sentence, he emphasizes that life is unpredictable, and sometimes things that are completely beyond our control might happen. In general, Nick very skillfully plays up various situations from his life: he does not stand still, changes the intonation and timbre of his voice, depicting different people, and, as a result, a great return is felt from his side, and the performance becomes extremely lively and interesting. When he talks about something serious, his voice becomes quieter, speech slows down, there are more pauses.

The repeated use of lexical repetitions can be noticed in the following sentences: '*I tried to commit suicide ... what if the person you're teasing is the person who is thinking of committing suicide ... what if the person you're teasing is the one who's trying to commit suicide ...*'. He immediately emphasizes the pronoun '*you*' and speaks even louder, trying to convey this information to the audience. Thus, Nick draws attention to the fact that bullying can lead to irreversible consequences, like suicide, and the responsibility for this will lie with the one who bullied the person. A little later, he will return to this again and emphasize that out of those people who listened to him, five have already tried to commit suicide, which further enhances the effect of the words said earlier.

At some point, he starts screaming, using multiple repetitions of the same construction: '*I could tease you. I could tease your friends. I could tease anything about you. It's ain't hard, just like you can tease me*'. Nick emphasizes that bullying is not difficult, he can even do it himself. It is really hard to stop and apologize for your actions. Then he develops his thought: '*I want you to know something, the truth of who you are. I don't care what job you get. I don't care how smart you are. I don't care ... I love you and I believe in you. I don't care if you end up being a janitor in this school, because the janitor in my high school changed my life*'. So, with the repetitions of the construction '*I don't care*' Nick emphasizes the fact that anyone deserves love and wants to be believed. In the end, Nick says that in only 1 school out of 600 where he performed, all students stopped bullying: '*There is just a new thought in the air that it just ain't cool anymore. It just ain't cool*'. By this repetition, he wants to once again convince everyone present to give up bullying, since this does not make a teenager 'cool'. Like most speakers, Nick Vujicic ends his speech with a quote that carries deep meaning and remains in memory for a long time: '*Love yourself a bit more, love each other a lot more*'. Thus, Nick Vujicic's speech is teeming with various strategies and techniques that motivational speakers frequently use in their performances. His speech is filled with personal stories and experiences, he constantly uses lexical repetition, syntactic parallelism and other techniques in order to achieve the main goal and prove to teenagers that bullying is '*just ain't*

'cool'. The combination of several linguistic means supported by extralinguistic rhetorical complex contributes to the total fulfillment of pragmatic potential of the motivational speech.

In conclusion, it may be noticed that all motivational public speeches are based on one's own life experience, which is key to motivating the audience. All speakers take into account the interests and cognitive abilities of their audience, so Nick Vujicic, speaking to schoolchildren, uses simple, sometimes even primitive language and slang expressions. There is no demonstration of one's authority and there is no attempt to assert oneself at the expense of others, on the contrary, with the help of self-ironic jokes and personal stories is shown the continuity of the speaker with his audience that inspires trust, helps to believe into oneself and induces action. The speech is accurate, clear, each of the used word serves a single purpose – to motivate the audience to change their habitual course of actions. The orator competently uses long pauses, which highlight the most significant moments and give time to think about what has been said. To maintain attention during a speech, the speaker uses various linguistic and stylistic techniques: rhetorical questions, lexical repetitions, syntactic parallelisms, inversions, metaphors, and so on, which fix any thought in the minds of the audience and contribute to a stronger impact on the audience. In addition, the means of non-verbal communication are used accurately: there is no sight reading, the gaze is turned to the audience, facial expressions and postures are friendly and disposed to themselves. The appearance is neat and does not draw attention to itself. To summarize, all of the above helps the speaker to build strong motivational speeches that help to convince the audience in the correctness of the statements being made and induce action.

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NEW VOCABULARY IN TOURISM

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Abstract. In this article, we have examined and demonstrated with illustrative examples the borrowing of vocabulary from foreign languages for tourism. The most recent explanatory dictionary of the Russian language of the XXI century by E.N. Shagalova. They also considered the relevance of the problem of the emergence of new vocabulary in the field of tourism and hospitality, and the further development of this industry. The main tool for enriching vocabulary in this area is borrowing from the English language, since it is, he who is a generally recognized means of international communication.

Keywords: foreign language vocabulary, tourism, terminology, borrowing, explanatory dictionary, tourism vocabulary, categories of terms, globalization.

Relevance

In the past few years, the tourism industry has been developing quite rapidly and progressively, and therefore, more and more new terms are added every year. In this article, we would like to analyze all the vocabulary used in the tourism industry from 2010 to the present. We have identified, in our opinion, important and interesting terms that have appeared recently in the field of tourism and divided them into several groups. The language develops along the path of least resistance and simply borrows words from other languages or simply rethinks the use of old ones. All new concepts and terms are borrowed from various foreign languages, however, of course, borrowing from English prevails, and this is more than 60% of different terms.

As you know, the active dissemination of borrowed vocabulary begins precisely from the professional sphere, in our case, we will consider the sphere of tourism and hospitality. In Russia, for several decades now, there has been a change or, so-called, the transformation of tourism activity, and because of this process, new terms and phenomena have appeared that were previously alien to our domestic tourism. Especially significant emergence of new terms, which were borrowed from various foreign languages, began to appear in the mid-90s of the twentieth century since it was believed that the use of foreign words is more prestigious, and they sound more expressive. However, it is over the past few decades that there has been an active introduction of new vocabulary into the tourism sector, that is, new words and phrases appear that describe new types of tourism and rest. It was a kind of necessity for the socialization of Russian society with European countries and as a desire to demonstrate their high standard of living and high level of knowledge.

For a more illustrative example, we used "The latest explanatory dictionary of the Russian language of the XXI century" by E.N. Shagalova. This dictionary contains about 1500 different terms, but we have chosen the most suitable for the field of tourism and hospitality and now I will tell you a little about them. Before proceeding with the interpretation of the words themselves, you can divide the new vocabulary into several groups. First, we would like to introduce new terms related to new directions in the field of tourism, for example: diving, rafting, sky jumping.

This is due to the emergence of new types of tourism, which became a kind of need to introduce these terms. The second category is the names of new entertainment, that is, leisure, tourism activities and various terms related to recreation and relaxation. For example: Duty-free, Tax-free, Hostel. The third group includes new technologies used in the field of tourism and hotel business. Technologies such as: afterparty, direct mail, couch surfing. Finally, the fourth category of terms is various new infrastructure. For example: gate, via ferrata, dive site.

All these terms are necessary for specialization, to distinguish between similar in meaning, but still different concepts. As we mentioned earlier, most of the words that have come to us in the form of new terms are borrowed from the English language, which defines English as the language of international communication. Speaking about the borrowing of terms in the tourism sector, we would like to consider what terms came to us and from where.

To begin with, we would like to consider two key terms that are associated with the hospitality industry - tourism and tourist. The word "tourist" was borrowed from the English language and it means a person who travels for pleasure, interest, and relaxation, most often in their free time. However, in the dictionary of synonyms of the Russian language, you can find several synonyms for the word "tourist". For example, a bum, a traveling, a wanderer, a traveler. And most tourist activity has the following definition: tourism is travel for recreation and new experiences for travelers, and for travel agencies, it is the ability to organize tours to manage them.

For clarity, you can consider several borrowed terms from other languages. For example, from the French language, we received such a definition as:

- **APRE SKI** (Fr. après ski literally. 'After skiing' - recreation and entertainment at ski resorts: bars, discos, restaurants, bowling clubs, etc. [5]

Thanks to the English language, many concepts have appeared that are used in professional tourism activities and everyday life. For example:

- **OUTBACK** - vast, practically uninhabited arid hinterlands of Australia. [5]
- **BAGGIKITING** - a kind of kiting - riding on a three-wheeled cart, towed by a kite. [5]
- **BADGE and BADGE** - an identification card of a participant of an exhibition, conference, service worker, etc. in the form of a plate, a mug attached to outerwear. [5]
- **MANAGER** - a management specialist responsible for a certain direction of the enterprise. [5]
- **GLAMPING** - a type of camping, combining the comfort of a hotel room with the possibility of outdoor recreation. [5]

The Italian language brought such concepts to the Russian tourist vocabulary as:

- **Biennale and Biennale** (It. Biennale lit. 'biennial') - an art exhibition, festival, or creative competition held every two years. The most famous Biennale, the Venice Biennale, has existed since 1895. [5]
- **VIA-FERRATA** (Italian via ferrata 'iron road') is a term adopted in the field of mountaineering. Denotes a rocky area specially equipped with metal structures that help to overcome it with greater speed and less energy than climbing in its usual sense. [5]
- **FANGO** (It. Fango) - mineral mud of volcanic origin, which has the property of long-term storage of heat from the hot mineral springs in Italy. [5]

And because of the term "fango" came the term:

- **FANGOTHERAPY** (It. Fangoterapia) - therapy using fango. Fangotherapy is a treatment with native (natural) mud, which is formed at the bottom of fresh and saltwater bodies under the influence of complex geological and biological processes. [5]

From French Polynesia, the word "pareo", which is often mentioned by Russian beauties, came to us.

- **PAREO** - in modern fashion - a piece of women's clothing in the form of a rectangular cut of fabric, tied at the hips in the form of a skirt, under the arms in the form of a dress or otherwise, and is often used as an element of a bathing suit.

And, the French language brought frequently used professional words into our vocabulary. For example, such as:

- **PETANK** (Fr. Pétanque) is a traditional French game in which participants throw balls and try to put them next to a wooden target - cochonet.

- **HOTEL, HOTEL** (from the French *hôtel*) - accommodation facility, consisting of a certain number of rooms, with single management, providing a set of services (minimum - making beds, cleaning rooms, and bathrooms).

Or a popular type of bath among Russian men and women is hammam. The word came to us from the Arabic language and is quite popular today.

- **HAMMAM** - Turkish bath, equipped with a steam room with temperatures of 40-60 degrees, as well as a bath ritual that includes relaxation and detoxification of the body.

An example can also be cited from a rarely encountered and little-known language, for example, the Indo-Aryan language. Currently, wealthy people prefer to rest in "heavenly places", where the word "bungalow" is often used.

- **BUNGALOW** (Hindi बंगला banglā - Bengali style) is a one-story single-family home, often with a flat roof and a large veranda. Most often this term refers to buildings in California, Hawaii, and other states of the United States, where "bungalow" means a certain design and layout of suburban housing.

But the main problem that can be faced is that new vocabulary appears rapidly and quickly and its interpretation often remains unknown for a long time, since it is rather difficult to make changes to printed dictionaries, but this does not apply to electronic resources, where most of the work is done volunteers to replenish electronic dictionaries. In the table below, we have graphically presented each category of words that we mentioned at the very beginning of the article. All these new terms are introduced to make the excursion or the sale of a tourist product more interesting and unusual, thereby increasing the client's interest in the new product.

Also, several groups of terms take root in the language:

- Borrowings that have already become established and are often used, that is, they carry certain information in themselves: voyage, manager, hotel, etc.
- Borrowings that are rarely used, but are known to everyone: transfer, voucher, all inclusive, Bermuda plan, etc.
- Temporary borrowings:
 - Busboy – a junior employee of a restaurant, bar (water spill, cleaning tables, ashtrays, etc.).
 - bellman - a hotel clerk who fulfills guests' requests and brings luggage, etc.
- “Hybrid words” are words in which part of the word is taken from one language, the other part from another. In our case, the crossing of Russian and foreign languages: shop tour, force majeure, etc.

For clarity, we would like to consider the term reception desk, as an example of a borrowing, which in Russian is included as "reception". This word has many more derivatives, but the Russian use of this word has not caught on, probably because the "reception desk" sounds heavy and does not fully reflect the essence of the concept. Thus, we can conclude that the tourism and hospitality industry develop faster every year, and as a result, new vocabulary and terms appear. Although these concepts are borrowed, we need them for mutual understanding with foreign partners and for getting feedback. People, using foreign words, introduce themselves to the Western level and evaluate themselves as European. It is important to note that the active use of loan words in tourism is due to the reasons for both professionalism and fashion. Nevertheless, many words never take root in the language, since there is a Russian analog for it, which makes no sense to replace:

- Dormitory (arose based on the Old Slavic phrase common life); [6]
- Hospitality (one of Christ's virtues. The literal meaning of the word as "strange love" emphasizes that hospitality should not only manifest itself in action but above all be a spiritual quality of a person). [6]

Besides, there is professional jargon in tourism. "*Hang up a reservation*" - to book a ticket or hotel while waiting for the client to pay. A "package" is a standard, pre-calculated tour, developed by the tour operator and includes flight, transfer, and accommodation. “*Surrender to the*

embassy" - submit tourist documents for a visa. "*Runner*" - a person who used a tour trip for illegal emigration. In addition to common expressions, each travel segment has its own "brand" expressions. For example, the Metropolis Tour cruise line never says "ship" because "it's the one with the guns."

The sphere of tourism today is considered as a kind of phenomenon because tourism is interesting to representatives of all sectors of our life: linguists, historians, economists, advertisers, and many others. The possibilities of the Russian language for mastering new words are endless since it has more than one hundred thousand roots. Therefore, we believe that the opinion regarding the Russian language is correct, that it has very rich potential for introducing new terminologies and various terminological constructions, especially in the field of tourism, as one of the most globalized sectors of any economic system in the world. After all, tourism is one of the most progressive areas in our country, since it is tourism that is becoming one of the most profitable sectors of the economy.

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ANALYSIS OF LINGUISTIC SPECIFICS IN DIAMOND IDENTIFICATION IN RUSSIAN LAW

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Abstract. A research was conducted, the object of which is a comparative analysis of the terminology used for identification and value examination of diamonds on foreign markets and on the Russian market. The specifics of terminology used in relation to diamonds and its relevance today were studied. Additions to the official documents using recent data from international sources have been suggested.

Keywords: gemology, law, linguistics, diamonds, identification, classification, gemstones.

АНАЛИЗ ЛИНГВИСТИЧЕСКОЙ СПЕЦИФИКИ В ИДЕНТИФИКАЦИИ АЛМАЗОВ ПО ЗАКОНОДАТЕЛЬСТВУ РОССИЙСКОЙ ФЕДЕРАЦИИ

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Аннотация. Было проведено исследование, объектом которого является сравнительный анализ терминологии, используемой для идентификационной и стоимостной экспертизы бриллиантов на внешних рынках и рынке РФ. Была изучена специфика терминологии, применяемой в отношении бриллиантов, и ее актуальность на сегодняшний день. Были предложены дополнения к официальным документам с использованием современных данных из международных источников.

Ключевые слова: геммология, законодательство, лингвистика, алмазы, идентификация, классификация, драгоценные камни.

Since ancient times, gemstones have been valued as a rare and exclusive material. Among them, diamonds especially stood out. They are a symbol of power, excellence, wealth and influence. Their undeniable aesthetic beauty was evaluated by experts and connoisseurs according to certain criteria, a system that gradually evolved and reached the format that guides gemologists today. In time the vocabulary applied to diamonds and the process of grading was formed as well. This article will touch upon the specificity of this vocabulary, its types and practical application in Russian law.

The relevance of this topic is related to problems in understanding the terminology of diamond identification. In the case of the Russian legislation this information needs to be updated, expanded and linguistically adapted. This will make it more understandable and suitable for sharing internationally to help identify and classify diamonds in the future. So in this article I will review the terminology from the Russian legislation and add the necessary information from some international sources. It is important to clarify that only natural diamonds will be covered.

Identification of all gemstones, including diamonds, is performed by gemologists, who can determine whether the stone is a genuine or synthetic gem, a refined natural analog or an imitation.

Their work involves evaluating purchased stones by looking at specific qualities of the gem and forming an approximate market value based on its characteristics.

In most cases gem identification can be done using a 10x loupe, of course by a professional gemologist. In questionable situations, an expert conclusion requires laboratory analysis and access to the equipment in the gem laboratory. These facilities carry a large variety of equipment and methods to help gemologists identify precious stones. Such instruments include a microscope, refractometer, polariscope, dichroscope, ultraviolet lamp and various spectroscopic machines. Using these devices often helps to determine if the stone does indeed match its mentioned characteristics.

The attributes that form a diamond's place in classification can be described by a certain terminology. It can be divided into 5 groups: objects of diamond identification, diamond's shape, cut, color, and quality.

I would like to start with what is considered the object of gem identification. In this case it is a diamond- a crystalline substance that represents one of the polymorphic modifications of carbon in cubic syngony. Note that a distinction is made between natural and synthetic diamonds according to the method of production, and between jewelry and technical diamonds according to their use. In this study I will look at gem quality diamonds. There are, however, various types of diamonds each with their own term. For example, there can be twin crystals (or polycrystals) which are intergrown according to the spinel twin law [2]. Another example is a crystal shard- it is a part of a natural diamond that is less than 67 % of its original weight or a diamond that doesn't have a defined crystal shape.

The second criterion for diamond identification would be the shape. It is important to mention that the term «shape» varies for cut diamonds and crystals (rough diamonds). For the cut shape is identified according to the girdle by looking at the gem from the top or the table- it can be a square, circle, heart, raindrop, etc. For the crystals there are specified groups that are named a certain way and have an index in the Russian law. Uniform diamonds that have little to no deformation, light distortion and almost smooth facets are called stones and sawables. Uniform diamonds with little deformation, light distortion and completely smooth facets are called crystals. Uniform diamonds with little light distortion and almost smooth facets are typed as shapes. There is also a category called cleavage which consists of deformed, broken diamonds with rough facets or big inclusions of other minerals. It shouldn't be confused with the other term of cleavage- gemstone's tendency to split along directions parallel to certain atomic planes within its internal structure [3]. These terms are closely related but differ nonetheless. The next group is irregulars that are defined by any degree of deformation, singular appearances of rough facets and inclusions of other minerals inside the diamond that do not go beyond the facet. There are also diamond cubes, including intergrown crystals. Next groups are diamond fragments: flats-smooth-faceted and greatly flat; chips with no deformation and various facet textures (rough to smooth); macles that are twin crystals or their fragments with various facet textures; flat chips-fragments from the «chips» category but flatter or heavily deformed and makeables- flat and deformed crystals with various facet textures that include fragments and twin crystals as well. The last category is flat shapes- full crystals from the «shapes» category that are really flat, heavily deformed and of various facet textures. This category is full of terms and is rather detailed.

The third criterion for identification is a diamond's cut. The proper diamond cut makes it possible to achieve the maximum distribution of light and variety of colors seen in a precious stone. A cut can be chosen to enhance the luster of a stone, accentuate its color or hide minor imperfections such as inclusions. It all depends on the cutter's focus, his decision and vision of the stone. These remarks do not affect the process of identification, but they allow us to better understand the purpose of cutting the stone. The components of a diamond cut are the girdle, pavilion, lower facets, crown, table, upper facets and culet. A cut that wasn't made according to the standards of geometry can decrease the quality of a stone and make it visually less attractive. For example, if a standard round brilliant cut has a flat culet, the light that enters through the table goes not back into it, but into the crown facet, reducing the shine of the gem, so the cut is extremely

important for the identification, especially in terms of quality. The cut also refers to the accuracy of a diamond's polish. The basic diamond cuts in the Russian legislation are the round cut (the most frequently used) and the fancy cut. Examples of fancy cuts are: princess, heart, pear or drop, emerald, baguette, asscher, cushion, marquis, brilliant and oval. The Russian legislation does not set any norms for the type of cut and criteria of its quality. It seems to me that this category should be added, because the cut directly affects the visual characteristics of a stone as well as its facet exterior-which is already mentioned in Russian law.

The next group of terms for diamonds is related to color. Color is undoubtedly one of the most important characteristics of a gem for both the buyer and the gemologist. Buyers prefer a gemstone of a certain color because of its visual appeal. The gemologists, on the other hand, know that the color of a gemstone stems from its origin: its mineral composition and the geological processes that have taken place in the soil. For example, diamonds have reddish and pinkish hues that are very precious because they are very rare and occur as a result of plastic deformation of the mineral during its formation. As a standard, the most valuable qualities in diamonds are their high transparency and colorlessness. But fantasy hues (pinkish, greenish, bluish, bright yellow, etc.) are valued even higher. The Russian classification distinguishes four color groups: colorless, slight yellow, green, aquamarine, gray and brown tint, clear yellow color with brown tint and brown. In a more detailed classification, far more groups are distinguished. Colorless and bluish diamonds are the Extra and 1-St color categories, diamonds with black imperfections of varying degrees are 1-St Lite Piqe, Lite Piqe, 2/3 Lite Piqe, Colored Lite Piqe, Lite Brown Piqe, Dark Brown Piqe, 3/4 Black-Brown, Black. Diamonds with yellow, green, aquamarine, purple, gray or brown hues of different saturation: 2-nd color, 3-rd color, 4-th color, 5-th color, 6-th color, 7-th color, 8-th color, 9-th color. Gray Diamonds are classified as Gray. Brown - Lite Brown&Colored, 1/2 black-brown. Colourful - Coloured, 1/2 color, 1/3 color. Yellow diamonds are called Cape, industrial yellow are Yellow. Brown has multiple categories - 1st, 2nd, 3rd, 4th, 5th, 6th, 5th/6th color Brown and Dark Brown [1].In my opinion, this classification is sufficiently thorough and does not need to be further elaborated.

I also think we should add another criterion for identifying diamonds: their interaction with light. This criterion includes three terms: luster, brilliance and fire. Luster is the reflective property of a gem's surface. Diamonds have the brightest and most reflective luster-adamantine. Next term-brilliance indicates the quality and quantity of light returned to the eye from interiors of a gem. Mostly it depends on transparency, refractive index, gemstone shapes and stone edges. Brilliance cannot be assessed until the gem has been cut and polished in such a shape to reflect appropriate amounts of light from the gem's interiors. Fire (or dispersion) is the splitting of light into different colors or rainbow colors. This criterion, in my opinion, should be put between the cut and the color, because it directly depends on the quality and type of cut. The color of a gem also has a great influence, as some rays of the spectrum are more or less noticeable on the background of certain colors of the stone. A similar evaluation system was introduced fairly recently by Sarine, called the Light™ Performance System. It describes the symmetry of luster, fire, brilliance and the proportions that influence the interaction of a stone with the light rays and the human eye. Also separately noted are the number, type and location of the inclusions, which can change the degree or trajectory of light passage. Sarine's system includes low, classic, first-rate, and flawless grades [4]. Since this category shows the great influence of these characteristics on the quality of the stone, I believe that it should be included in the Russian legal system in detail. This will clarify the identification process for the seller, the client and the government.

