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English language (UDC 811.111)

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ON THE PROCEDURE TO REVEAL GENDER-INTRINSIC LEXICS IN ENGLISH FICTION

Abstract

Gender peculiarities become apparent essentially at the lexical level. So evaluating frequency of use becomes the main research method: one set of words are more frequent in the texts written by women, other ones are more frequent in men's texts. The procedure of gender attribution based on this approach was tested on a large sample of English texts (22 authors) and proved to be rather effective. The placement of authors on the "scale of masculinity" allows to put forward and solve a number of noteworthy problems. In particular, the hypothesis was advanced that compared to the 19th century authors the level of masculinity of contemporary male authors has decreased while the level of masculinity of female authors increased.

Keywords: English fiction, gender peculiarities, gender text attribution, word frequency evaluation.

The issue of sex and gender has become very important nowadays and it is a matter of utmost interest not only scientifically but also in sociocultural sphere, sometimes even on the legislative level. Sex is regarded as a biological phenomenon; consequently men are opposed to women on the basis of purely biological characteristics, including behavioral peculiarities. As to gender, it touches upon the psychological and in this respect contrasted notions will be masculinity and femininity (Kon 2004). In most cases sex and gender coincide yet some examples of the opposite have been reported [1].

Since gender is a sharply defined framework of social and psychological settings, it is assumed to affect the linguistic behavior of an individual (Maslova 2004, p. 124).

Introducing the parameter of gender into the linguistic research has opened new prospects in the analysis of various aspects of language and speech. The term itself emerged in linguistics in the 1980s, i.e. a bit later than in other humanities – History, Psychology, and Sociology. The ideas of gender linguistics, put forward by various schools and movements, are being still moulded in a system (Mamaev 2011).

It must be stressed that the human being not only understands the meaning of a judgment uttered but realizes his or her involvement in it. Hence, the word becomes a cultural archetype and is regarded as an issue that both the outer world and the speaker have impact on (Lebedev 2008). It seems clear, then, that gender speech peculiarities are most likely to manifest themselves.

The study of gender aspects has become extremely popular among linguists lately. Up to the present efforts have been focused on specific features of men’s and women’s speech. For example, among feminine linguistic facts the researchers enumerate frequency of usage of euphemisms; adverbs helping to avoid the utterance categoricity (e.g. rather, quite); exclamatory sentences, tag questions, etc. Regarding masculine facts they reckon the utterance categoricity (e.g. (Antineskul 2001).

From numerous published results one may infer that gender peculiarities emerge, mostly, on the lexical level. Ordinarily, words or phrases are considered to be feminine if they appear substantially more frequently in the texts of female writers. Consequently, one should pay utmost attention to the usage frequency of language units.

The reverse approach may be of interest, too: basing on the lexical statistics it is impossible to study the opposite task, i.e. to predict whether its author is a man or a woman. That would make the main task of our study: we undertake to find, in any random text, a group of lexical elements which would allow its gender attribution with a high degree of reliability.

Although it was ascertained that the usage of slang and Latin terms are characteristic of the male written speech, we should bear in mind that these phenomena are not frequent in any text. The same can be said about feminine texts which should presumably include many euphemisms and tag questions. The required solution would be turning to function words.

First of all, function words by their nature are very frequently used and are met in any type of texts. It is no less important that they are limited in number and, thus, the process of analysis wouldn’t be too laborious.

It is worth noticing that gender attribution of function words hasn’t been practically studied. We can cite only one attempt to dwell with the problem. It was done on English material: (Argamon, Koppel 2006; Koppel, Argamon, Shimon 2001).

The authors are trying to solve the problem of gender attribution by dividing function words into ‘mainly male’ or ‘mainly female’ words [2]. The algorithm was introduced which is to identify the gender of the text’s author with high probability. In has been tested on the large amount of text corpora and defined gender attribution with at least 80% success rate. The result seems good enough, however there still remains some opportunity to further perfect the procedure of the algorithm application.

According to the algorithm, the articles (a, the) as well as demonstrative pronouns (that, these) are considered masculine indicators, while a group of pronouns (I, you, she, her, their, myself, yourself, herself) indicate the belonging to the text written by a female author. The gist of algorithm is the evaluation of frequency of every word from the list. The frequency data are supplemented with the system of coefficients, which regulates the contribution of every word to the final result. For example, the coefficient, or the ‘weight’ of preposition with is 52, while pronoun who ‘weight’ only 19, article the – 7, etc. Thus, if with is found in the text 4 times, then its total contribution will be 208 (4 x 52); if pronoun who isn’t present in the text at all, it will have zero contribution; and if article the appears 69 times, then its contribution will be rather substantial (69 x 7) – 483.

The total sum of weights for masculine words (who, the, as, etc.) and feminine ones (with, if, not, etc.) are counted and the results are summed up. If the total sum of feminine words turns out to be more than that of masculine ones then the text is attributed as feminine.

In spite of the authors’ claim that the algorithm functions rather efficiently, their suggested set of function words gives rise to some doubts. Particularly, it is not clear why the authors include forms of the verbs to be and to say in the list. The usage of to is also causes scrutiny: it is clear that there is serious difference if to functions as a
According to Table 1, the sum of masculine words prevails in Ch. Dickens’ text (5456 > 4179), consequently, this text is written by a male author. On the contrary, in A. Brontë’s text feminine words prevail (5400 > 4939), so the text is obviously written by a female. As we see, the program has worked well in both cases.

However, having analyzed all the 22 texts, the results didn’t turn out that successful. Suffice it to say that the program has correctly attributed only 6 out of 11 texts by male-writers, i.e. made mistakes in nearly a half of the cases. Keeping to the hypothesis that basing on a limited number of function words we can make gender attribution of the text correctly enough, we have to concede that either some words from the given list aren’t appropriate, or the weight system needs correction, or both are true.