The next criterion for classifying gemstones is flawlessness or clarity. Diamonds can have internal characteristics known as inclusions or external characteristics known as blemishes. They affect the quality, price and the classification of a stone. Needles, clouds, fluids, and crystals are examples of inclusions typically found in natural gemstones.In the picture1 [5] we can see the typical solid graphite inclusion in the diamond (two on the left side) and a large cloudy inclusion closer to the periphery of the stone (on the right side).



Picture 1. Inclusions in a pink natural diamond

While inclusions are an internal characteristic, blemishes are external and appear on the surface of a diamond. Some examples may include abrasion, lizard skin, natural surfaces of the mineral that are left untouched, nicks, burn marks, scratches, etc. In Russian law, inclusions and blemishes are often combined into one category and are called defects. Diamonds are categorized by the number, size and location of these defects. Diamonds are grouped as follows: unnoticeable and slight imperfections-top, spotted, 1/2 combined. With moderate defects-speculativ, dark, 2/3, 1/4 and 3/4 combined. Large defects in the central area are termed Black. I think that we need to specify this distinction between blemishes and inclusions. They have different effects on the gem's quality and should have more accurate terminology in Russian law.

In conclusion, I would like to note that there is still a lot of information to be added and adapted not only in Russian, but also in the other countries' legislation. Our knowledge in the field of gemology and identification is constantly expanding and requires a classification and terminology that will match the progress made. In the meantime we can enjoy the exquisite beauty of gemstones and try to describe them fully using terms from the classifications.

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THE PECULIARITIES OF POETIC TRANSLATION ON THE EXAMPLE OF THE BALLAD "HEATHER ALE" BY R.L. STEVENSON

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Abstract. This article is devoted to the question of poetic translation. On the example of the two translations by N. Chukovsky and S. Marshak we are looking through two main approaches to the poetic translation, accurate one and one corresponding from the poetic point of view but less accurate.

Keywords: poetic translation, Heather Ale, translation strategy, iambic, chorea, quatrain, octave.

There are two main approaches to poetic translation. There is more accurate in meaning (lexically, grammatically, syntactically) to the original text but lacking of poetic appeal. At the same time more poetic, not reflecting all the features of the original, but made as an equivalent poetic work. This difference is clear enough on the example of Russian-language translations of the R.L. Stevenson's "Heather Ale" ballad. There are two versions in Russian in print media, the N.K. Chukovsky's («Вересковое пиво», 1935) [2, 3], and the S.Ya. Marshak's («Вересковый мёд», 1941) [2, 1, p. 671-672]. As far as the translation strategy is concerned, it differs significantly for both translators. So, S. Marshak emphasized the poetry of the work, deviating often very significantly from the original text, but having managed to convey the emotions inherent in the original, and N. Chukovsky made an accent on the accuracy.

The first two octaves of N. Chukovsky are written in pure chorea, just like in the original, and the first four quatrains by S. Marshak are written in pure iambic. The inception determines the further dimensional inclinations of translators. Though, in the original, iambic predominates in the first octave (only one line is written by a chorea), and already in the second octave, the rhythm can be seen mixed. Since rhythmic stability prevails in the tradition of Russian-language versification, it is logical that both translators preferred one poetic size at the very beginning in order to emphasize the poetry of the work. and, despite the differences, both are right.

As for the S. Marshak's translation, it is focused on such characteristics as малютки (midgets) and midgets-mead brewers. And already in the second quatrain, he names those who brewed the potion as midgets, although the original does not indicate by this moment this way. This acquaintance with the heroes, early in comparison with the original, is certainly a deviation from the original text, but from an aesthetic point of view, such an interpretation does not distort the narrative line, therefore such a decision can be called aesthetically correct.

Nikolai Chukovsky's translation is much closer to the original therefore in the first quatrain the translator manages only with indefinite-personal verbs of the third person plural: рвали (tore), варили (boiled), пили (drank), засыпали (lay). This translation emphasizes the description of the life of those who performed all these actions. In the original, this description passes through the pronoun "they": they brewed, they drank, they lay.

Before we are going to start examining particular examples of translations, the most important feature must be pointed out. The point being is that the convertibility of a well-made literary translation (and, moreover, a poetic one) always tends to zero.

A significant difference is shown by the translation of the following lines,

The Brewsters of the Heather

Lay numbered with the dead.

In this case, the undeniable talent of Samuil Marshak is very clearly seen, who succinctly, accurately and at the same time poetically conveyed these lines as follows,

Лежал живой на мёртвом

И мёртвый – на живом.

Word-for-word translations is as follows,
Lay the alive one on the dead one
And the dead one lay on the alive one.

These lines describe the results of the Scots massacre of the Picts. Perhaps it is not possible to convey this segment better. The author's tragedy is masterfully conveyed, and the size is also preserved. In this case, N. Chukovsky's translation does not express the original so vividly, moreover, the iambic of the original is conveyed by the chorea:

Все, кто знал, как варят пиво,
Спят навеки мёртвым сном.

Word-for-word translations is as follows,
All who knew how to brew the beer
Have fallen asleep forever and a day to death.

The translation of the next (fourth) octave, which describes the journey of the invading king and the nature of that land in the summer is as well of particular interest. R.L. Stevenson has the following lines:

And the bees hummed, and the curlews
Cried beside the way.

On the example of the translation of this segment, one can clearly see the difference in the approaches of the classics of the Soviet translation. In the N. Chukovsky's variant, we see the following,

Слышит сытых пчёл гуденье,
Пенье пташek над собой

Word-for-word translations is as follows,
[The king] harkens the drone of the well-fed bees
And the birds signing over himself.

The background is perfectly reproduced, both bees and birds (curlews) are mentioned. From the S. Marshak's text we learn only about birds (here they are represented by seagulls),

А рядом реют чайки
С дорогой наравне.

Word-for-word translations is as follows,
And seagulls are flying nearby
On level with the road.

We are noting one more time that the main thing is not to convey the vocabulary of the original, but to provide an appropriate aesthetic effect. At the same time, the interpretation of Nikolai Chukovsky certainly has the right to exist.

The next noteworthy point is the reflection of such a phrase,
A son and his aged father -
Last of the dwarfish folk.

The translation of these lines is another example of a more literal translation by Nikolai Chukovsky and a freer poetic arrangement by Samuil Marshak. In the N. Chukovsky's translation, it is expressed as follows,

Двое карликов последних –
Сын и с ним старик-отец.

Word-for-word translations is as follows,
Two last midgets,
A son with his old man-father nearby.

In his turn, S. Marshak does not have a direct translation of these particular lines here. In the ninth quatrain, which corresponds to the first part of the fourth octave, we meet the following text,

Последних медоваров,
Оставшихся в живых.

Word-for-word translations is as follows,

The last meadies
Who survived.

Shifting the information that the little mead brewers remained the last representatives of their people, Samuil Marshak organically mixed this information into his translation. In general, one can say that S. Marshak claims originality, it is much more divorced from the original, although it reflects the thought and feeling of Stevenson's ballad. Towards the middle of the ballad, one can see how the descriptions given in the original and the descriptions in the arrangement of S. Marshak change their places. The highest level of literary translation is a situation in which, when reading the translation, the feeling that we are reading the original is created.

Let us also pay attention to the ending of the ballad. There Samuil Marshak's talent as, first of all, a poet is especially clearly manifested. According to the plot, when the king's vassals tied the youngest of the brewers and threw him into the depths of the waters, the original says about it this way,

And the sea swallowed his body,
Like that of a child of ten; -
And there on the cliff stood the father,
Last of the dwarfish men.

The genius of S. Marshak allows him to go away from the original text without consequences to break away from literalism and, corresponding to the degree of pathos, translate these lines as follows:

Волны над ним сомкнулись.
Замер последний крик...
И эхом ему ответил
С обрыва отец-старик: ...
Word-for-word translations is as follows,
The waves closed over him.
The last cry freezed...
And echoed to him
The old father from the cliff: ...

In the original, not a word is said about the echo, the old man's response to the screams of his son, but in the poetic translation, it is primarily not a matter of accuracy. Let us compare the same fragment with N. Chukovsky's translation,

И его пожрало море,
И остался на скале
Лишь один старик – последний
Карлик-пикт на всей земле.
Word-for-word translations is as follows,
And the sea devoured him
And stayed on the rock
Only the old man - the last
Midget pict all over the world.

Finally, let us pay attention to the translation of the last four lines of the ballad. Since R.L. Stevenson decided to enhance the degree of emotions and pathos, putting confidence in the mouth of the mayor pict, and fearlessness in his feelings before threatening torture, the translator must reflect this accordingly. In the original we read,

But now in vain is the tortures,
Fire shall never avail:
Here dies in my bosom
The secret of Heather Ale.

Nikolai Chukovsky is as usual literal in the reflection of the author's style, and from this literalism the feelings of the original fade away in his translation,

А теперь готовьте пытки.

Ничего не выдам я,
И навек умрёт со мною
Тайна сладкого питья.

Word-for-word translations is as follows,
Now prepare the torture.
I won't give anything away
And will die with me forever
The secret of sweet drinking.

It is undoubted that the author's vocabulary was accurately translated but the style remained unreported. The same cannot be said about the text of Samuil Marshak, where the emotional function of the text is observed,

А мне костёр не страшен.

Пускай со мной умрёт

Моя святая тайна –

Мой вересковый мёд!

Word-for-word translations is as follows,
And the fire is not terrible for me.

Let it die with me

My sacred secret,

My heather honey!

It can be clearly seen that Samuel Marshak added the epithet of the high style as “sacred”, and it was also not accidental that the personal possessive pronoun “mine” was added. This addition brings the text closer to the reader, as the text with such words becomes more personal. And in the first line S. Marshak is closer to the original text, since the original mentions the word “fire” as a kind of torture, while N. Chukovsky generalizes the word, translating it as «пытки» (“tortures”).

Moreover, an important element of the original is the refrain of the word “ale” from the title. It constantly sounds throughout the entire ballad and it is especially eloquent in the last line of the work. And Samuel Marshak observes this, introducing the equivalent of the word «мёд» (“honey”), and throughout the text of the translation this word is repeated in various derivatives. Whereas Nikolai Chukovsky chose the word «пиво» (“beer”) and it does not sound anywhere except in the title. This absence of an important refrain can be considered an inaccuracy of the translator.

Thus, using the example of the ballad “Heather Ale” by R.L. Stevenson, we have analyzed two main approaches to poetic translation: accurate, as literal as possible, and poetic, which goes much further from the original. The choice is predetermined by the inclinations of the translator and his/her capabilities. Nevertheless, the dispute about which of the styles should be preferred in the implementation of the artistic, and even more so the poetic, is yet to be resolved.

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MODERN TRENDS IN TRANSLATING ENGLISH FILM TITLES INTO RUSSIAN

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Abstract. *Translating film titles has recently become not only the problem of linguistics but is included into the sphere of interests of economics. Film title is the first thing the target audience deals with when they learn about the film. The titles of the films do not only perform informative function. In the modern consumer society the advertising function of the titles of the films has become the dominant one. Taking into consideration the general tendency towards globalization in the world, the authors claim that there has been a great change in the use of certain translation strategies.*

Keywords: *film title, filmonym, minitext, translation strategy, translation technique, linguistic localization.*

СОВРЕМЕННЫЕ ТЕНДЕНЦИИ ПЕРЕВОДА НАЗВАНИЙ АМЕРИКАНСКИХ И БРИТАНСКИХ ФИЛЬМОВ

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Аннотация. В данной статье рассматривается динамика изменения основных стратегий перевода британских и американских фильмонимов на русский язык за последние сорок лет. Принимая во внимание современную тенденцию к глобализации, авторы утверждают, что за последние сорок лет переводческие стратегии названий фильмов претерпели существенные изменения.

Ключевые слова: *фильмоним, название фильма, малоформатный текст, переводческая стратегия, языковая локализация*

Film industry is an essential part of any society. Films and their titles have for a long time been in the focus of attention of linguists due to their ability to reflect the cultural aspects of the society they are created within. Some of the most discussed issues within the framework of linguistics are connected with the structural, semantic and cognitive aspects of film titles, problems of translating them into other languages and the use of certain translation strategies and techniques.

The relevance of the study is based on the fact of high demand for foreign films in Russia which presupposes the necessity of translating both films and their titles into the Russian language. The paper deals with the problems of translating English film titles into Russian and the changes in the use of translating strategies over the past forty years. Tracing the dynamics of using different strategies and techniques being the key objective of this work, the research seems to be new in its field. The research is based on the material of 500 titles of British and American films and their Russian equivalents. The material has been distributed into two periods – the first one covers the 80-s and the 90-s of the previous century whereas the second period is represented by the two decades of the twenty-first century. Within each period the strategies of translating film titles are

regarded with their reference to a certain film genre (namely: comedies, dramas, action films, cartoons, horror films). Thus, at the first stage of the research the English film titles and their Russian equivalents were chosen (50 to represent each of the two periods mentioned above) and the translation strategies were analyzed. At the second stage the attempt of analysis of the dynamics of applying translation strategies while translating film titles from English into Russian was carried out.

According to the recent Russian Cinema Fund survey, there is severe competition between Russian and American films in this country nowadays. Thus, we face the situation when the film producer and the viewer belong to different cultures and speak different languages. There evokes the problem of varied reality perception. While translating the film title the translator must cope with the complicated problem of the culture code switching. Translation is a multi-sided task, during which the meaning of the source-language text should be conveyed to the target-language readers. In other words, translation can be defined as encoding the meaning and form in the target language by means of the decoded meaning and form of the source language. Though different theorists state various definitions for translation, all of them agree that to create appropriate equivalent not only the high level of professionalism and target and source language skills are needed but also deep knowledge of extralinguistic factors which directly or indirectly affect the choice of particular language units. The task of translating becomes even more difficult if we have to deal with a title because of the gap between its laconic form and complex meaning. In this respect, an insight into linguistic nature of film titles is necessary.

The film title makes a potential viewer form an idea of the film. Titles create certain expectations of the audience and help to choose a film to watch among the variety of those belonging to various genres produced by different countries. In Russian linguistics film titles are traditionally regarded within the framework of the theory of minitexts [Kharkovskaya, 66]. N. K. Danilova claims that the title equals the text, represents it semantically [Danilova, 77]. The title implements the author's intention. Like the book title, the film title evokes associations, attracts the audience and prepares the viewer for the contents of the film.

Approaches of linguists investigating the functions of film titles vary. The most common approach is represented by the Russian theorist O. Yu. Bogdanova who distinguishes between three essential functions of the film title:

- 1) nominative (any title denotes a certain phenomenon, refers to the text, represents its semantic structure);
- 2) conceptually-meaningful (any title represents a concept, communicates a message to the audience);
- 3) attractive (the title of the film is supposed to provide its commercial success) [Bogdanova].

The scientist considers the film title to be a solid unity of structure and semantics including connotative, emotional, psychological and social aspects. Besides, the film title implements the anticipation, advertising and pragmatic functions. The importance of the latter two has been recognized lately which evidently influenced the choice of translation strategies and techniques in the course of time.

Before turning to essential film title translating strategies, one should define translation strategies on the whole. Translating strategies are "generally accepted adapting techniques of transforming a language unit of the source-language into its equivalent in the target language" [Sdobnikov, 165-166]. Their aim is to solve translation difficulties caused by the language differences, mentality distinctions, lexical compatibility, equivalence, connection between language and thinking and genre stylistic features.

The most common translation strategy used for translating film titles is word-for-word translation. The second strategy is transformation which is applied when the translation can neither convey the pragmatic sense of the source text nor perform a prognostic function. Transformation can be full or partial. The techniques of genre and sense adaptation are also referred to transformation. These techniques assist in preserving the pragmatic sense and the prognostic

function of the film title. Genre and sense adaptation provides the ability to work with the sophisticated language material: phraseological units, neologisms, occasionalisms of the author etc. Genre adaptation helps the spectator to build connection between the film title and its genre by adding explaining or clarifying elements. Sense adaptation is implemented through the addition of lexical elements, keywords which compensate for semantic or plot insufficiency of the word-for-word translation, expanding it. The next translation strategy is indirect translation. The film titles are exposed to the indirect translation when there are no equivalents in the target-language to be found. The translator creates a completely new film title. Flashback to the origin is the part of the indirect translation strategy.

The detailed analysis of the material has led to the conclusion that there has been dynamics in the choice of translation techniques over the past forty years. The results are reflected in the tables.

The first table includes the results of the analysis of film titles in the genre of drama. The table reflects a marked tendency of substituting word-for-word translation and transliteration by partial or full transformations. The dynamics is especially prominent in US dramas which can be explained by their commercial success:

Table 1. Translation techniques in the genre of drama

Translation Strategy	USA 80s-90s of the XX	USA 2000-2020	Great Britain 80s-90s of the XX	Great Britain 2000-2020
Word-for-word	64 %	48 %	64 %	60 %
Transliteration	20 %	12 %	16 %	12 %
Partial transformation	8 %	24 %	16 %	20 %
Full transformation	8 %	16 %	4 %	8 %
Total	100 %	100 %	100 %	100 %

The second table depicts the results of the quantitative analysis of the strategies employed in the translation of the titles of comedies. This genre is also commercially successful. The tendency of substituting word-for-word translation is especially distinct in the translation of the titles of the US comedies – from 60 % to 16 % whereas the use of transliteration is almost completely abandoned. Partial and full transformations here rise from 16 % and 12% accordingly to around 40 %:

Table 2. Translation techniques in the genre of comedy

Translation Strategy	USA 80s-90s of the XX	USA 2000-2020	Great Britain 80s-90s of the XX	Great Britain 2000-2020
Word-for-word	60 %	16 %	64 %	52 %
Transliteration	12 %	0 %	8 %	12 %
Partial transformation	16 %	40 %	16 %	20 %
Full transformation	12 %	44 %	12 %	16 %
Total	100 %	100 %	100 %	100 %

The results of Table 3 display dubious results. US horror films display the tendency of slowly abandoning the use of word-for-word translation whereas with British horror films the tendency is quite the opposite. This might be explained by the peculiarities of the genre itself when the title given to the film should be really precise and reference to the plot should be distinctive:

Table 3. Translation techniques in the genre of horror films

Translation Strategy	USA 80s-90s of the XX	USA 2000-2020	Great Britain 80s-90s of the XX	Great Britain 2000-2020
Word-for-word	72 %	60 %	48 %	60 %
Transliteration	4 %	8 %	16 %	8 %
Partial transformation	16 %	12 %	16 %	16 %
Full transformation	8 %	20 %	20 %	12 %
Total	100 %	100 %	100 %	100 %

Cartoons are rather close to the genre of comedies and the tendencies observed here are almost the same but they are more marked. The cases of using word-for-word translation are half rare in the XXI century in comparison with the final two decades of the previous century, whereas the usage of full transformation grows by 20 degrees in regard with American films. With the British cartoons the tendency is not that outstanding but also seems to be quite considerable:

Table 4. Translation techniques in the genre of cartoon

Translation Strategy	USA 80s-90s of the XX	USA 2000-2020	Great Britain 80s-90s of the XX	Great Britain 2000-2020
Word-for-word	44 %	20 %	72 %	56 %
Transliteration	28 %	12 %	4 %	8 %
Partial transformation	8 %	40 %	16 %	16 %
Full transformation	4 %	28 %	8 %	20 %
Total	100 %	100 %	100 %	100 %

Strategies of translation of the titles of action films seem to have the most differences depending on the country where the film was made. The opposite dynamics can be observed within the use of transliteration, for instance. Full transformation has become an increasingly popular strategy of translating British blockbusters. This presupposes that there has been a great change in the nomination process of the films themselves over the years:

Table 5. Translation techniques in the genre of action films

Translation Strategy	USA 80s-90s of the XX	USA 2000-2020	Great Britain 80s-90s of the XX	Great Britain 2000-2020
Word-for-word	72 %	76 %	68 %	52 %
Transliteration	8 %	12 %	12 %	8 %
Partial transformation	12 %	12 %	16 %	12 %
Full transformation	8 %	0 %	4 %	28 %
Total	100 %	100 %	100 %	100 %

Summing up the results of the research, it is necessary to say that strategies of translating the titles of American cartoons and comedies have changed the most crucially. It was noted that the level of usage of word-for-word translation has decreased on more than 20 % in both cases. In the XXI century strategies of complete and partial transformation were mainly used, in contrast to the XX century when the word-for-word translation prevailed. In the rest of the studied cases, no dramatic changes were found due to the prevailing of the word-for-word translation in both time periods. This effect can be explained by the increased importance of the advertising function of movie headlines in the XXI century. Among the reasons for such significant changes in the approach to the translation of US comedies is the increased demand among the mass audience for American films of both these genres. Moreover, the comedy and cartoon genres always require the presence of a national aspect in the comic component, which also requires subsequent linguistic localization. Thus, the attractive, advertising and pragmatic functions of film titles significantly affect the trends in the choice of translation strategies in the film industry.

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FEATURES OF THE TRANSLATION OF IDIOMS IN THE NOVEL «HARRY POTTER AND THE CHAMBER OF SECRETS» BY J.K. ROWLING

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Abstract. In the present article, the features of the translation of English idioms, the functions of idioms, as well as the techniques used to translate idiomatic expressions are studied on the material of two versions of the Russian translation of "Harry Potter and the Chamber of Secrets", performed by the publishing houses "Makhaon" and "Rosman" respectively. Based on the data obtained from the study of these translations, a comparison was carried out.

Keywords: idiom, descriptive translation, contextual replacement, tracing, phraseological equivalent

ОСОБЕННОСТИ ПЕРЕВОДА ИДИОМ В ПРОИЗВЕДЕНИИ «ГАРРИ ПОТТЕР И ТАЙНАЯ КОМНАТА»

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Аннотация. Исследованы особенности перевода английских идиом в произведении «Гарри Поттер и Тайная комната» на материале текстов издательств «Махаон» и «Росмэн», функции идиом, а также приемы, использованные для перевода идиоматических выражений. На основе полученных данных исследования переводов «Махаона» и «Росмэна» и анализа в процентах было проведено сравнение.

Ключевые слова: идиома, описательный перевод, контекстуальная замена, калькирование, фразеологический эквивалент.

The readers of 'Harry Potter' novels often notice a significant difference between the translations of the names of characters from two publishing offices: "Makhaon" and "Rosman". Indeed, the names that J.K. Rowling gave to her characters are translated in different ways, and this immediately catches the eye, but there is more difference in the Russian-language texts of these publishing houses, for instance, in the approach to translating English idioms into Russian. Besides, a tendency to render non-idiomatic English phrases in the form of Russian idiomatic expressions can be observed. Thus, the following questions may arise: how different are the translations of "Machaon" and "Rosman", how many idiomatic expressions "invented" by publishers are present in the text, and why did the author use idioms in the texts of her famous trilogy?

The purpose of this article is to analyze the idioms in "Harry Potter and the Chamber of Secrets". This purpose determines the following tasks:

- 1) Analyze the idioms in the English version
- 2) Determine the techniques used for translation
- 3) Compare the translations of "Makhaon" and "Rosman"

First of all, it is worth noting that an idiom (from the Greek *idioma* - feature, originality) is a unit of language, which is a stable combination, the meaning of which is not motivated by the words that make it up, that is, the meaning of the parts is not reduced to the meaning of the whole [2].

It is also important to know that idioms perform several functions, such as conveying information about typical situations, generalizing knowledge about the world, expressing logical

situations, conveying vague concepts [4], but not every English idiom has each of these functions, as it depends on the role of the idiom in the text, its structure and the scope of its use. To understand this aspect, linguists often turn to classifications of idioms according to one or another characteristic. For example, in various contexts one can find idioms using the names of English colors: "feel blue" – "грустить", "out of blue" – "совершенно неожиданно", "a golden handshake" – "прощальный подарок, премия" and many others.

There are some peculiarities of translating English idioms. Distinguish between intralingual and interlingual idioms. The property of intralingual idiomaticity is unchanged and absolute due to the immutability of the standard of comparison, while the property of interlingual idiomaticity is variable and relatively due to the change in the standard of comparison [6]. In other words, the main difference between these types is the impossibility of a literal translation of interlingual idioms.

As for the methods of translating idioms, linguists count five techniques that allow you to correctly convey to the reader the meaning that the author wanted to convey:

- 1) Selection of a phraseological equivalent that fully corresponds in meaning to any Russian phraseological unit and reflects the same image with it.
- 2) Selection of an idiomatic analogue, an expressive phraseological component of the English language, corresponding in meaning to the Russian idiom but reflecting a different image.
- 3) Calculation - literal translation of English idioms.
- 4) Descriptive translation, that is, translation of an English idiom by transferring its meaning with a free combination of words in Russian.
- 5) Contextual replacement - the use of a Russian idiom that has a type that does not coincide with the meaning of an English phraseological unit, but at the same time quite accurately depicts its essence in a certain context [5].

After analyzing the original Harry Potter and the Chamber of Secrets, we noticed that English idioms are quite common for the second part of the famous series of novels. There are about 0.5 idioms per page in the book. It is noteworthy that most of them have a so-called "vague meaning", that is, these are idioms whose semantic composition and scope of meaning are not clearly defined. For example, "to set something on fire" can be translated as "нечь сжигать что-то" and "делать замечательные или захватывающие вещи, которые вызывают большое или замечательное ощущение; быть чрезвычайно популярным, знаменитым, известным". It is also worth noting that many idioms from context are formed by attaching prepositions to phrasal verbs: "got out of the car" - "вышли из машины, (компания) высыпала из машины", "bolted down his pitiful supper" - "затолкал в свой рот свой жалкий ужин, с жадностью набросился на скучный ужин".

In a detailed study of idioms, we came to the conclusion that in the text of "Harry Potter and the Chamber of Secrets" the publishers used such idiom translation techniques as tracing: "catlike" - "по-кошачьи", "top-of-the-line" - "суперсовременная", "losing his head" - "совершенно потеряв голову", "grinning from ear to ear" - "улыбаясь от уха до уха", the selection of a phraseological equivalent: "not taking his eyes off" - "не сводя глаз", descriptive translation: "bolted down" - "с жадностью набросился", as well as contextual replacement: "keep my mouth shut" - "держать язык за зубами".

Table 1. Analysis of "Makhaon", % of all cases analyzed

	Idiomatic expression	Non-idiomatic expression
Idiomatic translation	18 %	22 %
Non-idiomatic translation	51 %	9 %

Table 2 Analysis of "Makhaon", % of all cases analyzed

	Idiomatic expression	Non-idiomatic expression
Idiomatic translation	14%	0%
Non-idiomatic translation	60%	26%

When reading the texts of "Makhaon" and "Rosman", in some cases the difference between their translations is visible. Most of the differences are in the translation of idioms. After analyzing the texts of these publishers, one can note the fact that in "Makhaon" the idiomatic translation appears unmotivated and there is about twenty-two percent of such cases, while in "Rosman" there are no such cases.

To the translation of the sentence, "His insides were burning with guilt" "Machaon" adds the Russian phraseological unit "совесть грызла", which more vividly conveys the state of the hero. An example of an idiomatic translation is also the phrase "take my word for it", which is not an English idiom, but was translated into Russian by the phraseological phrase "верить мне на слово".

"Makhaon" publishing house, with the help of idiomatic translation, makes the text more stylistically colored and at the same time understandable for native speakers of the Russian language, in whose everyday life one can often find the expressions: "С ума сошёл?" and "сгорая от любопытства". In the original novel, the equivalent can be found only for one of these phrases: "Are you crazy?", While the other was invented by the translator. This example once again confirms the fact that the translation of "Makhaon" is full of discoveries and surprises for readers. Perhaps this is since "Makhaon" took up the translation of the famous novels by J.K. Rowling much later and therefore decided to bring something original into the story of the boy who survived, known throughout the world.

"Rosman", in its turn, is known by the rigor of its translation. The publisher seems to follow certain rules and in every possible way avoids such an unmotivated translation, while adding something of its own or choosing almost literal phraseological equivalents to English idioms. An example is the idiom "burst into tears", which the publisher translated very clearly: "разрыдалась".

In the contexts of both publishing houses, there is one case where both "Makhaon" and "Rosman" showed their individuality and creativity. The sentence "So with one thing and another, Harry was quite glad to reach the weekend" "Machaon" translates as follows: "Словом, то одно, то другое, но до выходных худо-бедно дожили, чему Гарри был очень рад", adding a distinctive idiomatic expression "худо-бедно", reflecting the state of fatigue of the students who studied diligently all week, and "Rosman" translates thus: "Гарри с облегчением вздохнул, когда наконец наступили выходные", thereby ignoring the translation of the first part, but adding a new action of the main character of the novel, with the help of it emphasizing how important rest was to Harry at that moment. Based on our research results, reflected in the tables, there is not a single case in the translation of the "Rosman" publishing house where it could afford to invent a Russian phraseological phrase in those sentences that do not have a corresponding idiomatic analogue in English.

Among the many features of the translation of "Makhaon", it is also worth highlighting the colloquial coloring inherent in its context. Analyzing the translation of the idiom "made a grab for the letters", we found out that "Rosman" calls it: "протянув руку к письмам" while changing the part of speech and making the translation more formal in comparison with "Makhaon", which boldly talks about it: "цепнул было письма". Besides, a similar example is the idiom "chuck you out of the house", which is present in the text, which translates as "вышвырнет тебя из д-дому" by "Machaon" and as "выгонит тебя из дома" by "Rosman". The translation of this or that publishing house affects the overall picture of what one reads, and sometimes even the attitude towards this or that hero, because if a more stylistically loaded expression, such as "вышвырнет Гарри из дома" is used, most readers will be indignant because of the inappropriate attitude towards the special boy and they will feel pity.

While researching the idiom "punch line", we can see the only case where "Makhaon" omits the meaning of the idiom and does not translate it in any way, while the conservative in all respects "Rosman" gives this idiom the name "изюминка" known to the Russian reader not as a dried berry of grapes, but as something that gives someone or something charm, originality and sharpness.

For some English idioms, the publishing houses could not find the appropriate phraseological equivalents in Russian, so they began to use means of expression. To the idiom

"slipped out of the kitchen" "Makhaon" picks up the metaphor "выскользнули из кухни", and "Rosman" did not try to translate this expression metaphorically at all and, using a descriptive trick, described it as "быстроенько покинули кухню".

Summing up our research, it is worth concluding how great is the influence of the translation of idioms on the overall impression of the work read. The more interesting the story is twisted, the more interesting it is to read the book, with pleasure absorbing page after page. The author of the Harry Potter series of novels used a large number of English stable expressions so that the text had a special emotionality and colouring so that the characters seem to come to life while reading, acquiring certain qualities and character traits, and also so that each action of the characters is understandable so that not it was necessary to support them with comparisons and other means of artistic expression. In this article, we managed to reflect the difference in translations of idioms, as well as indicate the techniques with which they were translated. Returning to the comparison of the translations of publishing houses, we would like to add that the texts of "Makhaon" and "Rosman" have originality and are very different from each other. Both publishing offices use non-idiomatic translation in about half of the cases, although this Fig. is higher for "Rosman" (60 %). A distinctive feature of the translation of "Makhaon" is the idiomatic translation of such fragments, where the idiom is absent in the original. In "Rosman"'s version, the number of such cases tends to 0% of all analyzed cases.

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EXHIBITION EVENTS AS A TOOL OF MARKETING COMMUNICATION

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ВЫСТАВОЧНЫЕ МЕРОПРИЯТИЯ КАК ИНСТРУМЕНТ МАРКЕТИНГОВОЙ КОММУНИКАЦИИ

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Аннотация. В работе рассматриваются некоторые аспекты делового общения в условиях выставочных мероприятий, а также маркетинговые коммуникации, способствующие продвижению товаров и услуг от производителя к потребителю. В статье излагается личный опыт автора участия в Международной выставке.

Ключевые слова: выставка, производитель, потребитель, общение.

Abstract. The article deals with some aspects of business communication in the context of exhibition events, as well as marketing communication that promotes goods and services from manufacturer to a consumer. Personal author experience of participation in the International Exhibition is presented.

Keywords: exhibition, manufacturer, consumer, communication.

In a modern market economy, the success of any business depends not only on the quality of goods and services produced, but also on business communication skills of the people representing this product. Business communication is the process of information exchange and interaction between partners aimed at solving a particular problem or attaining a specific goal [1]. The availability of modern information and communication technologies naturally transforms professional business communication from a specific sphere into an everyday one.

The purpose of our work is to consider some aspects of business communication in the context of exhibition events, share personal experience of participation in the International Exhibition. An exhibition is the only tool that allows you to combine all of four means of marketing communication: advertising, shaping public opinion, personal sales, sales promotion. Marketing communication, in turn, is a set of activities that contributes to the promotion of a good or a service from the manufacturer to the end-user. Exhibitions, although expensive, are among the most effective ways of communicating with public. It is not a public relations medium, but a tool to create awareness, enhance reputation as well as to sell product. It is important to note that communication takes place on a neutral territory for both sides. The consumer comes to the exhibition based on his own considerations, which means he is an interested person, a potential buyer. The main difference between exhibition and other types of marketing communications is its unique interactivity, only at the exhibition you can get acquainted with representatives of your target audience.

It should be pointed out that the concept ‘communication’ at the exhibition is much broader than direct contacts between the stand staff and exhibition visitors. It provides additional opportunities, for example, meeting with experts, training clients, defining tasks for joint events and promotions. Only at exhibition it is possible to use almost all advertising media: outdoor

advertising, multimedia presentations, promotions and, of course, special exhibition advertising technologies (business cards, leaflets, booklets), since the main purpose of exhibition events is to present the company and demonstrate its new products [2].

As noted above, an exhibition is a meeting place for stockholders. Here are a few tips and guidelines for participants. First of all, set specific goals and objectives: what would you like to achieve by exhibiting in a long and short-term period? To work at exhibitions, select staff according to the following criteria: personality, sense of responsibility, knowledge of the company and products and personal appearance. Exhibiting is about the good reputation of the company. An exhibition would fail miserably if staff were not trained on how to manage the stand and if the objectives and benefits are not clearly explained to them. Visitors should be welcomed by friendly, helpful, motivated staff. It is suggested that they do not say ‘What can I do for you?’ as this gives an impression of unwillingness to really help. Rather start the conversation with a comment about your product or service, this will get the visitor interested in what you have to offer, for example, ‘Let me show you, or tell you about ...’ Listen carefully to the client, try to understand his intentions, focus on the keywords. Do not forget thank them for their attention to your company and product. Studies show that 32 % of visitors leave disappointed due to the fault of the staff. Then, I want to share you with my experience of participation in the International Exhibition.

When I was a third-year student I had the lucky chance to take part in the 21st Pharmatech & Ingredients International Exhibition which was held in 2019. This is the largest exhibition of equipment, technologies and raw materials for pharmaceutical manufacturing in Russia and the EAEU countries. The duration of the exhibition is about four to five days. And they usually hold it in November.

Visitors can see with their own eyes the entire manufacturing process of medicines, veterinary drugs and dietary supplements, from design and purchase of raw materials to packing and transportation of finished product.

The Pharmtech section presents modern production and packaging equipment, equipment for laboratories as well as design and technological processes of creating ‘clean rooms’ for clinical trials.

The Ingredient section presents active pharmaceutical ingredients (APIs) and functional ingredients for the production of modern medicines.

The Exhibition has been held at the Crocus Expo International Exhibition Centre in Moscow for over 20 years. It is supported by the Department for the Development of Pharmaceutical and Medical Industry and Trade of the Russian Federation, the Ministry of Health of the RF, the Russian Union of Industrialists and Entrepreneurs, the Committee for the Development of the Consumer Market of the Chamber of Commerce and Industry of the Russian Federation, the Association of Russian Pharmaceutical Manufactures and the Union of Professional Pharmaceutical Organizations.

More than 30 countries took part in the 21st Exhibition among which were India, Poland, China, Spain, Italy, the USA, France, Great Britain and others. The number of participants was over 400, and the number of visitors was over 8000.

Participation in the Pharmtech & Ingredients exhibition is the way of presenting products, organizations or services offered directly to the public with the intention to sell. Also, participants can get useful information about latest developments and trends in the pharmaceutical industry. People visit exhibitions for three basic reasons. First, to be entertained, second, to find out how a new product or service actually works and last, attendance could mean that a business transaction might be agreed upon between the two parties. So, being going to the exhibition, set specific goals and objectives; in other words, what would you like to achieve by visiting? Since it is an international project, it cannot do without the help of interpreters. The companies can hire one or if they have a representative office in Russia their employees help them in communicating with Russian-speaking visitors. And exhibition organizers also provide assistance with a student-tutor, whose specialty is directly related to the pharmaceutical industry and who is fluent in English. Our University has been cooperating with the organizers for more than five years and promote students

to gain experience in professional communication. Moreover, the internship is fully paid including room and board. Before leaving I had received e-mail from the organizers with the contacts of the company I was supposed to cooperate. I asked the company to provide me with some information in advance. Although, they were not native English speakers like me, I could not help but note that their knowledge of business English was more perfect than that motivated me to focus on learning Business English.

I helped the Italian company B&D Italia Srl which specializes in manufacturing of high-performance tablet presses for production, research and development and also produces consumables, punches for all tablet presses. The company offers modernization and calibration of all tablet presses with a custom control panel.

It was my responsibility to know all the characteristics of the products presented by the company at the exhibition and offer the most suitable option for the client's requests. Of course, most of the visitors were the Russians and therefore, I was involved in the translation from Russian into English and from English into Russian. I also filled out forms with customers' information in English in order the company employees could send necessary information by e-mail.

I have got the opportunity not only to practice speaking English for several days but also to meet people from different countries with whom we are united by the same goal and the field of activity, to talk with them about the prospects of our profession. Withal, I was able to meet senior students of our university and make friends. In our free time we were allowed to walk around the capital, visit different places and sights.

It is very difficult to find flaws in a large number of positives. And, probably, the only drawback I could note is the heavy workload which makes it very difficult to walk through the other stands, since the exhibition centre area is about 20,000 square metres.

The exhibition gave me a valuable experience that cannot be compared with anything at the moment. And I am very grateful to our university and my teachers for the opportunity to try myself as an interpreter.

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IMPORTANCE OF THE RIGHT PRONUNCIATION IN FUTURE CAREER OF THE SPECIALIST

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Abstract. *The right pronunciation is the way to achieve the success in future career of the specialist. This way it is so important to study the right way of speaking. The article concerns with the phonetic difficulties of Russian and English languages face us while foreign language learning. The author gives the detailed description of the basic mistakes when learning foreign language.*

Keywords: *foreign language, professional communication, speech, pronunciation.*

Many people have problems with the pronunciation of the text in English. People try to find something similar with their native language, apply different rules and the principle of pronunciation relative to a foreign language. Thus, people try to simplify their tasks but at the end they perform it unsuccessfully because with this approach they will not be able to read vowels and consonants properly [1].

In order to put the speech correctly we should also pay attention to the mistakes in the pronunciation of vowels and consonants in the English language. Let's Fig. out how to properly work on them [3].

1. The main stage is to get acquainted with the reading rules.
2. Learn the correct position of the lips, tongue, palate, and vocal cords when pronouncing each sound in English.
3. Listening skills. Your pronunciation will be much better if you understand the language better by ear. The more often you hear a foreign language, the more clearly you distinguish the sounds.
4. Tongue twisters will perfectly help you work out difficult sounds.
5. Reading aloud is a great way to combine business with pleasure. At this stage, you apply the theoretical knowledge in practice.

Now let's look at the most common mistakes in pronunciation that you need to get started with first.

Incorrect pronunciation of th. The sounds [θ] and [ð] are not present in the Russian language, so there is a problem with the pronunciation of this letter combination. Russians often replace the correct version with the more familiar [z] and [c]. They take a long time to get used to the fact that you need to stick out the tip of the tongue to form the necessary sounds. One of the main ones is the pronunciation of "think-sink". And it becomes unclear what exactly a person is doing: thinking or drowning [2].

Difference between [i] and [ɪ]. The difference between tense [i] and relaxed [ɪ] replacing them with the familiar Russian ear [i]. Getting rid of this error is quite difficult.

In simple terms, the sound [i] is long, and [ɪ] is short. They also differ in intonation. It is this detail that we usually miss. The [i] sound is pronounced as if you are trying to make a wide "Hollywood" smile. The tense tongue is raised to the roof of the mouth, but does not touch it. Imagine that you add [j] to the end of the sound — this will give the necessary softness.

For example:

Sheep – ship

Sheep [ʃɪp] — the sound is tense, high, long-lasting.

Ship [ʃɪp] — the sound is relaxed, short, as if cut off. If you do not take into account the phonetics of the English language, then your interlocutor is unlikely to be able to understand: you are talking about an animal or a type of transport.

Pronounce the sounds [ɔ:] and [ɜ:] equally. In Russian, there are no such sounds either, so a word with one meaning can turn into another.

For example: work [wɜ: (r)k] - walk [wɔ:k].

The word "work" is pronounced almost the same as "were". The position of the lips can be compared to when a person smiles. The word "walk" is pronounced when the mouth is wide open. In addition, the consonant "l" is omitted in pronunciation [4].

Pronounce [w] and [v] as Russian sound v. In Russian there are no different pronunciation options – only one ringing sound [v]. For us, both of these sounds are similar, because when learning a foreign language, we subconsciously look for analogues in Russian. The [w] sound is pronounced with "round" lips that stretch out, as if you want to pronounce the [o] sound, but say a sound similar to [v]. The result is something between [v] and [y]. When pronouncing the sound [v], you need to touch the upper teeth of the lower lip. If you want to make sure that you have pronounced the sound correctly, touch your throat with your hand and you will feel the vibration [5].

Incorrect pronunciation of the sound [l]. In Russian there are two sounds [l] - hard [l] and soft [l]. They can occur in any part of the word – at the beginning, in the middle, or at the end. However, in English, the formal sound [l] is one – solid, but it does not sound as hard as in the Russian version. In Russian [l] is formed when you press the front of the tongue against the palate and upper teeth. In English, only the tip of the tongue is pressed, which makes the sound softer. Americans also often reduce the sound [l] if it is at the end of a word-so that it is not heard. Mechanically, they seem to pronounce a sound, but do not touch the palate with their tongue — it turns out an indefinite sound, something between [l] and [j]. But in fact, this is unnecessary and students should not try to reproduce it. One sound [l] in English is quite enough [6].

Incorrect pronunciation of the diphthongs [oʊ] and [əʊ]. Formally, the diphthong [oʊ] can be designated as Russian [ou]. Many people omit this sound, replacing it with a neutral [ɔ]. It's like a long Russian [o]. However, learning to pronounce a diphthong is not difficult. The one sound flows smoothly into another. The sound [o] should be pronounced with a slightly more open mouth than we are used to. After that, the jaw is gradually reduced and at the same time the lips are drawn into a tube, forming a sound [ʊ], like a long [y].

The importance of correct pronunciation when learning a new language, it is as an important part as grammar and vocabulary. Of course there are a lot of nuances and errors in this section that can occur if you do not know the rules [7]. However, after studying this section you will delight with beautiful and competent speech not only to native speakers of the native language but also to yourself. Because you will be completely confident in the correctness of your pronunciation it will become much more pleasant for you than the initial futile attempts to somehow pronounce even a few unfamiliar words. In order to achieve this goal, you should know the basic rules, exceptions and the most common mistakes in pronunciation. And the best way to improve your speech is to take classes with a native speaker teacher. Such "live" classes will definitely help you to master this topic faster.

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LEXICAL TRANSFORMATIONS IN THE TRANSLATION OF R. RIORDAN'S NOVEL «THE LIGHTNING THIEF»

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Abstract. The article considers main types of lexical transformations that were used by the translator V. Simonov in his translation of a fantasy novel written by R. Riordan "The Lightning Thief". The article presents examples of techniques that were applied and analyses some possible reasons for using them. The article is devoted to such current problem of literary translation as transfer of text features to the target language without losing its important components.

Keywords: translation; lexical transformations; translation transformation; children's fantasy book.

Literary translation is one of the means of cross-cultural and cross-language communication. A translator must have a good understanding of features of source and target languages, as well as possess a variety of translation techniques in order to act effectively as a mediator in the dialogue of cultures. This also applies to the translation of children's and adolescent literature, where it is especially important to follow the current trends in the development of languages and to convey the content of fiction as accurately and clearly as possible.

The fantasy novel by an American writer R. Riordan "Percy Jackson and the Lightning Thief" was published in 2005 and translated into Russian in 2009 by the translator V. Simonov. The plot takes place in the modern (at the time of publication) USA and is dedicated to the adventures of a twelve-year-old teenager Perseus (Percy) Jackson. The task of the translator was to make an adequate translation and a clear transfer of the images of the characters to the young reader.

The main target audience of the novel was initially children and teenagers. The book was intended to tell another story of teenager's maturity and his way to overcome difficulties, as well as to draw attention to Greek mythology. As it is a young adult novel, there are practically no long complex sentences. The author's language is quite laconic. Nevertheless, the novel has its features, which must be conveyed as accurately as possible.

Firstly, the text contains many terms of Greek origin and other mythologies and concepts that are not widespread in Russia. Then, the author uses slang expressions inherent in the speech of teenagers. The translation of the narrative from the first person also has certain features. In addition, there should be noted the ironic tone of the narrative that must be saved.

Lexical transformations are one of the ways to overcome difficulties in translation. Lexical transformations are replacing individual lexical units (words and word combinations) of the source language with lexical units of the target language that are not their dictionary equivalents [1]. In this article we want to discuss the most frequent lexical transformations that were used by V. Simonov in the translation of this novel.

One of the transformations used by the translator is a semantic development. Modulation or semantic development is the replacement of a word or a phrase of the source language by a unit of the target language, the meaning of which is logically derived from the meaning of the source unit [3].

(1) "*He must've been held back several grades, because he was the only sixth grader with acne*" [5] – «*Похоже, он просидел в одном классе несколько лет, потому что все лицо у него уже пошло прыщами*» [4].

In this case, the modulation is applied because the literal translation – «его задержали на несколько классов» – is less suitable, as, probably, in the following case:

(2) “*I told Grover to keep going*” [5] – «И сказал Гроуверу, чтобы меня не дожидался» [4].

Often, when applying semantic development, the translator used emotionally colored or colloquial vocabulary which are widespread in the speech of teenagers. Since the story has first-person narrative, it is important to create a sense in the reader’s mind that the thoughts belong to the teenager because the original text is more laconic and less emotional.

(3) “*All the way into the city, I put up with Nancy Bobofit, ...*” [5] – «Всю дорогу до города я собачился с Нэнси Бобофит» [4].

(4) “*He was scrawny. He cried when he got frustrated*” [5] – «Слабак, он плакал, когда у него что-нибудь не получалось».

(5) “*I accidentally vaporize my pre-algebra teacher*” [5] – «Случайное исчезновение математички» [4].

A variety of semantic development – paraphrasing – is used as well. Paraphrasing is rendering of the meaning of some phrase or sentence in the source language by a phrase in the target language consisting of non-correlated lexical units. The translator used it both to translate frequently used phrases that cannot be translated literally:

(6) “*Look, I didn't want to be a half-blood*” [5] – «Послушай, я не хотел быть полукровкой» [4].

(7) “*See, bad things happen to me on field trips...*” [5] – «Понимаешь, именно на экскурсиях...» [4].

(8) “*Well, you get the idea*” [5] – «Впрочем, думаю, ты меня понял» [4].

and to adapt different phrases while making the text more consistent and integrity:

(9) “*I will accept only the best from you, Percy Jackson*” [5] – «Испытание пройдут только лучшие, Перси Джексон» [4].

(10) “*Most of the time, it gets you killed in painful, nasty ways*” [5] – «Сознание, что ты такой, убийственно, больно и гадко» [4].

Another popular technique is the antonymic transformation. It is the replacement of a concept expressed in the original text with an opposite concept in translation, with a corresponding rearrangement of the entire utterance in order to preserve an unchanged plan of content [2]. Antonymic translation is often, if not the only, the most convenient method of conveying the semantic and stylistic meaning of many phrases. In this regard, V. Simonov applies it quite widely.

(11) “*I told Grover I didn't think Mrs. Dodds was human*” [5] – «Я сказал Гроуверу, что, по-моему, миссис Доддз – не человек» [4].

(12) “*Nobody else seemed to notice*” [5] – «Остальные, казалось, ничего не замечали» [4].

(13) “*...everybody wouldn't know we were from that school*” [5] – «Тогда никто не догадается, что мы из этой школы» [4].

Due to the presence of various words and concepts in the text that cannot be adequately conveyed, the translator also resorts to the method of compensation. Compensation in translation is the replacement of the inexpressible element of the source language text by any other device, which passes the same information, not necessarily in the same place of a text than in the original text is. For instance, concepts such as *enchilada day* and *grade C* are not familiar in Russia and cannot be translated literally, so the translator compensated them by other means.

(14) “*You should've seen him run when it was enchilada day in the cafeteria*” [5] – «Посмотрели бы вы, как он со всех ног мчится в кафетерий, когда там пекут энчиладу» [4].

(15) “*...I had never made above a C— in my life*” [5] – «...и никогда больше «тройки» в своей жизни не получал» [4].

The techniques of addition and omission are also popular. The technique of addition is the insertion of additional words in the translation process, the omission technique is its opposite.

(16) “*I wasn't so sure*” [5] – «Я не был в этом так уж уверен» [4].

The reason for the additions is the brevity of the English sentence, and the additions make the translation a little more accurate. Often the translator added conjunctions or adverbs to give emotional color to phrases or sentences.

(17) “*But apparently that wasn't the plan*” [5] – «Однако план ее состоял явно не в этом» [4].

(18) “*We had no teacher named Mrs. Kerr*” [5] – «У нас никогда не было учительницы по имени миссис Кэрр» [4].

The technique of omission is used in the case of redundancy of the original text and allows to reduce the total volume of the composition without losing important elements. The author's language is characterized by some conciseness, so the use of omissions contributed to the transfer of his narrative style.

(19) “*I racked my brain to remember*” [5] – «Я напряг память» [4].

(20) “*I asked Grover where Mrs. Dodds was*” [5] – «Я спросил Гроувера, где миссис Доддз» [4].

(21) “*I made my decision*” [5] – «И я принял решение» [4].

The method of concretization has also been widely used. It involves replacing a word in the source language with a broader meaning with a word in the target language with a narrower meaning. In addition to translating frequent verbs with a broad meaning, in some cases, the author used this technique to enhance the emotionality of the sentence and unequivocally convey the mood of the character.

(22) “*I'd do something*” [5] – «Что-нибудь придумаю» [4].

(23) “*I turned around and said...*” [5] – «...и, повернувшись к ней, я огрызнулся...» [4].

In the course of the work, we have considered the main types of lexical transformations used by the translator V. Simonov in the process of translating the novel. We also tried to explain the reasons for their use. This book is an American novel based on Greek mythology, which caused difficulties in translating phenomena inherent in these cultures or modern American society. It was also necessary for the translator to convey the author's narrative style, one of the main features of which is a touch of irony throughout the story. The fact that the novel is a literature for children and teenagers also leaves its mark.

We found that when translating this work V. Simonov most often used such transformations as semantic development, paraphrasing, omission and addition, compensation. The method of semantic development was used to create a colorful and harmonious text, the method of lexical additions – to clearly convey the meaning of some sentences. The antonymic transformation was used to transform sentences into a more appropriate form for the Russian language and to avoid excessive semantic load. V. Simonov repeatedly resorted to omitting certain lexemes. All these transformations allowed him to convey the author's idea, while adapting the text for the Russian-speaking reader and especially to the teen audience.

The translated text turned out to be slightly more emotionally colored than the original, but the tone and conciseness of the narration were properly conveyed by the translator. Lexical transformations helped to achieve not only this, but also to preserve the consistency and integrity of the text in general.

Literary translation is a complex and serious process, which uses all sorts of translation transformations. It should be noted that in the process of translation activity, most often transformations are mixed – they are used in a complex of several transformations, which provides a more complete and correct translation. In any case, it is difficult to overestimate the role of lexical and other transformations in creating an adequate translation, as we have seen from the example of the translation of this novel.

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**CLASSIFICATION OF GEOGRAPHICAL TERMS
(BASED ON THE MATERIAL OF R. KIPLING'S FAIRY TALE
“THE CAT THAT WALKED BY HIMSELF” IN RUSSIAN AND ENGLISH)**

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Abstract. The article is devoted to the classification of geographical terms in R. Kipling's fairy-tale "The Cat That Walked by Himself" in Russian and English. The relevance of the given study is due to the productivity of vocabulary from many sciences in fiction in the framework of various linguistic studies. The authors of the article constructed tables and a diagram. The data obtained in the course of the study were systematized in Russian and English. The frequency of words and concepts was revealed and comments were given.

Keywords: "The Cat that Walked by Himself", R. Kipling, geographical concepts, frequency of use, terms, table, diagram.

Geography is known to us from the earliest years of our life, because it includes a large number of different concepts and terms, having an extensive object of study.

The aim of the work is to classify geographical terms in the original work of R. Kipling (the fairy tale "The Cat that Walked by Himself" in Russian [1, p. 245-258] and in English [3, p.179-200]).

The relevance of the research is determined by the productivity of vocabulary in fiction within the framework of various linguistic studies, as well as by the fact that we, like all other people, begin to learn the world from fairy tales from our childhood. We get acquainted not only with words, terms, structures but also with the main essence of life. Fairy tales help us to solve different problems that we can face during our lives. They teach us to be kind, honest, patient, responsible, generous. In each fairy tale one can find something interesting and useful for him. Reading such works of fiction, it is possible to imagine yourself being a good or evil hero, it depends upon a person. Every little girl wants to be a beautiful fairy princess and a boy – a strong and courageous knight helping everyone in any difficulty or trouble. Fairy tales are the rich source of useful information of different ethnic groups.

So, this article is based on the views and data of the research works of S.N. Semenova and her students [2, p. 42-45]. The found terms were classified into different topics (later some topics were divided into sub-topics) and were given in a table in order to systematize and identify the prevailing ones during the research process. As it turned out many concepts in our work relate not only to Geography, but also to Anatomy.

Thus, having studied R. Kipling's fairy tale text "The Cat that Walked by Himself" in English and Russian, we obtained the data that were classified and given in Table 1.

Table 1. Frequency of use of terms

Topic		Examples in English	Frequency	Examples in Russian	Frequency
1. Geographical terms	1.1. General concepts	river	4	река	4
		water	1	вода	1
		wet forest	1	влажный лес	1
		coast	2	берег	2
		cave	32	пещера	32
		smoke	2	дым	2
		stone	2	камень	2
		grass	6	трава	6
		thickets	1	чаща	1
		evening	2	вечер	2
1. Geographical terms	1.2. Name of animals	dog	27	собака	27
		horse	13	лошадь	13
		cow	6	корова	6
		sheep	1	овца	1
		pig	1	свинья	1
		cat	50	кот	50
		ram	7	баран	7
		duck	1	утка	1
		bull	1	бык	1
		salmon	1	лосось	1
		bug	1	жучок	1
		bat	6	летучая мышь	6
		rabbit	1	кролик	1
		pepper	1	перец	1
1. Geographical terms	1.3. Plant name	dill	1	укроп	1
		garlic	1	чеснок	1
		rice	1	рис	1
		meadows	2	луга	2
		cherry	1	вишня	1
		pomegranate	1	гранат	1
		dry tree trunks	1	стволы сухих деревьев	1
		toadstool mushrooms	1	грибы-поганки	1
		moss	1	мох	1
		hay	1	сено	1
2. Anatomy	2. Anatomy	legs	4	ноги	4
		bone marrow	1	костный мозг	1
		bones	4	кости	4
		hair	1	волосы	1
		large flat bone	1	большая	1

		плоская кость	
scapula	9	лопатка	9
skin	1	шкура	1
lips	1	губы	1
face	1	личико	1
braids	1	косы	1
back	2	спина	2
foot	3	лапка	3
knees	1	коленки	1
chin	1	подбородок	1
leather	2	кожа	2
arm	2	рука	2
mane	1	грива	1
tail	8	хвост	8
head	2	голова	2
horns	1	рога	1
nose	1	нос	1
nostrils	1	ноздри	1
cheeks	1	щеки	1

According to the given above results, the most common words were: *cat*, *cave*, *dog*. The least common words were: *sheep*, *cherry*, *hide*. Table 2 was compiled and a diagram was constructed due to the data of Table 1.

The diagram (Fig. 1) demonstrates the total quantity of each section of the classification proposed by the authors of this work.

Table 2. Total frequency indicators of terms

Topic	Quantity	Percentage ratio, %
1. Geographical terms	1.1. General concepts	10
	1.2. Name of animals	13
	1.3. Plant name	11
2. Anatomy	24	42
Total:	58	100

The Table 1 and Fig. 1 demonstrate that the lowest percentage is in paragraph 1.1. General Concepts (17 %). This is due to the fact that the content of the text is dominated by the terms of animals. “Anatomy” section percentage ration is (42 %)

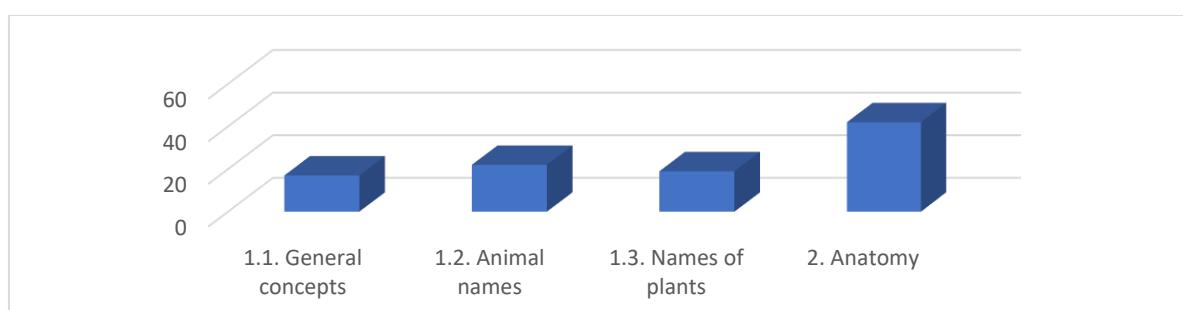


Fig. 1. Percentage of terms frequency

Summing up the results of the present work, we can note that the studied texts describe which part of geographical science prevails. The most repeated terms are: *cat* – 50, *dog* – 27, and the term *cave* – 32, and its frequent use describes the habitats of certain living creatures. And the words: *scapula* – 9 and *tail* – 8 make us understand that the author of the fairy tale directs the readers' attention to the anatomical subdivision of the biological component of geographical science.

It can be concluded that approximately every 4 words represent a significant part of all the terms in the array of the studied text material and refers to the geographical area of knowledge.

In conclusion, we would like to note that the results of the study give us an understanding of what exactly the author of the fairy tale focused on, what part of the geographical knowledge he tried to present in it, and what kind of benefits children will receive. In future we plan to continue studying not only the lexical and grammatical components of the work, but also the semantic relations, that we hope will be interesting and useful for linguistic science.

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Секция «ПЕРЕДОВЫЕ НАУЧНО-ТЕХНИЧЕСКИЕ ЗНАНИЯ И ДОСТИЖЕНИЯ В ПРОФЕССИОНАЛЬНОЙ СФЕРЕ»

THE RELATION OF THE ENVIRONMENTAL VOLUNTEERING AND THE ENVIRONMENTAL EDUCATION

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Abstract. The main focus of this paper is environmental education's impact on the environmental culture's development. The article is based on knowledge research, collecting and normalizing data, and statistical analysis. This article is supposed to improve people's attitudes regarding environmental protection.

Keywords: Environmental education, environmental volunteering, statistical analysis, environmental culture, PFUR, social survey.

1. INTRODUCTION

Any activity directed on spending time helping or supporting other people or organization calls volunteering. Volunteering is built on the initiative of people who invest freely their time and effort. Social change is an objective for social activists. Social support is provided by a set of three most important factors: the context of society, personal features, and specificities of an individual's relationships. [3]

One of the key sectors of volunteering is ecological volunteering that leads to the ecological improvement of our planet and directly connected with environmental education. The last one plays an important role since it has been shown that higher education aims to be a precept for environmental awareness. [1]

The main objectives for environmental education have been demonstrated in the Tbilisi conference declaration in 1978. These objectives are awareness, sensitivity, attitudes, skills, participation. [2] Ecological education and volunteering are important aspects of the human culture.

The central question in this research asks how environmental education affects attitudes towards environmental volunteering and taking part in it. The central thesis is that the environmental culture of students of ecological faculty develops during the studying. The objective of this study was to prove the positive impact of ecological studying on attitudes towards environmental volunteering.

2. MATERIALS AND METHODS

2.1. Knowledge research

Because of research and theory interdependence, our group needed to conduct a theoretical study of environmental volunteering, environmental education, and statistical analysis.

As a method of research, our group chose statistical analysis as the easiest and most effective way of accounting for primary statistical data. The basis of which is built on statistical observation, grouping, and data parsing.

2.2. *Collecting Data*

Data for this study were collected using a questionnaire created on the website [4]. The main idea of the research is to analyze the possible relation between studying on ecological faculty and the environmental culture of students. Respondents were offered questions about their general attitude towards environmental volunteering and their experience in it.

We received a response from 100 students at the ecological faculty. The major part of respondents was at the age of 18-20 (83) and in the first or the second year of study. 3 individuals were 20-21 years old and studying in the third course, 12 respondents were at the age of 21-22 and studying in the fourth course. 2 were studying in the master's degree program (23 years old and more). The data obtained by us are presented in form of numbers, which were analyzed later.

2.3. *Normalizing Data*

The data was converted into laconic, meaningful information, convenient for analysis, and presented in tabular form in Microsoft Word. We used histograms with accumulation.

2.4. *Statistical Analysis*

After successful data collection and conversion, we moved on to statistical analysis based on already converted tables.

3. RESULTS AND DISCUSSION

By the end of the survey period, data had been collected from 100 students of PFUR. The survey consisted of 7 questions, mostly devoted to volunteering. Fig. 1 presents the student's distribution by the year of study. The major part of respondents was in the first or the second year of study (83 %), 3 % were studying in the third course, 12 % in the fourth, and 2 % were studying in the master's degree program (Fig.1).

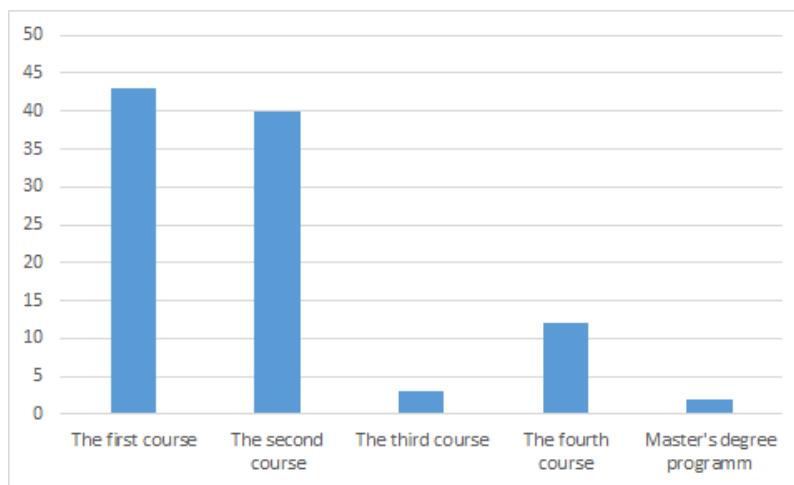


Fig. 1. The respondent's year of study

In response to Question 2, which is "How do you feel about the community service voluntarily?", most of those surveyed expressed their positive attitude (88 %). This question's purpose was to define the respondent's opinion regarding volunteering.

As shown in Fig. 2, a common view among the students was that the main cause of volunteering is a desire to help others. The next most chosen option was to gain new experiences. The minor part (20 %) included a possibility of financial gain and an opportunity to assert

themselves. These results may be associated with people's natural empathy with the concept of good. The real motives might differ, but most people want to consider themselves virtuous and generous so that they choose the voluntary options (Fig.2).

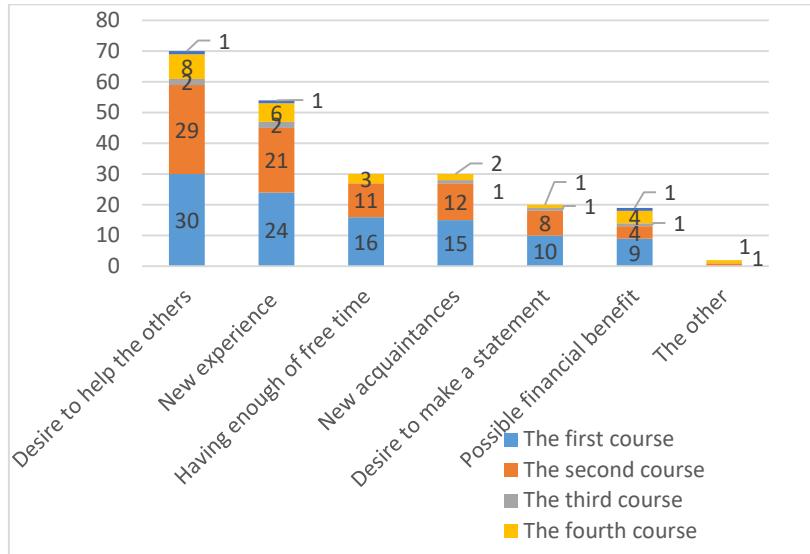


Fig. 2. Main causes of volunteering

Among the students, 70 % indicated that they have experience in volunteer work. As to ecological volunteering, only 47 individuals have ever participated.

Approximately three-quarters (78 %) of respondents stated that they know eco-volunteers.

The students were asked to rank some types of volunteer work according to their wish to take part in (Fig.3). The most interesting observation was that the participants indicated their preference for ecological volunteerism, and the least chosen option was the assistance at concerts and festivals. Corresponding data presented in Fig. 3.

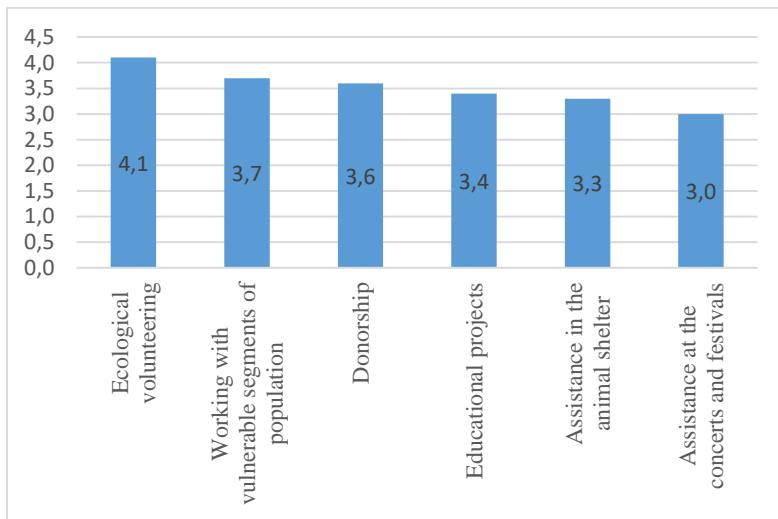


Fig. 3. Student's preference towards different kinds of volunteer work

4. CONCLUSION

The present study was designed to determine the effect of environmental education on environmental volunteering.

Returning to the question posed at the beginning of this study, it is possible to state that environmental education has a good influence on the student's attitude towards environmental

volunteering. The results of this investigation show that the majority of respondents (88 %) consider volunteering as something selfless and righteous and that they have participated in it before (70 %).

Even though only 47 % of interviewees have experienced ecological volunteering, 78 students claim that they communicate with environmental volunteers. Thus, they might presumably receive the information about eco-volunteering and join it. The response to the last question of the survey also proves this assumption.

It seems possible that these results are since our research focused on the students from the environmental faculty. Respondent's loyalty to ecological volunteering might be associated with their interest in the natural sciences and possible concern over the current ecological situation.

However, our research did not manage to find whether the student's attitude towards ecological volunteering changes during their study at the faculty of ecology. We suggest that it was caused by an unequal distribution of our respondents among the years of study. The majority of interviewed had the first or the second year of study, so it cannot be possible to identify the real tendency.

The comparison with the students of other specializations may be implicated in further research.

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MEDICAL APPLICATION OF COUMARIN DERIVATIVES

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Abstract. The article deals with a compound such as coumarin and its derivatives. Coumarins are the phytochemicals which belong to the family of benzopyrone, that display interesting pharmacological properties. Several natural, synthetic and semisynthetic coumarin derivatives have been discovered in decades for their applicability as lead structures as drugs, healing different serious diseases as well as Alzheimer's disease.

Keywords: coumarin, cancer, Alzheimer's disease, medicines, antivirus, antibacterial, anticoagulant.

ПРИМЕНЕНИЕ ПРОИЗВОДНЫХ КУМАРИНА В МЕДИЦИНЕ

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Аннотация. Статья рассматривает такое соединение как кумарин и его производные. Кумарины – это фитохимические вещества, принадлежащие к семейству бензопиронов и проявляющие интересные фармакологические свойства. За последние десятилетия было открыто несколько природных, синтетических и полусинтетических производных кумарина, так как их основная структура может быть использована для получения медицинских препаратов, применяемых при лечении различных серьезных заболеваний, в том числе болезни Альцгеймера.

Ключевые слова: кумарин, рак, болезнь Альцгеймера, медицинские препараты, антивирусный, антибактериальный, антокоагулянт.

The pharmaceutical industry has always been one of the most important in the social sphere in the modern life of our society. This has become especially noticeable from 2019 to the present due to the pandemic. Chemists and biologists are creating and improving different options of vaccines to stop spreading of the virus.

In normal times, pharmaceutical chemistry is also of great importance. It studies chemistry as a way to create new kinds and improve currently existing medicines. Pharmaceutical chemistry involves cures and remedies for disease, analytical techniques, pharmacology, metabolism, quality assurance, and drug chemistry.

The objective of this work is to review the biological properties of coumarin derivatives and their application in the treatment of certain diseases.

Coumarin is an aromatic organic chemical compound. Some plants contain it, and it has appetite-suppressing properties. Though the compound has a pleasant sweet odor, it has a bitter taste. Coumarin is used in medicine, pharmaceutical chemistry, like their derivatives, paint and varnish industry and, surely, in perfumes as aromatizers. Coumarin and its derivatives are reported to display wide range of biological activities such as anti-diabetic and antidepressant, anti-oxidant, anti-cancer, anti-proliferative, anti-bacterial and anti-tubercular, hepatoprotective, anti-allergic, anti-HIV-1, antiviral, antifungal, antimicrobial and antiasthmatic. The benzopyrone moiety of the coumarin nucleous is known as the fundamental for the design of hybrid molecule that can

simultaneously inhibit acetylcholinesterase (AChE) and AChE induced beta-amyloid accumulation. This property provides coumarin derivatives applicability for Alzheimer's disease cure.

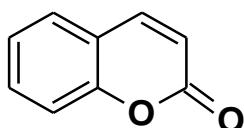


Fig. 1. Structure of the Coumarin

Alzheimer's disease is the most common form of neurodegenerative disorder and the most prevalent cause of dementia mainly affecting the elderly. It is a progressive brain disorder that is associated with a loss of presynaptic markers (indicators) of the cholinergic system in the brain, leading to loss of memory and the ability to carry out daily activities. The disease is thought to be progressing as its symptoms worsen over time. The two main causes of Alzheimer's are amyloid plaques and neurofibrillary tangles (NFTs), which results due to the accumulation of amyloid-beta proteins outside the neurons [3].

The main compounds with proven effectiveness are donepezil, tacrine, rivastigmine and ensaculin. It is the latter in the form of a salt with HCl that exhibits the longest and safest action for treating a disease, and also has great potential for further modification.

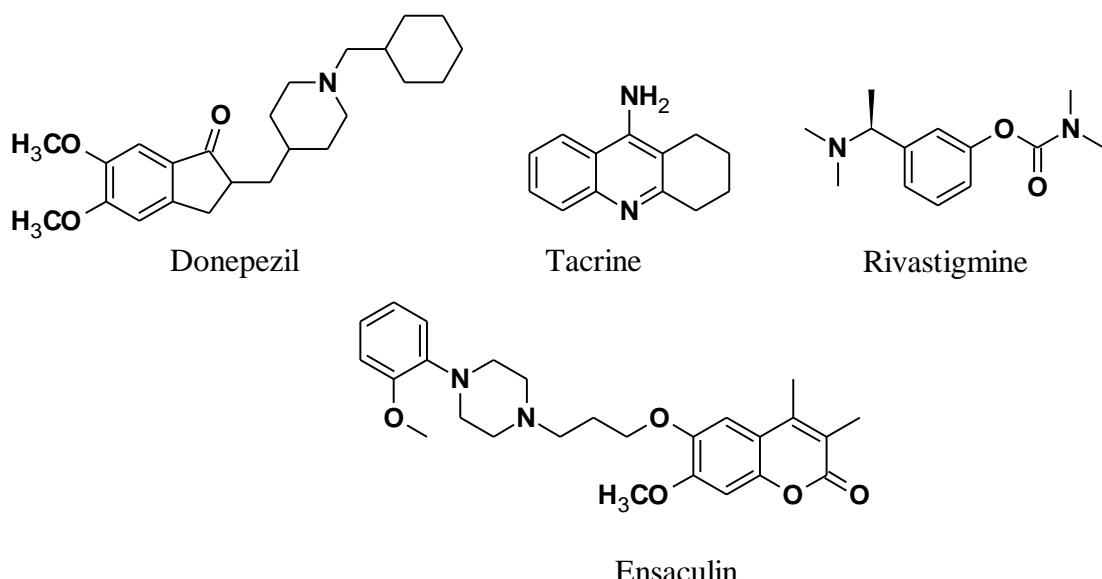


Fig. 2. Structure of the compounds used as an acetylcholinesterase inhibitor

Another disease that is difficult to completely cure is cancer. It is included in the 10 top causes of death according to the World Health Organization (WHO). Coumarin derivatives can also be used to treat cancer. Their essential advantage is they are non-toxic, that is, treatment can take place more safely and without additional health problems. The monoterpenoid ester of coumarin, aurapten, is an example of a substance that has shown anti-tumor properties in the cancers of skin, tongue, liver, and others. The mechanism of some coumarin derivatives is to penetrate into the deoxyribonucleic acid (DNA) of the cell and distort its structure to initiate the process of apoptosis. They perform the role of hormonal antagonists, inhibiting the synthesis of estrogen and progesterone, which may have a therapeutic effect in the treatment of certain types of cancer [1].

In addition to the considered serious diseases, coumarin exhibit antibacterial, antiviral, antifungal properties. They can also be useful in treating malaria.

Now the development of new drugs with antibacterial properties is an urgent task for medicine. In some countries, people take antibiotics unnecessarily, believing them to be helpful in preventing serious illness. Because of this, the population develops resistance to drugs when their

use becomes vital. That is why the search and development of new drugs is in urgent need. Due to the fact that a large number of new substances can be obtained from coumarin by interaction with other heterocyclic compounds, it is relevant in this problem [2].

A drug called Coumadin (Warfarin) is also based on the coumarin structure. It has anticoagulant properties, that is, it prevents blood clotting and the formation of blood clots. Earlier, since 1940, dicoumarin was used for this purpose, but it turned out to be toxic and was replaced by other similar compounds. In the beginning, they were also isolated from legumes.

Due to this potential of the derivatives of this compound, studies are currently underway to identify the possibility of their use in the treatment of COVID-19, since they also have antiviral activity.

It can be concluded that coumarins are multifunctional compounds with potential in the treatment of a wide range of not only serious diseases, but also those that have been known for a long time, but are treated only with those drugs that have side effects.

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UNMANNED CARS

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Abstract. The article is devoted to the history of the creation of unmanned cars, and the companies that develop such cars. The article pays special attention to the new developments in this sphere. The advantages and disadvantages of this type of transport are shown.

Keywords: unmanned car, General Motors, Yandex, Google Waymo, Tesla, autopilot.

Nowadays, the topic of unmanned cars is quite popular and relevant. But where did the idea of unmanned cars come from?

The story goes back to 1930 when Futurama World's Fair was held. The famous American company General Motors presented its vision of the future of the automobile industry. There were 2 ideas. The first idea was that cars would be driven by radio waves. The second idea was to make roads like skateboards. The idea was that the cars should go in the middle, and if they start to lead to the side of the road, they «roll» back into the recess.

In 1950, General Motors began testing the first in the world smart car «FireBird II». The car was equipped with magnetic sensors that interacted with "roads of the future". "The road of the future" is the road with electric cables. «Firebird III» used the first autopilot system, nowadays known as cruise control. This function allows the vehicle to maintain constant speed.

In 1980, the German scientist Ernst Dickmanns created the first "smart" car from the Mercedes-Benz Vario van. Then Dickmanns made two more cars - VaMP and VITA-2. These vehicles were successfully tested. The vehicles could go up to 130 kilometers per hour, change rows, track other cars and overtake them. As a result, an improved cruise control system was introduced. As a consequence, these functions became available in many models of different manufacturers.

In general, there are five levels of «self-management» of cars. First levels are already present in most new production cars - such as the car park system, cruise control (keeping the lane through computer control) or the ABS system, which prevents wheel locking during braking, so braking is controlled by electronics.

But often the most attractive matter for people is a car that can completely drive itself. Tesla is probably the most well-known company in this sphere. There are other companies such as Google Waymo, Yandex. IT-company plans «Yandex» to introduce unmanned cars in its Russian service Yandex-Taxi and in similar services abroad.

Company «Yandex» has released a new unmanned car of the fourth generation. It was created together with South Korean company Hyundai Mobis, which is the «daughter» of Hyundai Motors and manufactures all electronic filling of the car. The collaboration between the companies began in March 2019, when «Yandex» and Hyundai Mobis signed an agreement on intentions to develop a joint unmanned platform. The first unmanned Hyundai Sonata of the fourth generation moved to the streets of Moscow in March - they were collected before restrictive measures due to the spread of a new coronavirus infection. But they've only been officially introduced recently. The first generation of the unmanned car «Yandex» presented at the beginning of 2017 - it united all experimental assemblies «Yandex». In the second generation, unification emerged: the company realized which sensors were best suited. Ten such cars «Yandex» released in the second half of 2017 and in 2018. The third generation of drones - 90 cars - appeared in 2019.

The unmanned Yandex vehicles are equipped with a hardware and software complex consisting of video cameras, a lidar of round-the-corner and a lidar. Lidar scans the surrounding

space with the aid of a laser emitter, a three-dimensional map is drawn up on the basis of the reflections of the rays, and the exact distances to the obstacles around the car are calculated. With a less-angle radar, the distance to more distant objects is determined, which is important at high speeds.

In addition, Yandex's unmanned car is equipped with sensors that determine its location, speed and direction of motion: GPS/GLONASS receivers, a unit of inertial meters, and sensors that measure the speed of rotation of individual wheels.

The unmanned Waymo project is a subsidiary of Alphabet Inc (Google) holding company in the United States. The company was founded in December 2016, although Google has been developing drone technology since 2009.

Waymo operates a commercial unmanned taxi service called Waymo One, which is in Arizona. Since October 2020, Waymo Robotaxis have been making commercial trips without test drivers driving. To call a car, a passenger has to download a mobile app and call a taxi. An empty drone arrives at the scene of a call and takes 100% of it by itself to its destination. In addition to the robotaxi service, Waymo also develops the direction of cargo drones.

It started with the development of the first unmanned vehicles. As early as 2009, Google began to develop automation projects. In addition to its research, the company collaborated with major automobile concerns. It was the development of its first drone that led Google to create a subsidiary called Waymo. Already in 2014 the corporation has released the first «smart» car on the country roads of the United States. Software and automation systems were being improved, and prototypes of unmanned vehicles soon appeared on public roads.

Almost all car systems from Google contain information that has been collected by other technologies of the company, such as Google Maps and Google Street View. In addition to the main computer, unmanned cars have video cameras, Lidar systems, sensors and radar. In 2012, Google reported that their cars had already traversed about 500,000 kilometers without direct driver involvement. It was also announced that the Lexus RX450h crossover was added to the company's fleet. Such dimensional models are needed for testing vehicles on difficult terrain. Since 2014, Waymo's development has become increasingly sophisticated and original. It was this year that an autonomous car without pedals and rudders was released. It was fully automated. In 2016, the firm documented the invention in the U.S. Patent Office. This is a unique way to recognize flashing beacon systems.

Tesla is an American company specializing in the manufacture of electric vehicles and the development of new technologies for electricity storage. Elon Musk is one of Tesla's co-founders. The main objective of the company is to make electric vehicles accessible to users of the middle price segment; to reduce dependence on gasoline engines, and therefore emissions.

The Tesla autopilot unmanned system includes 8 cameras on the car, 12 updated ultrasonic sensors complement the camera operation, allowing the detection of different types of objects. The forward radar provides additional road and environmental data, allowing the drone to see through heavy rain, fog, dust, and other disturbances in bad weather.

Unlike most autopilot developers such as Waymo, Yandex, etc., Tesla does not use laser radars such as lidars for autonomous movement. To make effective use of such a large set of cameras, Tesla introduced new technology for processing data from Tesla Vision cameras. Using neural networks, Tesla Vision claims to define the environment around a car with a higher level of reliability than technology that applies classical computer vision processing techniques. The autopilot allows the car to drive automatically, accelerate and brake within its lane. The current features of Tesla Autopilot require driver control and do not yet make your car fully unmanned. Autopilot traffic offers a change of lane to optimize the route and make adjustments to the trip so that you are not stuck behind slow cars or trucks. When the function is active, Tesla Autopilot also automatically directs your car to interchanges and exits according to destination.

Elon Musk has stated on several occasions that Tesla's goal is to make a fully unmanned car. It is likely that in the near future he will realize his ambition.

Why have people not switched to unmanned cars yet? It's simple because not all unmanned cars are autonomous. As previously stated, there are five levels of drones. The first level is driver control, but there are also some automated systems: cruise control, automatic parking, and lane departure warning. The second level can drive most of the way, but the driver must take over when the system cannot handle itself. Level 3, the car can move almost without the control of the pilot, especially on roads with «predictable» traffic. But the driver must be ready to take over at any time. Level 4: the same as level 3, but the attention of the pilot is no longer required. Level 4, it's basically a stand-alone car. Level 5, you don't need anything from the passenger of the car other than the autopilot start and the destination. An unmanned car will drive all the way to any place you want, unless it's against the law. But there are no level five drones on the roads yet.

It should also be noted the benefits of unmanned cars. Of course, minimizing the number of accidents can be considered the main asset. The results of statistics show that 90 percent of all accidents are caused by human factors. The next advantage is the saving of time. People can rest or work in transport during the trip. It is also worth noting that unmanned cars minimize traffic congestion. Traffic jams and congestion are also the fault of people, not their cars, except when a car breaks down on the road. In addition, a reduction in the number of accidents will reduce the number of congestions - a damaged car occupying one or more lanes will become smaller and the roads will become freer. Furthermore, the advantage is the ability of unmanned vehicles carry dangerous goods.

The other side of the coin is, however, unmanned car has disadvantages. The first disadvantage is the cost of the car. It is clear that cars are fully and completely loaded with electronics and can move without help of people will cost more than the most expensive cars in the world. And, of course, not everyone can afford that luxury. The second one is a human factor. Although unmanned cars do not require a driver, all electronics is still invented by humans, and their firmware is executed by ordinary programmers. The enormous dependence of an unmanned car on software gives it the risk of heavy reliance on hackers. It is quite possible that fully autonomous cars can be remotely stolen or reprogrammed. And the last disadvantage is lack of privacy. A car gives you a complete freedom. An unmanned car is connected to the services, they correct behavior on the road, and their main purpose is to track the current location. In other words, it can be explained that a stranger can always know the location of a car if it's unmanned.

In conclusion, I would like to say that unmanned cars in a few decades can become the main mode of movement.

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FROM TRADITION TO ECOLOGY

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Abstract. Sustainable development of society cannot take place without solving environmental problems. Russia has traditions and opportunities to use wood in construction. The article deals with some properties of wood as a natural material in comparison with other building materials and potentialities for the development of woodworking industry.

Keywords: forest, wood, woodworking industry, ecology, construction.

ОТ ТРАДИЦИИ К ЭКОЛОГИИ

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Аннотация. Устойчивое развитие общества не может происходить без решения экологических проблем. Россия имеет традиции и возможности широкого использования дерева в строительстве. Статья рассматривает некоторые свойства дерева как природного материала в сравнении с другими строительными материалами и возможности развития деревообрабатывающей промышленности.

Ключевые слова: лес, дерево, деревообрабатывающая промышленность, экология, строительство.

Nowadays ecological problems are of great importance for mankind and the ecology of construction is a part of it. The whole range of these problems can be roughly divided into two large groups. The first relates to the ecology of the materials used in the construction of buildings, while the second concerns the impact of the building on the environment during its operation.

In the fairy tale “The Three Little Pigs” which is an illustrative building example, the second little piglet who built his house from sticks was unlucky. His house was blown away by a huffing, puffing wolf. His brother, by contrast, built a house from bricks, thereby, protected himself from attack. Such a tale could have been written by an advertising agent for a construction company that strongly favors of brick, concrete and steel. However, in the real world it would help reduce pollution and slow global warming if more builders copied the wood-loving second pig. Buildings produce a huge amount of carbon. Cement making produces 6% of the world’s carbon emissions. Steel, half of which goes into buildings, accounts for another 8%. If we add up all the energy used for lighting, heating, and cooling homes and offices, we’ll get a giant environmental problem. We do not see CO₂. It is an invisible threat but a real one. It means rising of global temperatures and more weather extremes such as floods, melting ice, sea level rising, acidity raise of the ocean [1]. This pollution problem is one of the most urgent and I am very concerned about it as a future builder.

The purpose of my work is sustainable development of our society, renewable resources in construction. The objective was to consider the use of timber as the most environmentally friendly material in construction.

Russia has always been famous for its architects, woodworkers. Wooden housing construction has been traditional since long ago. This is due to the presence of abundant forest resources in Russia, as the most practical raw materials for construction. Our climatic conditions also prove the usage of wood in construction. After all, no other building material has environmental credentials as exciting and overlooked as wood. For example, the energy required to produce a laminated wooden beam is one-sixth of that required for a steel one of comparable strength. As trees take carbon dioxide out of the atmosphere when growing, wooden buildings contribute to negative emissions by storing the stuff. When a mature tree is cut down, a new one can be planted to replace it, capturing more carbon. Chopping some of them down and planting new trees in their place could well increase forestry's contribution towards actually removing carbon from the air. The spread of bark beetles is one more reason of forest dying. Therefore, it is necessary to pass the law that requires this timber to be used by processing enterprises. Yearly millions hectares of forest burn due to a human fault, on the other hand, this wood can be used for house's decoration, landscape design or furniture industry because the wood becomes stronger after burning. It gets a dark chocolate colour, a noble silvery hue. Old beams and panels are easy to recycle into new structures after the buildings are demolished. Wood is a good insulator for retrofitting older buildings to be more energy efficient. A soft wood window frame provides nearly 400 times as much insulation as a plain steel one of the same thickness and over a thousand times as much as an aluminum equivalent. The use of wood in housing construction prevents carbon emissions into the atmosphere through combustion and rotting as wood is protected by antiseptics and flame retardants in the structure of the building. According to its natural properties, wood regulates the humidity and microclimate indoors, absorbs carbon dioxide, and conifers prevent the evolution of bacteria that affect human health. Wood does not melt in a fire. The wooden structure is simply charred, it does not continue burning. An environmentally friendly building produces less gas emissions from raw materials transportation and construction to its running.

Modern wood material technology is developing rapidly. In Russia there are several manufacturers such as Talion Terra in Tver Region, Ladoga House-building Plant which produce solid glued wood wall panels – CLT (*Cross Laminated Timber*) and LVL (*Laminated Veneer Lumber*) - timber. CLT technology is already widely used as a substitute for such materials as concrete, masonry, and steel structures. The properties of CLT panels are environmental friendliness, seismic stability, negligible deformation during shrinkage in the panel plane. Due to the density of the structural material, the load on the foundation is reduced and consequently its cost. Panels create a high sound insulation between rooms and floors in residential buildings. A positive quality is the absence of dynamic vibrations in the floor slabs. An interesting fact: modern cross-laminated wood panels pass the fire test better than steel ones [2]. Another interesting fact is that 90 % of wood processing industry products are currently exported. It is necessary to change the situation and oblige to use wood in all new buildings erected with public money.

To solve the problem, a government policy should be developed with the full support of the population as well as the measures should be aimed at preserving forests and the wildlife. A broad carbon tax may be imposed that covering everything from household energy consumption to emissions embodied in building materials. The money should be spent on developing the timber industry, reforestation and forest planting. That would help wood-building specialists achieve greater scale and lower costs. For example, many office buildings made of wood have already been erected in Europe. One of them the Austrian 8-storey Lifecycle Tower One. I think tourist facilities, sanatoriums, holiday homes, preschool institutions, sports facilities built from natural materials could be very popular. New standards in construction with minimal greenhouse gas emissions should be modified to take into account the emissions contained in the building materials themselves. It would be an approved support in favour of wood and innovative techniques of building material production. Buildings can become greener!

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TECHNOLOGIES FOR TERTIARY FOREIGN LANGUAGE TEACHING AND LEARNING

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Abstract. The article explores issues related to the development of professional educational institutions. The technologies that are used in the language training of students in the educational process of the university are disclosed in more detail.

Keywords: foreign language, education, quality of learning, technology, culture of communication.

In recent years, a large number of burning issues have arisen in the Russian education sector, which speak about the need to train teachers, pay attention to the use of other methods that differ in new forms of presentation, there is a development of an alternative educational path, other sets of methods are introduced, in a new form and with better design, in schools. The most relevant goals of a foreign language teacher include the creation and growth of students' communication skills, the study of foreign languages. It is also very important to focus on the fact that when Russian institutions are reworked into a caste system of higher education and newly created, innovative regional state educational models, the time limit that was used for students to learn a foreign language is sharply reduced. In order to somehow maintain the availability and quality of foreign language teaching, it is important to apply such innovative teaching methods and technologies that can produce concrete results in a certain short period of time. The very first issues that concern primarily teachers of a foreign language are considered, and it is also necessary to formulate and make conditions through which any student learns a foreign language, masters new educational technologies that have found the strength and fully discovered the abilities of the student.

«When studying a certain number of options for the chosen issue, which has been discussed many times in the Ministry of Education, we are going to delve into the world rules of education, which predict constant transformations in the educational system and an increase in cross-cultural collaboration, which is necessary for the presence of the set qualities. Sociability directs the ability to predict the behavior of the interlocutor and collect the main and necessary information for effective learning and development, the teacher will have to teach students various skills» [3].

In today's Russia, the development of professional educational institutions is one of the most important areas for improving education. Educational technologies, which are exploited in the real realities of the modern world, are more effective for constructing a new form of education. Apparently, to outline the outstanding and professional talents of the instructor is not enough for certain approaches alone. To formulate a culture of communication process, we have to utilize the selected technologies, which are implemented in teaching and learning practices:

The technology of communicative approach is the formation of students' professional foreign language communicative competence that is required for getting used to the terms of international communication.

The technology of differentiated learning is the encouragement of students in the realization of their creative talent [1].

Information and communication methods: spread the frontiers of the cognitive process, serves as support for the formation of independent work of students.

The technology of using computer programs: allows with great potential to make up for language learning at all levels. Computer programs are made so that people who have poorly developed grammatical and lexical skills can improve them to the full.

Technologies of the World Wide Web: they are used to find the necessary information and later use it, create any projects, etc. The introduction of information technologies in training will greatly simplify the process of perception and processing of information.

Testing technology: used to evaluate knowledge. The management is carried out according to the requirements of all international exams in a foreign language.

Technology of learning in collaboration of several people or organizations: forms the idea of mutual learning, in which the entire group takes responsibility.

Training technology: based on a personal reinterpretation of communication and expansion, in which the student chooses their behavior in a particular situation.

Cross-cultural technology: adopts the basic rules of cross-cultural communication and cultivates cross-cultural competence. It includes a number of methods: biographical reflection, interactive modeling, role-playing games, simulation.

Professional-oriented technology: aimed at the development of professional qualities, involves the development of students in pairs and in the field of communication with the teacher. Professional-oriented technology has two categories of techniques that provide the development of skills and help to solve communication problems in the teaching process.

Game technology: helps develop the skills that will be required to solve various problems, revealing the mental abilities of each student. The game can raise interest in the language, and also helps to learn it better. We can also emphasize that the game is very motivating.

Modern educational technologies help to improve the professional qualities of students in the field of communication in the educational process and in the field of pedagogy.

The use of a variety of modern educational technologies in the classroom helps to improve the quality of the educational process, develops a communicative culture [1].

Professionals in the field of computer language learning, which is very rapidly flourishing at the present time, highlight a number of the following positive properties of the use of information technologies in the training program. The most important thing here is the ability to choose the educational process only for yourself, to go through it closely at a pleasant speed for him, and also at the right time to return to the topics covered.

The next no less significant advantage is the mobility «of the curriculum, because with the help of e-mail and a forum, teachers and students have the opportunity to conduct feedback, this can include consultations, which makes it possible to use the study time with» [2] a greater positive effect. It is worth emphasizing the validity of the educational material used. With the help of Internet technologies, audio and video resources, you can create websites in a different language. Also often mentioned are the advantages «of accessibility and a huge selection of educational materials, a variety of approaches and techniques, interaction and a convenient set of different tools that helps to manage the learning process.

But the study of the proposed resources demonstrates that sometimes such a wide range of new tools turns into a regular technological bazaar. The question is raised about the productive use of information technologies in the educational time on the part of the learning goals. The main reason for the transition from an ordinary textbook to an electronic one can be identified as the obsolescence of the first one.

Currently known electronic educational resources that are based on domestic technologies, they do not require large investments of money and time, but can also be used anywhere. Educational data is constantly updated and can be seen by anyone who needs any information, which can further encourage students to use these resources.

The next negative point of an ordinary paper textbook is the lack of feedback between the teacher and the student, and the main point is the process of transmitting information – the story of the educational material unilaterally. The current generation of students, who are used to very often communicate with other similar students in any messengers, where you often always answer, and

where anyone can come up with any news that will be interesting to all people who watch it, is aimed at an educational process of a different nature, they will not only be a consumer. But there is a possibility that a modern textbook in electronic form may not meet the modern requirements set by the Ministry of Education. This possibility is extremely small or even may not be at all, so there is no need to worry about this.

The ability to use electronic resources that are available and used during the training process demonstrates that, despite the latest technologies and the nature of these technologies, the methods of teaching them remain the same. Students should definitely study the material in printed form, remember the important elements of the topic and reproduce it by answering the questions that follow after reading the text. In this case, the variability of presentation and assimilation of the program material may not differ much from the traditional one. It is necessary to fix the fact that many university Internet portals have enough educational material that can be seen in the format of e-books, they offer methodological guidelines on the topics covered and with the necessary designations of incomprehensible words (dictionary).

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INDIGENOUS KNOWLEDGE: RANT OR MUST

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Abstract. The inclusion of traditional knowledge into scientific studies is relevant as it provides us with information based on experience gathered over decades of human interaction with nature. The article presents people's interest and awareness in the sphere and defines the role of indigenous knowledge in terms of biodiversity and ecosystem services.

Keywords: indigenous, traditional ecological knowledge, scientific ecological knowledge, conservation, sustainability, ecosystem services.

1. INTRODUCTION

Due to such conception as "dominants", the modern way of treating the environment is becoming worse each year. People habituate themselves to the fact that they are the ones who rule, while indigenous people live in harmony with nature, considering themselves as a part of it. Global degradation is becoming an essential issue for humankind.

What is more, we all know about the tendency of disappearing species, but not many of us consider dying-out cultures valuable. There are cases when locals ask governments to record everything they have collected over years in order not to lose their lore. The only point that should be taken into consideration is that indigenous people are meant to be protected afterward. If they see no prospective benefits after giving all their ecological knowledge to outlanders, they can be very renitent. That is more than reasonable as far as such knowledge can be used against them and profit competitors at their expense (interfere with their resources or restrict the use of them).

Therefore, environmental knowledge of local communities is a matter of great consequence for the sake of the sustainability of the world and the policy establishment for conservation.

2. METHODOLOGY

In the article "Traditional Ecological Knowledge in Perspective" Fikret Berkes defines Traditional Ecological Knowledge and shows how it vary from scientific ecological knowledge. They point out practical significance of the knowledge both for a number of spheres.

a. Key points of traditional ecological knowledge (TEK)

TEK is considered to be a complex body combining traditional beliefs and knowledge regarding relationships within human societies and their interactions with their environment, which are transmitted through generations.

In general, resemblance and discrepancy between traditional science and modern science can be listed, but one cannot deny that both of them are the result of the general intellectual process of formation order out of disorder. Thus, TEK differs from scientific ecological knowledge in several ways: it is largely qualitative, not always rational as it contains intuitive aspects, holistic, moral, spiritual, it covers mind and matter together, the accumulation of knowledge is based on empirical observations by trial-and-errors, build on facts collected by resource users themselves, diachronic data is an underlying component.

b. Practical significance

Traditional ecological knowledge of indigenous people gives modern society significant insights for sustainable ecosystem governance. It can provide scientists with relevant information about natural resource management. In protected areas local communities can help ecologists to succeed in conservation and ecological education. Their participation in land development can play a critical role as locals are more likely to identify benefits and costs of planning processes.

3. RESULTS

We drew attention to the fact that people are not informed enough about this issue. Animated debates are being conducted all over the world. Therefore, we decided to carry out an exploration of people's awareness on the existence of traditional ecological knowledge. Fig.1

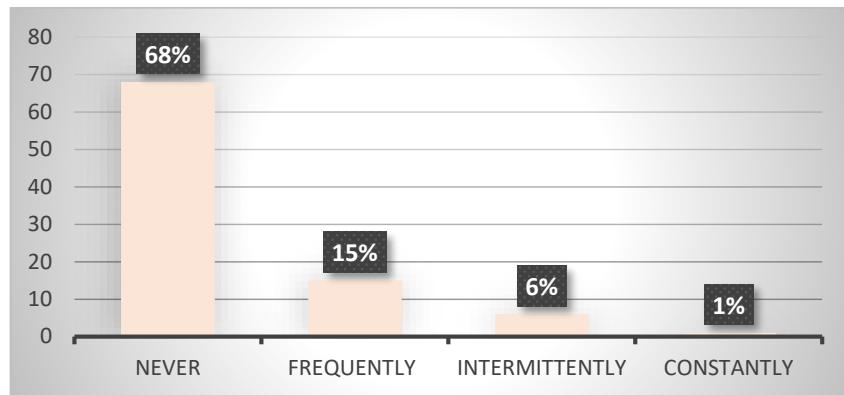


Fig. 1. How often do you run into themes connected with TEK?

Fig. 1 shows that people hardly ever herd of indigenous and local knowledge. This particularly means that the issue has to be unveiled and reported to the mass.

Next thing that was considered in the research- if people find traditional ecological knowledge worth recognizing and respecting in terms of the conservation and sustainable use of ecosystems. Fig. 2

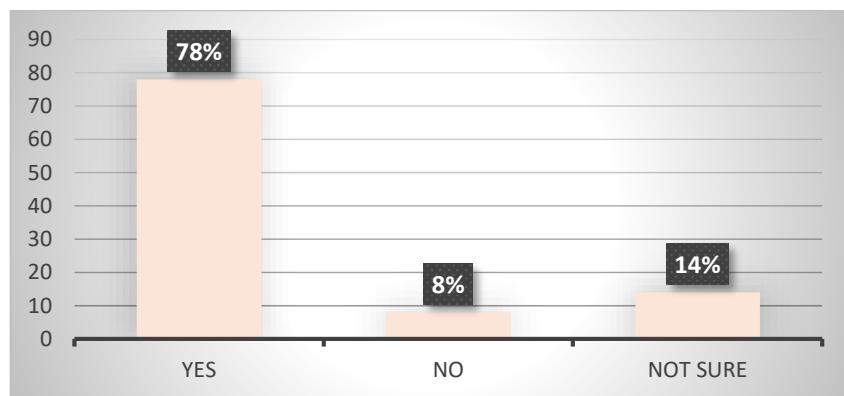


Fig. 2. Do you think that TEK must be taken into account during scientific research?

Fig. 2 emphasizes an emerging phenomenon of people getting interested in the theme of indigenous and local knowledge. Besides, more than half of respondents sure that TEK has to be implemented into national investigations. That means that our society is ready to consider traditional knowledge as an important part of scientific surveys.

4. CONCLUSIONS

We can emphasize the fact that traditional ecological knowledge plays a decisive role in forming ecological policy all over the world. In order to succeed in rational conservation, we need to give space for various worldviews about nature and its linkage with people. One of the most rational things that could be done is to inform nations about such an aspect. Traditional knowledge should be included in international surveys. Dialogues across various knowledge systems have to be promoted. So as to move towards sustainable ecosystem governance, people should build synergies between traditional ecological knowledge and scientific systems.

Nonetheless, there is a risk of mistrust. Indigenous people combine religious, economic and cultural dimensions based on living in harmony with Mother Nature. Scientific initiatives sometimes remove traditional knowledge from its cultural context. It leads to suspicions about having their knowledge stolen and being used with no benefits for tribes themselves. The solution is to build equal partnerships to strengthen the rights of indigenous people.

All things considered, modern societies should be prepared for years of establishing confidential relations between locals and science. But the effort can lead to generating trust, common views and creating practices that reflect the interest of both sides.

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FEEDING WINTERING BIRDS AS AN ENVIRONMENTAL PROBLEM

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Abstract. The theme of feeding wintering birds in an urban environment is not unambiguous. Feeding of common species and the arrangement of feeding troughs with violation of safety rules do more harm than the benefit for urban avifauna. The article presents the results of a study to assess the safety of feeders. It is noted that half of the feeders do not meet those or other requirements.

Keywords: feeding, wintering birds, safety of feeders.

1. INTRODUCTION

Birds play an important role in urban ecology. If green spaces are light cities, then birds help these "lungs" work harmoniously. Birds are included in trophic food chains and destroy many harmful insects. Therefore, it is so important within the ecosystem to help birds survive in cold winters. This purpose is served by feeding troughs created by human hands.

Feeding wintering birds is of great importance for educational and enlightening work in various educational and cultural institutions, as well as among enthusiasts. Caring for birds teaches people to observe nature, take care of the weak, stimulate them to learn new things, develop creative abilities and spend more time outdoors.

However, activities to assist wintering birds are not always beneficial for the birds themselves and the urban environment as a whole. Fertilizing makes a significant contribution to the imbalance between mass and small species of birds. On winter feeders in cities, a limited number of species are constantly fed: house and field sparrows, great tit, blue dove, jackdaw and gray crow [1]. In addition, the following contradiction is a common feature of spontaneous feeding of birds: its volume negatively correlates with the birds' need for food. On days with favorable weather, birds receive more food from a person than on those when the energy requirement is maximum. This is one of the ecological traps of the anthropogenic landscape [2]. For the sustainable development of urban ornithocenosis, it is necessary to increase the species richness: to attract and maintain rare bird species. To do this, create habitats - increase the area of parks and create "green corridors" between them. It is necessary to exclude top dressing of mass species, increase the level of sanitary condition of domestic territories and environmental literacy of the population [1].

2. METHODOLOGY

The arrangement of feeders in violation of safety rules and without taking into account the needs of birds brings great harm to both birds and the cause of environmental education. In order to identify this problem and outline ways to solve it, we set a goal: to determine the proportion of feeders arranged with various violations.

The study was conducted in several regions of the Russian Federation: Moscow, Sverdlovsk and Chelyabinsk regions, Chuvash and Udmurt republics. To assess the quality of the feeders, we developed a checklist in which it was necessary to note: the danger of the bird feeder (the presence of sticking nails, glass, sharp edges, a narrow entrance / single entrance to the feeder, the availability of the feeder for predators); materials of which the feeders are made (wood, cardboard,

plastic); the presence of feed in the feeder; the presence of harmful components in the feed (dairy products, rye bread, legumes, fried foods (pies, seeds, french fries, etc.), salty foods (nuts, chips, etc.), smoked foods (fish, lard and etc.) sweets / pastries, canned food).

3. RESULTS

A total of 110 feeders were examined. An analysis of the results allowed us to establish the following. 42 % of feeders are traumatic for birds, 46 % of feeders are abandoned, and 15 % of feeders contain products forbidden for birds, fig.1

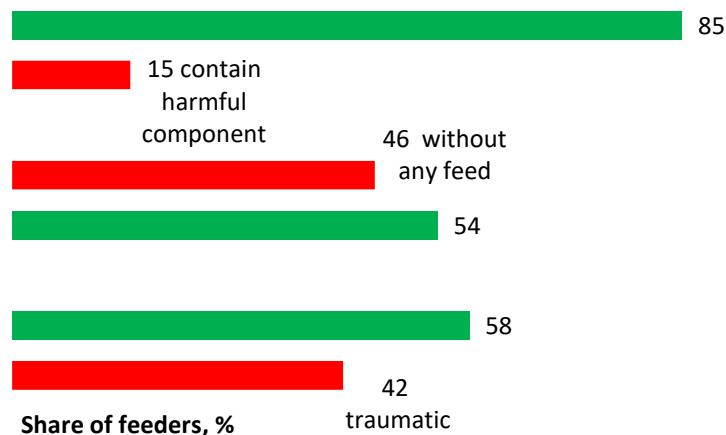


Fig. 1. The results of the study and practical part

4. CONCLUSIONS

According to our observations, "environmentalists" are sometimes willing to spend time and money on the original design and decoration of feeders, neglecting the safety requirements and the needs of the birds themselves; they prefer to feed the birds in the warm season, because in winter they "freeze hands", having no idea about trophic relationships of birds; they don't care about fixing the feeders well on the trees, turning them into garbage. Therefore, we recommend that educators and public Fig.s who, with good intentions, conduct various "environmental" events and actions in defense of wintering birds, pay special attention to the ecology of birds, and bring up in their wards an attentive and responsible attitude to wildlife.

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DIFFERENT METHODS OF DISPOSAL OF SOSNOVSKY'S BORSCHEVIK

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Abstract. At present, the development of new methods of struggle against the biomass of Sosnovsky's Borschevik (*Heracleum sosnowskyi*), which constantly invades more and more territories of the Russian Federation and represents a potential threat, is actively conducted. In the offered work, Borschevik is considered not as a potential environmental pollutant but as a raw material source of valuable chemical, biologically active compounds, components of motor fuels, the technology of processing of which should be developed.

Keywords: Sosnovsky's Borschevik biomass, bioethanol, biofuel.

More than 70 years ago, a new fodder plant - the Caucasian Sosnovsky Borschevik (SB) - began to be introduced in the former Soviet Union and later in the countries of the socialist camp. It gave fantastic yields. Only later, the dangerous properties of the plant were discovered. Poisonous substances in it - furocoumarins - had a negative impact on animal health, quality of milk and meat. The farmers were suffering from burns, even fatal, while preparing fodder. At the end of the last century, the cultivation of milk thistle for cattle fodder was stopped, firstly in Europe, then in CIS countries. Therefore, in the conditions of temporary collapse of agriculture in Russia, the aggressive alien from the Caucasus became feral, started to take over abandoned fields, meadows, riverbanks, roadsides and turned into a real ecological disaster. This is helped by the fantastic survival rate of Sosnovsky's Borschevik. It does not fear cold and radiation and can grow even in the Subarctic. One plant produces up to 100 thousand seeds. Some can hide in the ground up to 12-15 years and only then germinate. In addition, the seeds are carried by the wind over great distances. Poisonous furocoumarins inhibit the growth of other plants and protect the Borschevik from insects. The area invaded by this plant in Russia already amounts to tens of millions of hectares.

The development of new control methods against the biomass of Sosnovsky Borschevik (*Heracleum sosnowskyi*), which constantly invades more and more territories of the Russian Federation and represents a potential threat, is actively carried out nowadays. In the offered work, Borschevik is considered not as a potential pollutant of the environment, but as a source of valuable chemical, biologically active compounds, components of motor fuels, which processing technology should be developed.

Main goal and essence of the proposed project is development of technology of complex processing of biomass of SB into valuable chemical and biological products.

Preliminary studies have shown that for processing of Sosnovsky's Borschevik biomass it is necessary to follow a certain technological sequence of extraction or transformation of various

chemical compounds. Which are formed and accumulate during certain vegetative period of growth, maturation, fructification, carbohydrates, hydrocarbons, oxygen-containing compounds, terpenes, coumarins and other useful products (cellulose, lignin), which are constantly biosynthesized in biomass of Sosnovsky Borschhevik. Moreover, it is obligatory to have a stage-by-stage effect on the plant raw material (in this case, the biomass of SB). Only such and not other sequence of primary processing can provide extraction of technical and native components with preservation of their biological and chemical properties. [4]

Developed and tested at the time of application at YSTU technological solutions for complex processing of biomass of Sosnovsky Borschhevik can be divided into the following groups:

- pretreatment of initial plant raw materials after mowing with preservation of natural form of components (mechanical processing - chopping);
- microbiological conversion and enzymatic processing of components of Sosnovsky's Borschhevik into aliphatic alcohols (mainly into ethyl alcohol);
- processing of hardly hydrolysable (non-fermentable) residues (lignin and cellulose into fuel pellets - pellets).

Evidence of profitability is according to a number of reports the sap of Borschhevik during the period from flowering to budding can contain from 15 to 30 % of sugars (for comparison, in sugar cane 18-21 %, in sugar beet 24 % of sugars). Sugar can be extracted from it in the same way as sugar cane: by pressing or boiling. If it is found out that sugar from Borschhevik does not contain any harmful impurities or is easily purified from them, the processing of Borschhevik can make a kind of revolution in the sugar industry in Russia. The Borschhevik is much more productive than sugar cane and yields up to 250 tons of green mass per hectare, against 65 tons per hectare of sugar cane. According to calculations of leading experts of «Institute of Experimental Medicine», about 350 million tons of sugar can be received from all plantations of this plant in Russia. Moreover, the sap of SB can be fermented and ethanol can be obtained instead of processing it for sugar. With average yield of 70 tons per hectare and 4200 liters of sap, up to 240 million tons of ethanol can be received. As already mentioned sugar beet, which is typical for our country, is extremely labor intensive to cultivate sowing, weeding, harvesting and processing. In addition to sugar, the biomass of Sosnovsky's Borschhevik is rich in cellulose and other chemical and biological components. For example, with a yield of 70 tons per hectare, the harvested Borschhevik pulp should contain around 25 tons of cellulose, out of which 17 tons can be extracted using the traditional alkaline curing process. Chemically and biologically useful products can be extracted from the biomass by extraction with appropriate solvents and certain technological methods and techniques. [2]

At the initial stages of processing, the raw material was subjected to pretreatment, which depending on the type of raw material (leaves, stems, seeds, and roots) included:

- chopping;
- extraction with various solvents to obtain by-products;
- heat treatment and other stages.

During the research, it was established for the first time that living biomass contains valuable, biologically active substances, which slow down the fermentation processes in lignocellulosic complexes of plant raw materials. Therefore, the technological operations and methods should allow the extraction of extractable components in native form and ensure the bioavailability of lignocellulose complex for enzymatic hydrolysis. The original technology of digestion with subsequent extraction from meal of valuable chemical components of lignocellulosic plant raw materials using the phenomena of mass transfer, developed because of the work, allows providing such processing possibilities.

Brief description of the innovative idea behind the project:

Development of technology for complex processing of biomass of SB into valuable chemical and biological products.

Characteristics of the problem and the necessity of solving it:

- In the Russian Federation, there is a lack of technology for complex processing of Sosnovsky's Borschevik biomass into valuable chemical and fuel products.

Main goals and tasks:

- Development of technology for production of sugar from biomass of Sosnovsky's Borschevik;
- Solution of technological questions of production of technical bioethanol from Sosnovsky Borschevik;
- Development of technology for obtaining cellulose from SB cake after the fermentation process and extraction of ethyl alcohol for further cardboard production;
- solving technological issues in production of charcoal - valuable renewable energy source and raw material for carbon production;
- Development of technology for production of fuel pellets with predetermined properties for heating equipment;
- Development of technology for obtaining essential oils from roots leaves and fruits of SB for the perfume industry;
- Solving technological issues related to production of biofuels, (development of technology for producing bio additives to petrol, paraffin, diesel fuel) based on essential oils, fatty acid components and absolutized ethyl alcohol (all products should be obtained only from biomass of Sosnovsky Borschevik).

Description of an innovative idea:

- Not destroying the biomass of SB, but recycling it into valuable and useful products

Mechanism of implementation of the innovative idea:

- Scientific research on the selected topic with the prospect of commercial implementation of the results on the basis of pilot production

Requirements to resource support of the innovative idea:

- According to preliminary calculations in the Russian Federation, there is more than 30-35 million tons of Borschevik biomass per year, which is available for the production of useful chemical products and energy. The energy value of which is more than 30 million MWh, or more than 4 million tons of fuel equivalent.

Assessment of the economic efficiency of the innovative idea:

- In the course of the preliminary studies, it was found that the content of combustible hydrocarbons in the biomass of Sosnovsky's Borschevik could reach from 30 to 50%. The dry weight productivity of the weed plant is up to 20 kg/m² per year. Thus, the plantations of these potential environmental pollutants can yield up to 20 million liters of biofuel or 5-6 million tons of biodiesel per year, taking into account that ethanol will be obtained by digestion of sugars. [5]

Description of the product to be produced:

- Product name: technical sugar, biofuel ethanol, cellulose and lignin, fuel pellets, biofuels for Pharmaceutical and Perfume industry, oxygen-containing components for biofuels.
- Purpose and application: technical sugar for the production of feed additives; biofuels ethanol as high-octane fuel and raw material for chemical industry. Cellulose and natural lignin - for production of cardboard and binding agents, pellets - environmentally friendly solid fuels for space heating, biologically useful substances for pharmaceuticals and perfumery industry - essential oils; oxygen-containing components for production of biofuels - mandatory component of gasoline, paraffin, diesel fuel, navy fuel oil.

The competitive advantage of this project is that, unlike the technologies used to processing Borschevik, where only costs:

- for chemical reagents (toxic);
- for storage of chemicals (toxic)
- treatment (spraying from aircrafts, spraying of tank equipment, tanks, etc.)
- equipment, wages, clothing and chemical protection of workers;
- for cleaning (recultivation) of territories after application of chemical agents;

- for replenishment of wildlife, which will be exposed to chemical treatment;
- for unforeseen poisoning and rehabilitation of health of not only workers, but also of ordinary citizens, who may accidentally get under treatment of territories with toxic chemicals (especially near populated areas)

The proposed technology is devoid of these disadvantages and makes it possible to add to the process of natural disposal the output of chemical, fuel, biological and other useful products.

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DIFFERENT ASPECTS OF INTERCULTURAL NONVERBAL COMMUNICATION IN BUSINESS

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Abstract. Cultural differences, especially in intercultural nonverbal communication, have an impact on business relationships. Studying these differences can significantly improve the effectiveness of negotiations. This article examines the role of nonverbal behaviour in the context of intercultural communication, the level of understanding of the importance of this issue among junior university students of economics and also the arguments that can point out to the younger generation the importance of intercultural nonverbal communication for achieving goals in the global business environment.

Keywords: Intercultural Communication, Intercultural Business Communication, Intercultural Nonverbal Communication, cultural differences, nonverbal elements of communication, nonverbal signals.

The era of globalization opens up opportunities for business expansion beyond national borders thereby intercultural communication becomes more frequent as well as more significant than ever before. However, it should be realized that the chance of misunderstanding is high due to cultural differences. In fact, “Human beings draw close to one another by their common nature but habits and customs keep them apart” [Confucius]. Adler and Graham [1989, p.517] refer to the statement of Mishler, who believes that: “The greater the cultural differences, the more likely barriers to communication and misunderstanding become”. People communicate in a certain way because they are raised in a particular culture. And of course, they think and behave differently even in a business context. So according to Fitzgerald [2003, p.21] “communicative behaviour is believed to be strongly influenced by cultural value systems” and “in only 10% of 191 nations are the people ethnically or racially homogenous”. [Moran, Harris, p.26]. Thus, overcoming cultural differences plays a crucial role in successful international business cooperation, and it is necessary to increase intercultural communication awareness. In general, intercultural communication is a set of certain skills that a person can acquire for more effective communication with people from different cultural backgrounds. Graham [2003, p.32] states that cultural differences cause four types of problems in international business communication: “Language, Nonverbal behaviours, Values, Thinking and decision-making processes”. Verbal differences are often obvious and easily corrected in most cases. If you come across unfamiliar words or expressions, you can check their meanings with your business partner. It is not always possible to find out why he used a particular nonverbal signal, for example, what his poses or gestures mean. It should be noted that “Cultural differences concerning nonverbal behavior often are not as obvious; we are not as aware of this behaviour. ...The nonverbal signals from our counterparts can be so subtle that we may feel a sense of discomfort but may not know exactly why”. [Moran, Harris, p. 84]. In that case, partners feel uncomfortable, tend to question each other's actions and consider the behavior as disrespectful or even inappropriate because they can't decode the nonverbal information they receive. Understanding occurs if two people have the same interpretation of the symbols used in the communication process. So which nonverbal signals are important in intercultural business communication? Everything that happens in the negotiations and, in particular, the entire range of nonverbal elements of communication is crucial because they provide business partners with open or hidden information, which can be skillfully used to achieve business goals. As the founder of

modern management Peter Drucker emphasized: “*The most important thing in communication* is to hear what isn't being said”. Therefore, it is important to be able to listen to the business partner, analyze, correctly interpret his nonverbal messages that can be obtained using the “body language” of the counterpart (gestures, facial expressions, body movement and position, etc.), “distance language” (distance between partners and tactile behaviour), “language of silence” (the presence and duration of pauses in the communication), “language of context and time” (the place of communication, the order of entry into the conversation, and other background knowledge). Paralinguistics (pronunciation features, tone of voice, etc.) are important as well as eye contact and emotions. “Emotions provide important information to us and to the other side. If we are able to express our emotions in a constructive way and at an appropriate time during the negotiations, rather than destroying or hurting the negotiation process it can greatly enhance it”. [Fromm at Moran, Harris, p 98]. A study by American psychologist Dr. Mehrabian found the total impact of a message on a receiver is based only on 7 % of words used, 38 % - how the words are said: tone of voice, loudness and other paralinguistic qualities, and 55 % nonverbal - facial expressions, gestures, body position, eye contact, etc. [Moran, Harris, p.62]. In this regard, there is no doubt that nonverbal communication is one of the key aspects of communication. Nonverbal signals allow to understand the thoughts, mood and real feelings of the business partners. As the English proverb states, “actions speak louder than words”. A person cannot constantly monitor all his nonverbal signals, and the more he tries to do this, the more unnatural they will turn out to be. This is the great value of nonverbal messages, because they are unconscious, reflexive, and, in contradiction to words, always contain truthful information.

Research

Method and goal

Current research is based on a survey conducted in December 2020 at The Financial University under the Government of the Russian Federation and The Russian Presidential Academy of National Economy and Public Administration under the President of the Russian Federation. The survey involved mostly junior students, who study economics (95 %: 61.7 % - first year students and 33.3 % - second year students). Data were gathered by a questionnaire. 241 questionnaires have been received and analyzed.

This paper examines some aspects related to understanding cultural differences and the importance of nonverbal communication by junior students who haven't been experienced in intercultural business communication yet. The researcher is sure that in business communication, there are a lot of communicative difficulties due to different cultural backgrounds.

Findings

1. In that regard, it was interesting to find out that all respondents without exception (100 %) pay attention to the nonverbal signals of an interlocutor in everyday life, while only 76.8 % of the students will follow the nonverbal signs coming from business partners during the intended business intercultural communication. The rest either will not (12.5 %) or found it difficult to answer (10.7 %).

2. However, 91.6 % of respondents control their nonverbal signals in everyday life to some extent (from constant control 13.3% and frequent 40% to rare 38.3%) and do not control at all - 6.7 %. However, 1.7 % of respondents could not answer. Nevertheless, during the intended business communication, 87 % will control their gestures, facial expressions, posture, gaze, etc. to some extent (constantly-56.7 %, rarely - 31.7 %). Only 5 % and 6.7 % of respondents answered negatively or couldn't decide, respectively.

An interesting finding from this part of the study was that students overall understand the importance of nonverbal communication both in everyday life and business. The number of people who say that they are going to control their nonverbal behaviour during negotiations constantly increased by 4.2 times compared to monitoring it in everyday life.

3. The questionnaire also asked the respondents to determine to what they would pay attention during the intended business negotiations with foreign partners. Several points could be

noted. The vast majority (83.3 %) indicated that it is “what the interlocutor said”, and 76 % stressed the importance of “eye contact”. “Gestures” and “paralinguistics” were equally important for 61.7 %, for 58.3 % - “facial expressions”. An unexpectedly large number of respondents (50 %) pointed out that the “appearance of a foreign business partner” is important for them. Moreover, if we compare the percentage of respondents who chose “facial expressions” as an important component of nonverbal communication tools of the negotiation process (58.3 %) and “the appearance of the partner” (50 %), the Fig.s were approximately the same. Also, I would like to note that the number of those who chose the answers “to gestures”, as well as “to the tactile behavior of the partner” (35 %) was still not so large, compared to the information value that they have.

4. However, 93.3 % of respondents gave a positive answer to the question whether there is a difference between nonverbal business intra-cultural and intercultural communication. And almost the same number of respondents (91.7 %) believe that nonverbal communication can cause problems in international business communication, while only 78.3 % of respondents agree that cultural differences create problems in cross-cultural communication. Therefore, it can be concluded that 13.4 % of the respondents do not include nonverbal communication in their cultural characteristics but treat them with greater attention.

5. Before intercultural business communication, 83.3 % of respondents will definitely get acquainted with the cultural awareness of the business partner's background, including the particular qualities of nonverbal communication. Nevertheless, 13.4 % of respondents admit this possibility, but do not plan to spend time studying the differences in nonverbal communication. Only 3.3 % of respondents could not take a decision. According to the selected answers, the number of students who do not consider nonverbal communication an integral part of culture remains at the same level stands at 13.4 % (vs. 13.4 % in paragraph 4).

6. At the same time, 66.7 % of respondents were not sure if they would be able to interpret the nonverbal signals of a foreign business partner correctly during the intended negotiations. It is interesting that 6.7 % of respondents definitely wouldn't be able to, and 6.7 % of respondents were not sure about the answer. However, 20 % of respondents were confident in their accurate interpretation of all nonverbal signals during cross-cultural business communication. As a follow-up to this question, there were also six game-playing exercises with the situational context in the data, where participants should find out, what nonverbal signals from foreign business partners might mean. None of these 20 % of respondents named above could answer all the questions correctly (33.4 % of respondents noted the right answer to only one out of six game-playing tasks, 16.6 % of respondents noted only two right answers and 50 % of respondents failed to give any right answer).

Perhaps, this result was obtained due to the respondents' lack of experience in international business communication, and 91.7 % of respondents actually confirmed it. According to the data, the lowest score of the correct answer to one of these situational game exercises was 5 % and the highest – 19 %, while the number of doubters was much higher – from a minimum of 16.7 % (for one task) to 36 %. Interestingly, the answers would be correct if these situational game exercises were considered in the context of intra-cultural communication since the answers chosen by the students coincided with the meaning of nonverbal signals received in our culture.

Conclusion

Overall, the results of the study showed that the vast majority of respondents agree that people with different cultural backgrounds can face communication difficulties, including nonverbal ones. As it can be seen from the data, most of the interviewed students understand the importance of nonverbal signals, control them and try to identify the most significant ones. Moreover, they will prepare for business negotiations by studying cross-cultural differences, including nonverbal communication signals adopted in the business partner's background. However, 13 % of respondents have not realized this necessity yet and do not consider nonverbal communication as an integral part of the culture. Certainly, they should realize that intercultural

differences including nonverbal ones have a great impact on business communication and its results.

Integration and improvement of nonverbal communication skills are required to overcome cultural differences and communicative difficulties. Using transcripts of actual intercultural encounters and video films in seminars is one way of illustrating how cultural differences can cause misunderstanding and make business partners become ineffective in a particular context. Students can practice role-playing and interactive games. This approach can help them realize if they lack knowledge and experience. Besides, university educators can provide students with educational materials for self-study or may recommend online training courses for improving students' intercultural communication. Certainly, special attention should be devoted to different aspects of intercultural nonverbal business communication, because people tend to look for nonverbal cues when verbal messages are unclear. And, of course, students have to realize that cultural values and characteristics are not stable, but are constantly being transformed in our current global world.

Summary

This article has examined certain aspects related to understanding cultural differences and the importance of nonverbal communication in business. In general, students understand the importance of intercultural nonverbal communication. However, it is important to study intercultural business communication, including nonverbal ones. Nonverbal communication skills should be developed by everyone in order to communicate effectively in a multicultural business environment. "Learning to manage cultural differences is a way for all persons to become more global in their outlook and behaviour, as well as more effective personally and professionally. When cultural differences are understood and utilized as a resource, then everyone benefits". [Gesteland, 1999].

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DENTAL IMPLANTATION IN MODERN MEDICINE

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Abstract. Modern chemistry and medicine have moved forward in their collaborative research. One of these joint projects is dental implantation. The purpose of this article is to attempt to describe the best known dental implants and to classify them in terms of the application of materials and implantation methods. This article can be useful both to students of special medical institutions and to any person interested in the matter.

Keywords: dental implant, implantology, teeth, titanium dental implant, zirconium dental implant.

A dental implant is an artificially made, most often multicomponent design, used for implantation in the bone tissue of the jaw with subsequent fusion (for prosthetics). Implants replace the roots of lost teeth, allowing to subsequently restore the dentition.

Indication for implantation is the absence of a tooth (adentia) for any reason. With the loss of one or several teeth, the bone tissue in this place becomes thinner over time due to the absence of a chewing load, which leads to deformation of the maxillofacial system [1]. The presence of the implant provides an adequate load on the jawbone, similar to the natural root of the tooth; therefore, thinning of bone tissue does not occur [2]. Every person who has lost one or more teeth because of various injuries, illnesses, or tooth decay have indications for dental implants. Elderly people can also undergo the implantation procedure, since the determining factor in its implementation is more likely a state of health than age. A dentist decides the question of whether dental implantation is possible after a thorough medical examination of a particular patient and a detailed examination of the condition of his teeth.

People, due to certain circumstances who have lost one or several teeth, are seriously thinking about how to regain a beautiful smile and again delight others with smooth, snow - white teeth. According to dentists, the most advanced dental restoration technology these days is implantation.

Before talking about implantology and the achievements made to date, let's talk a little about the teeth themselves and about the reasons for their loss, so that in the future we would not have to turn to implantologists and prosthodontists.

Human teeth are so strong that, with proper care for them, they can last a lifetime. At times, we forget about basic hygiene standards, forget to visit the dentist, stress, and bad habits - all this can lead to tooth loss. Now, when the tooth is no longer there, whether we want it or not, we turn to implantologists.

Dental implantation is a method of implanting a supporting structure of special materials into the bone tissue to install an artificial tooth on it [1].

Dental implants are an alternative to removable dentures. Many studies and extensive clinical experience have shown that dental implants are a reliable prosthetics method that solves many problems associated with the use of removable dentures. Agree, the use of removable dentures is a time-consuming thing and does not always meet aesthetic standards [2].

Implants provide the correct chewing of food necessary for normal digestion. They can prevent further atrophy of the gum tissue and jawbone. Implants do not lead to psychological stress,

which is not excluded when the patient is forced to wear a conventional denture; it is simply impossible to detect the presence of an implant in the eye [3].

Implants are made from biologically inert materials, such as an alloy of Titanium, Zirconia and are almost never rejected by the body. Both types of implants have their advantages and disadvantages, and therefore we will consider the reasons for choosing each of them.

Titanium Dental Implants. Due to its strength and corrosion resistance, titanium has been widely used in medicine for more than a dozen years. Medical titanium is used in the manufacture of: bone plates, screws, rods, wires, chest expanders, prostheses of arms and legs. The replaceability of this material in dentistry can be understood only by looking at the advantages of this metal.

Zirconium dental implants appeared in dentistry quite recently, however today they have earned quite a lot of good marks from professional dentists and everywhere began to displace ceramic-metal implants due to their technical and aesthetic characteristics. Zirconium does not apply to metals, which is why it is recommended to install it even for allergy sufferers. The only drawback of this material is its high price, which is several times higher than the cost of products from titanium alloys [4].

There are several types of dental implantation. The classical implantation is carried out in two successive stages. The first stage is surgical. In subgingival part, directly into the bone, the implant is introduced. When this procedure is completed, the patient will have to wait 1 - 6 months. It is required if you have insufficient bone height or width. During this time the implant will fuse with the bone. This problem is most common in patients who have lost teeth a long time ago and is due to atrophy of the bone without posterior load on it.

The second step of the classical implant is a prosthesis. Over the installed implant re-cut the mucous membrane and screwed construction that forms the gums, giving it the desired contour. The process of healing takes 14 days.

Currently, work is underway to create and introduce into modern implantology an alloy of titanium and zirconium named "Roxolid" which, by its properties and price, should replace all other types of implants. "Roxolid" is a unique material for the manufacture of implants, which combines excellent biocompatibility and high mechanical strength. It is an alloy of metals consisting of 15 % zirconium and 85 % titanium, and has a higher mechanical strength than pure titanium. "Roxolid" implants have a 40 % higher fatigue strength compared with titanium implants. In addition, it was found that titanium - zirconium alloys have better biocompatibility than titanium [5]. It allows you to use narrower implants and save precious bone or even avoid bone augmentation surgery. The implant is designed for any type of bone: hard or soft. The connection between the implant and the coronal part of the prosthesis is completely sealed. This results in bacteria being unable to enter the implant-prosthesis joint and create a bad smell or even bone loss around the implant.

Always a person wants to be perfect in everything, so he strives for excellence and self-development. Currently dental implants have become the most relevant in dentistry. In 1998 the American Scientist J. Thomson discovered "stem cells". This invention gave us the great opportunities in medicine and in quality of life. Now, with the help of stem cells, teeth are being expanded. Japan's new scientific development - scientists created teeth from stem cells. Experts call them alive, they are no different. Modern medicine gives us this opportunity. Implantation can not only improve the quality of human life but also prevent diseases of the oral cavity, gastrointestinal tract, and many others.

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ПОНЯТИЕ НАУЧНОГО МОДЕЛИРОВАНИЯ И ЕГО РАЗЛИЧНЫЕ МОДЕЛИ

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CONCEPT OF SCIENTIFIC MODELING AND ITS DIFFERENT MODELS

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Аннотация. Цель представленной работы – исследование понятия научного моделирования и его различных моделей. Методы исследования – индукция, аналитический метод, обзорный метод. В качестве ключевых результатов статьи стоит выделить тот факт, что в современных условиях научное моделирование совершенствуется и трансформируется в очень быстром темпе, это связано, в первую очередь, с развитием информационных технологий. Соответственно, проведение исследования в области формирования понятийного аппарата современного научного моделирования долгое время будет актуальным.

Ключевые слова: моделирование, модели, научное моделирование, концепция, управление знаниями.

Annotation. The purpose of the presented work is to study the concept of scientific modeling and its various models. Research methods - induction, analytical method, survey method. As the key results of the article, it is worth highlighting the fact that in modern conditions scientific modeling is improving and transforming at a very fast pace, this is due, first of all, to the development of information technologies. Accordingly, conducting research in the field of forming the conceptual apparatus of modern scientific modeling will be relevant for a long time.

Keywords: modeling, models, scientific modeling, concept, knowledge management.

The method of scientific modeling has some discrepancies depending on the country of use of this scientific concept. Scientific modeling in Russia belongs to such competences as mathematics, physics, astronomy, economics, socio-political modeling. In 60% of cases, according to experts, scientific modeling generalizes economic and mathematical disciplines, while cybernetics refers to a single format of the scientific approach.

Based on this provision, it is possible to generalize two different, but close problems: model and modeling as an entity [1].

Returning to the economic model, I would like to understand its scientific problems. In Russia, it is interpreted as a factor of teaching and educational knowledge and skills within the framework of a social concept. In other words, scientific modeling, like a model, has a pronounced social aspect. However, in the Western literature on scientific areas, it is customary to subdivide the features of process control into theorized and practical aspects.

In the first case, modeling is based on the concept of knowledge management, which turns into a practical synthesis. For example, as a concept of process control, one has to take into account Maslow's model of systemic growth, as well as the model of theorized communication [2].

It is noteworthy that the implementation of this approach in the conditions of the Russian Federation also takes place and deserves special attention, because knowledge management is a promising direction for Russian reality.

Thus, economics as scientific modeling is recognized due to the system-analytical factor of the lowest and highest degree. In connection with the presence of modal processes in science, it is customary to indicate the primary role of scientific and mathematical analysis in various models of economic modeling. In practice, they are expressed in system-software correspondences and composites. At the same time, the modeling of process correspondences is closely related to complementary sciences, such as economic cybernetics and the structural-analytical approach. By itself, the structure of scientific modeling is equivalent to its system-analytical part.

According to the data for 2020, scientists distinguish various models of systemic scientific modeling in relation to structural and mathematical linguistics. The authors of cognitive scientific manuals adapt their knowledge in relation to accumulative linguistics to about the same extent as in the framework of structural economic analysis. The systematic approach to the study of linguistic conceptual relationships is largely determined by the factors of growth and development of scientific modeling in linguistics. Matusevich, Shcherba and Gak especially emphasized the importance of linguistic models on the example of linguistic contiguity, the presence of root family ties and the practical implementation of metonymic and metaphorical adhesions [3].

Speaking about the problems of the analytical linguistic core in scientific modeling, it is important to consider the following basic correlation models:

1. Model of the communicative state.
2. Modeling and structuring the thesaurus.

3. Increasing the role of synthesizing analytical and synthetic languages in order to identify their general modeling.

4. Modeling factor of the soft switch.

5. Coordination, gaping and zeugma as conceptual factors of scientific modeling of structural communicants [4].

Everything that has been said within the framework of our scientific problems is a practical-analytical phenomenon, which is tied to the factors of synthesizing linguistic modalities.

However, scientific modeling in linguistics is based on the problematics of structuralism in its various practical and analytical formats based on the generality and decrease in the importance of certain aspects. These include the synchronous-phonetic aspects of linguistics as a scientific factor, as well as a number of system-professional components based on mathematical linguistics.

Revealing the problems of modeling in economics, linguistics, cybernetics and other areas, I would like to establish a number of systemic correspondences. They are brought together taking into account such factors as:

1. Adequacy, timeliness and compulsory performance of linguistic tasks.
2. Development of the model, its analysis and research moment.
3. Potential and informative from the point of view of a computer experiment.

These three factors reveal the essence of scientific linguistic modeling through the same channels as in the economic and cybernetic phenomenon. In the 1970s, this factor was especially important for the scientific research of Gack and Matusevich, two leading Soviet linguists. Based on this position, it is important to take into account the factor of systemic significance in the models of verb correspondence, which are more theorized.

A number of conclusions can be drawn from this: scientific modeling as a concept is an extremely controversial phenomenon; its leading role is associated with communication at the level of the linguistic factor.

At the same time, it is very important to emphasize the versatility of the formation of the conceptual apparatus of scientific

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FRAGILE PLANT LIFE

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Abstract. The extinction of ancient and relict plant species is a serious issue nowadays. The level of ecological awareness of people plays a key role in environmental protection and preserving the integrity of the plant world. This paper is focused on the analysis of the importance of public awareness of Red Book plants. This paper is based on knowledge research, collecting and normalizing data, and statistical analysis. Ecosystem degradation was and is one of the main problems of our country, that's why we expect that this article will be useful and informative for a lot of people and will help them change their attitude to the world of plants and the environment in general.

Keywords: Endangered species, the Red Book, medicinal plants, flowering plants, narrowing of the range, drawdown of the abundance.

1. INTRODUCTION

Nowadays, the problem of the disappearance of many plant species is becoming acute. Hundreds of plant species, most ancient and relict, are dying out or sharply reducing their range and abundance. More than 20,000 plant species (about 10% of the world's Flora) are under threat of extinction, including many species that are economically valuable and suitable for (can be used in) breeding. [1]

Wildlife conservation is led by the International Union for Conservation of Nature and Natural Resources, IUCN, established in 1948. Foremost rare and endangered plant species must be protected, and one of the first decisions of the IUCN was the creation of the permanent Species Survival Commission, which main goal was to create a world list of endangered species. This list was decided to be called the Red Book. [2]

Most often the high level of urbanization trigger or further worsen degradation of natural habitats of Red Book plants. Deforestation, soil depletion, and land degradation are the results of such activities as ploughing, road building and urban development. Also, the growth of cities leads to the growth of industry, which in turn results in environmental pollution. Plants that are exposed to it usually wither and die. Apart from human economic activity natural events such as forest fires, droughts, and floods are ruining nature. And after all many plant species are disappearing just because grazing livestock destroys many saplings and people pluck a large number of flowers every year.

Medicinal plants have a special status among the Red Book plants. Currently, plant biomass is used as a raw material in a pharmaceutical industry (pharmaceutical production). Thus the existence of plants ensures the existence and development of modern medicine. At the moment, medicinal plants involved in the production of medicines are grown in greenhouses, but over many years of breeding, the properties and qualities of medicinal plants can be lost, which means that the preservation of wild medicinal plants still remains necessary.

Medicinal plants growing in the Central part of Russia that are listed in the Red Book and protected by the IUCN: bearberry, fir club moss, juniper, swamp ledum, common gromwell or *Arctostaphylos uva-ursi*, *Huperzia selago*, *Juniperus communis*, *Ledum palustre*, *Lithospermum officinale* respectively [3].

2. MATERIALS AND METHODS

2.1. Study of knowledge

The purpose of the study is to analyze the awareness of students of undergraduate programs related to biology, pharmacy and ecology and students of other undergraduate programs of red book plants growing in their region

As a method of research we chose statistical analysis as the easiest and most effective way of accounting for primary statistical data. The survey is based on the methodology for the identification subjective circumstances by offering the interviewee (respondent) questions with multiple-choice option.

By the study's end, we intend to obtain data on the impact of specialized education on student's awareness of the red book plants of their region.

2.2. Collecting Data

The data used in the research was collected using a survey (questionnaire) created on the Google platform. We received responses from 100 students from different faculties (50 students of undergraduate programs related to biology, pharmacy and ecology and 50 students of other undergraduate programs).

In the first part of the survey, the respondents were asked to define the plant's belonging to the group of red book plants and to the group of medicinal plants from the photo. The second part of the survey was devoted to the estimation of the number of students who take care of nature. the respondents were offered scenarios for the consequences of finding by them medical plants in nature. The third part of the survey focused on student's awareness of the importance of preserving the flora and protecting the nature of their region.

2.3. Normalizing Data

The data was converted into concise, meaningful information and presented in graphical form. We used bar charts.

2.4. Statistical Analysis

After successful data collection and conversion, we moved on to statistical analysis based on already converted tables.

3. RESULTS AND DISCUSSION

By the end of the survey period, data were collected from 100 students of Yaroslavl and Moscow universities (Yaroslavl State University (YSU), Yaroslavl State Medical University and I. M. Sechenov First Moscow State Medical University). The majority of respondents were in their third year of study.

Chart number one shows the number of respondents who know about the existence of plants considered in the study and are aware that these plants are included in the Red Book and are medicinal. The most recognizable plant was Juniperus communis or juniper and the least recognizable was Lithospermum officinale or common gromwell. At the same time according to the respondents common gromwell is most similar to a medicinal plant when juniper and fir club moss (*Huperzia selago*) was accepted as a medicinal plant by the smallest number of the surveyed students. Swamp ledum (lédum palustre) and gromwell (*Lithospermum officinale*) were recognized as red-listed plants by the majority of respondents.

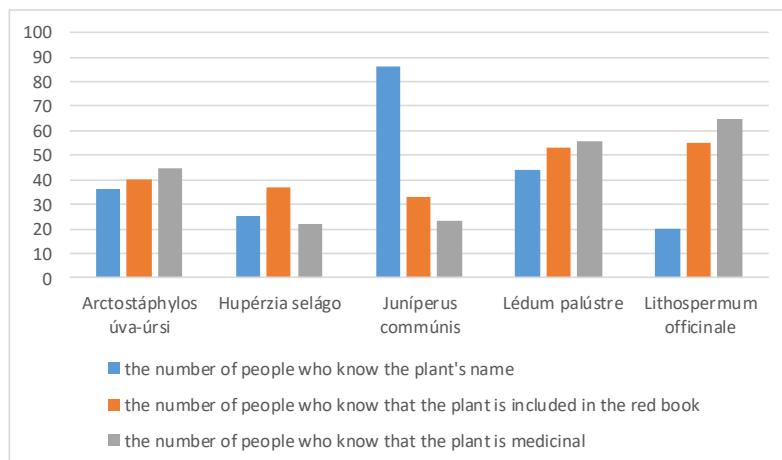


Fig. 1. Knowledge of respondents about medicinal red book plants considered in the study

The second diagram shows how carefully the respondents treat the plant world. The greatest interest was attracted by swamp ledum or *Lénum palustre*, 36 percent of respondents said that they would not mind picking this flower. *Hupérzia selágó* or fir club moss attracted the least interest of the respondents, 82 students said that they would not pay attention to this plant. Bearberry or *Arctostáphylos úva-úrsi* and common gromwell or *Lithospermum officinale* attracted the attention of one-third of the respondents, a bit less than forty percent of the students who took part in the survey said that they would definitely stop to smell or touch these plants. However most of the respondents prefer not to pick plants and this is good news.

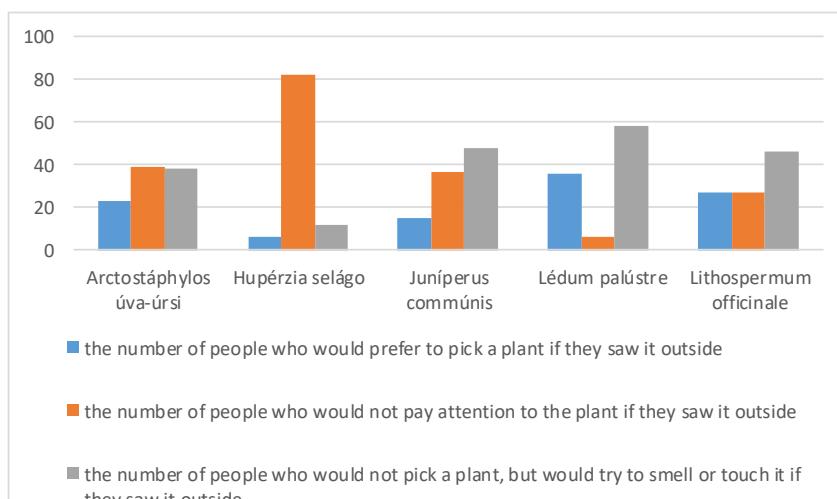


Fig. 2. Actions of the respondents if they meet the plants considered in the study outside

The third histogram shows the attitude of respondents from different faculties to Red Book plants. The majority of respondents (86 percent) recognize the importance of preserving Red Book plants. Besides 77 percent of respondents are aware that Red Book medicinal plants grow in Central Russia and 53 percent of respondents can give certain examples of Red Book medicinal plants growing in this region. And definitely students of undergraduate programs related to biology, pharmacy and ecology were more knowledgeable about Red Book plants and more willing to agree that the protection of Red Book plants is an important task than students of other undergraduate programs (for example, the number of people who were able to give examples of medicinal Red Book plants among students of undergraduate programs related to biology, pharmacy and ecology is almost twice the number of students of other undergraduate programs who were able to do the same).

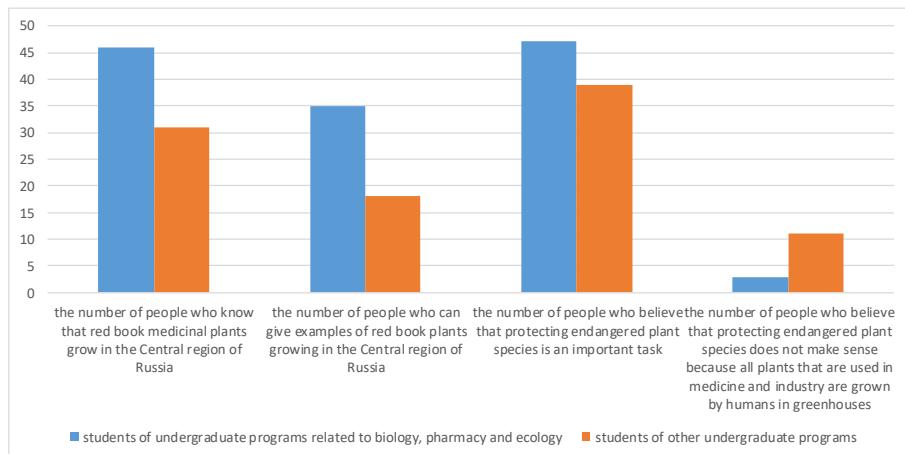


Fig. 3. Awareness of the existence of red book plants and the importance of their conservation

4. CONCLUSIONS

According to the obtained research results some conclusions can be drawn.

Based on the results of the first diagram we can say that the surveyed students are poorly informed about the Red Book plants of their region. The majority of respondents knew the exact name only of one out of five plants considered in the study. This plant was juniper which is often used as an adornment plant in urban gardens and parks. Also the majority of respondents referred to the group of medicinal plants only flowering plants (*Arctostaphylos uva-ursi*, *Ledum palustre*, *Lithospermum officinale*) which indicates that the respondents mostly focused on plant's habitus answering questions about the plant's medicinal properties.

However according to the second diagram the respondents take care of nature. Most of the requested students prefer not to pick the plant even if it has attracted their attention. Nevertheless flowering plants have the greatest chance of being plucked.

According to the third diagram students of undergraduate programs related to biology, pharmacy and ecology are more eager to protect endangered plant species than students of other undergraduate programs. Moreover, they (students of undergraduate programs related to biology, pharmacy and ecology) are well-informed about the Red Book plants of their region (the region of Central Russia) and therefore they know what plants that should not be extirpated in any case look like.

This study allowed us to determine the attitude of the modern student to nature. The analysis of the obtained results allows to claim that an important aspect of protecting the plant world is public awareness of the existence of endangered plant species. Therefore any endangered plant protection activities should be started with the dissemination of information contained in the Red Book.

Such survey should be conducted again after students of undergraduate programs not related to biology, pharmacy and ecology take some courses focused on the importance of plant protection. A second survey will allow us to assess the influence of these courses on students and make recommendations for raising public environmental awareness.

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EXPERIENCE OF GREAT BRITAIN IN SUSTAINABLE DEVELOPMENT

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ОПЫТ ВЕЛИКОБРИТАНИИ В РЕШЕНИИ ЭКОЛОГИЧЕСКИХ ПРОБЛЕМ

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Abstract. The issue of sustainable development is very urgent for Great Britain. This article shows the progress of Great Britain in tackling such issues as waste disposal and recycling, greenhouse emission and production of renewable energy. There has been made a huge progress in recycling in the last 20 years due to diverse measures in this area. British government has also developed a range of tools for tackling with greenhouse gases emission and ecological taxation is one of the most efficient. Another important issue discussed here is safe and renewable energy resources.

Keywords: recycling, waste disposal, household waste, landfills, renewable sources of energy, transport system.

Аннотация. Вопрос устойчивого развития очень актуален для Великобритании. В данной статье показан прогресс в решении таких вопросов, как утилизация и переработка отходов, выбросы парниковых газов и производство возобновляемых источников энергии. За последние 20 лет благодаря разнообразным мерам, был достигнут огромный прогресс в области переработки отходов. Британское правительство также разработало целый ряд инструментов для борьбы с выбросами парниковых газов, в том числе систему экологического налогообложения. Также в статье обсуждаются безопасные и возобновляемые источники энергии.

Ключевые слова: переработка, утилизация отходов, бытовые отходы, свалки, возобновляемые источники энергии, транспортная система.

The idea of sustainable development is widely discussed all over the globe. Great Britain is a country with highly developed industry, high population density and economic ties throughout the world. But there are two sides to the coin and the reverse side is that the country faces urgent ecological problems and spend a lot of efforts on solving them developing sustainable technologies and implementing the ideas of sustainability into everyday practice. This article shows the progress of Great Britain in tackling such issues as waste disposal and recycling, greenhouse emission and production of renewable energy. Another goal of this article is to emphasize the practice relevant to solving ecological problems in Russia.

The problem of waste disposal is very urgent nowadays due to the constant increase of consumption level. Population growth and the amount of waste disposal correlate in direct ratio. The United Kingdom has made a huge progress in recycling in the last 20 years. According to the Parliamentary Office of Science and Technology, about 29 million tons of municipal waste, 87% of which was household waste, was produced in England in 2003/04 [1]. Most waste then ended up in

landfill sites; only 19 % of household waste was recycled or composted. Over the next years, the United Kingdom has been actively carrying out reforms to stimulate the recycling in the country. Obviously, the reforms were successful because by 2018 the recycling rate for England had grown to 44.7 %, compared with 47.7 % in Northern Ireland, 42.8 % in Scotland, and 54.1 % in Wales [2]. It is worthwhile to highlight some methods which the United Kingdom used to stimulate growth of recycled waste.

First of all, it is necessary to make recycling available for each citizen, that's why in 2000 *Friends of the Earth*, an international network of environmental organizations, started campaigning for a new recycling bill which would mean every household in the country would have a doorstep recycling service - so that recycling could be as easy as putting the rubbish out. The bill would mean that by 2010, local authorities would have to provide every household in England with a separate collection of at least two types of recyclable materials. The bill gained support of the majority of members of Parliament and on 30 October 2003 recycling bill became a law. It was one of the most important events of recycling in the United Kingdom. [3]

Secondly, efficiency of recycling highly depends on how much people are educated in this matter. When wrong things go to recycling it causes a lot of problems: decreased efficiency, damage to equipment, contamination of recyclable materials, environmental issues. That is why it is necessary to inform people about the right way to recycle waste and why it is important for our environment. Consequently, the government of the United Kingdom decided to create some information resources which could help ordinary people to go deeper in the matter of recycling. For example, Welsh government has created the website "My recycling Wales" (myrecyclingwales.org.uk). There you can find information about materials and how or where you can recycle them. This definitely can help to attract more people to start recycling.

Another method to increase the amount of recycled waste is reduction in the frequency of general rubbish collections. In 2012 a Waste Management Research Group and Faculty of Engineering and the Environment shared research on the impact of alternate weekly collections on waste arisings. Household waste started to be collected once in two weeks instead of once a week. As a result, the weight of recycled products increased by about 1 kg (per household) and average daily total weight (tons) of residual waste collected in the area during the collection periods decreased by 2.75 [4].

Greenhouse gases emission is a global issue. To tackle with it, governments have developed a range of tools including regulations, information programs, innovation policies, environmental subsidies, and environmental taxes. Taxes are the key and the most efficient part of these measures. To reduce the emission worldwide international bodies such as the International Monetary Fund (IMF), environmental organizations and many economists agree that a key tool for fighting climate change is environmental taxation. These taxes apply to a physical unit (or similar) of some material that has a negative, verified and specific impact on the environment. They encourage businesses to operate in a more environmentally friendly way. There are taxes and schemes for different types and size of business. In UK the tax is applied on top of the normal landfill fees if a business gets rid of waste using landfill sites. Interesting that the tax rate is constantly increasing every year. This is made to create an incentive to improve standards in the industry. Now the standard rate of this tax is £94,15 per ton. Obviously, this tax influenced the amount of waste sent to landfills: 50 million tons in 2001-2002, 12 million tons in 2015-2016, 7.2 million tons in 2017-2018 [5].

Despite an impressive result, the government still set up new recycling targets. They think that 50 % of recycled waste is not the limit and we can do much more for our planet. The Department for Environment, Food and Rural Affairs has announced government commitments to recycle 65 % of municipal waste and reduce the amount of waste sent to landfill to 10 % by 2035.

Moreover, the government of the United Kingdom cares not only about municipal waste, but also about safe and renewable energy resources. One idea is to turn more of the UK's mountains into massive "water batteries". This will reduce the need for new nuclear power stations and save hundreds of millions of pounds. The process is quite simple. Water is pumped uphill to release it later to produce energy that can be transferred into electricity. This can save a lot of money to the

UK government. Researchers say that we talk about more than 20 million pounds, so the government may be interested.

Also, storing cheap wind power in this way and dispatching it at times of need, each 1000 megawatts of pumped hydro could replace 750 MW of nuclear power, or a gas plant fitted with carbon capture. Does UK need new nuclear to reach its carbon goals? It is a debatable issue right now. Government is thinking about financial support for a £20 billion nuclear power station in Suffolk that could be built by French energy firm EDF. UK-based energy firm SSE won planning permission for a pumped hydro scheme up to 1500 MW. But this firm says that they do not think that energy market policies can guarantee raising the nearly £1.5 billion needed to complete the project named Coire Glas [6].

The UK transport network supports people and goods to travel around the country. While it helps to connect people, boosts the economy, it also produces over a quarter of United Kingdom greenhouse gases emissions Transport is now the largest contributor to Great Britain domestic greenhouse gases emissions, producing 28% of UK domestic emissions in 2018. That is why the government decided to start a transport decarbonization policy.

In 2008, the Renewable Transport Fuel Obligation (RTFO) was introduced. This requires suppliers of road and non-road mobile machinery (NRMM) fuel to ensure a percentage of their fuels are renewable. Government of the UK is planning to increase the use of renewable fuels in transport, doubling the targets to 9.75 % between 2018 and 2020, and to at least 12.4 % by 2032. They also incentivize use of waste-based fuels made using new technologies and for use in difficult to decarbonize sectors, such as aviation. There are plenty of benefits of using this kind of fuel including very high greenhouse gases savings, reduced waste disposal and improvements in fuel quality, potentially with air quality benefits too [7].

Cycling and walking produces no greenhouse gases. That is forms of zero GHG emission transport. The Government has set an aim to double cycling activity, increase walking to 300 stages per person per year. They have already invested millions of pounds in cycling and walking.

All of the mentioned measures helped the United Kingdom to reach one of the best statistics in sustainable development and improve the environmental situation in a short time. Besides carrot and stick approach the British government invests funds and efforts in education on this issue, support of local initiatives, support of scientific and practical research. This experience is very valuable and could be taken into account while developing programs for improving the environment situation in our country.

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