Our next step had two main aims:

1) making sure that the initial division of words into masculine and feminine was accurate and suggesting corrections, if necessary;
2) improving the weight system of the words used.

We summarized the initial matrix data of all the 22 authors. In case the algorithm attributes a word to the feminine group, than its total usage frequency in female-writers’ texts should substantially exceed that in male-writers’ texts, and vice versa.

The analysis shows that the confirmative data have been received for 10 words out of 15 (e.g. *me* was found 360 times in female-writers’ texts and only 180 times in male-writers’ texts; *your* – 138 : 74 and so on). For 4 words no preferences have been spotted (e.g. *with* – 360 : 360, *when* – 160 : 150), and in one case there is even an opposite result (*was* – 860 : 1033).

Still more disappointing was the result for the masculine words. The confirmation was acquired for only 6 words (e.g. *the* – 3136 : 2330 or *as* – 486 : 293). In the rest 10 cases data were nearly the same for males and females (*these* – 36 : 35, *below* – 7 : 5, *many* – 24 : 20) or even with the prevalence for females (*to* – 1083 : 1240, *are* – 91 : 132).

In consideration of these data we have taken into account only the cases with the significant difference in the usage frequency of words in male- and female-writers’ texts (10 feminine and 7 male words). The rest of the words from the initial list were eliminated.

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In consideration of these data we have taken into account only the cases with the significant difference in the usage frequency of words in male- and female-writers’ texts (10 feminine and 7 male words). The rest of the words from the initial list were eliminated.

Our next task was to correct the weight system of the 17 words.

The way of reasoning in applying weights to words by the algorithm has been quite dim to us. Here are a few examples (Table 2)
The groups (1–3) contain the words of nearly the same usage frequency. As one can see, the weights in every group differ significantly, so the necessity to somehow correct the weight system seems obvious.

In working out the new weight system we took two main factors into consideration. The first one is the range of frequency difference. For example, the words in Group 2 have more differentiating force than the words in Group 1, and consequently they should be given more weight.

On the other hand, some words (especially articles) have considerably higher frequency, and applying much weight to them will cause their taking the substantial part of the general result, minimizing all other words’ role. In setting a proper weight, we thought it reasonable to ensure that a word’s contribution to the whole sum shouldn’t exceed 25%. So, we applied the weights of 4 and 6 to the articles a and the respectively, while if got the weight of 28, and myself – 50.

Lastly, we have perfected the procedure in one more aspect. The initial algorithm only allows to attribute a text as ‘male’ or ‘female’. We’d like to go further and arrange the texts on a kind of “scale of masculinity”. This will allow not only distinguish a male text from a female one but also compare two texts of the same gender. As a result, we’ve introduced a masculinity index \( M \), which may serve as an important feature of the author’s gender style. Index \( M \) is based directly on the masculine / feminine words’ indicator and is calculated according to the formula:

\[
M_i = \frac{\text{masc}_{ai}}{\text{av}_{\text{masc}}} - \frac{\text{fem}_{ai}}{\text{av}_{\text{fem}}}
\]

where \( M_i \) – index of masculinity of author (i);
\( \text{masc}_{ai} \) – total sum of masculine words in author i’s text;
\( \text{fem}_{ai} \) – total sum of female words in author i’s text;
\( \text{av}_{\text{masc}} \) (and \( \text{av}_{\text{fem}} \)) – total sum and masculine (and feminine) words on the average in the whole group of texts.

Here comes an example of calculations for texts by G.S. Chesterton and A. Brontë. In Table 3 one can see fragments of initial data matrices.

Table 3 – Initial data matrices (fragments)
Table 4 illustrates the stages of calculating the index $M$.

Table 4 – The calculations of parameters for the index $M$

<table>
<thead>
<tr>
<th></th>
<th>$masc_i$</th>
<th>$av_{masc}$</th>
<th>$fem_i$</th>
<th>$av_{fem}$</th>
<th>$M$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chesterton</td>
<td>4572</td>
<td>3695</td>
<td>1585</td>
<td>4,28</td>
<td>0,809</td>
</tr>
<tr>
<td>A. Brontë</td>
<td>2684</td>
<td>0,726</td>
<td>5515</td>
<td>1,489</td>
<td>-0,763</td>
</tr>
</tbody>
</table>

Table 5 – Index $M$ of the whole group of authors

<table>
<thead>
<tr>
<th>Male authors</th>
<th>$masc_i$</th>
<th>$fem_i$</th>
<th>$M$</th>
<th>Female authors</th>
<th>$masc_i$</th>
<th>$fem_i$</th>
<th>$M$</th>
</tr>
</thead>
<tbody>
<tr>
<td>O. Wilde</td>
<td>6414</td>
<td>3348</td>
<td>0,83</td>
<td>J.K. Rowling</td>
<td>3904</td>
<td>3972</td>
<td>0,09</td>
</tr>
<tr>
<td>G.K. Chesterton</td>
<td>4572</td>
<td>1585</td>
<td>0,81</td>
<td>J. Cox</td>
<td>3268</td>
<td>3368</td>
<td>-0,02</td>
</tr>
<tr>
<td>R. Stevenson</td>
<td>5046</td>
<td>3246</td>
<td>0,49</td>
<td>M. Rosoff</td>
<td>3876</td>
<td>3961</td>
<td>-0,03</td>
</tr>
<tr>
<td>B. Bryson</td>
<td>3520</td>
<td>2083</td>
<td>0,39</td>
<td>Ch. Brontë</td>
<td>3048</td>
<td>3188</td>
<td>-0,04</td>
</tr>
<tr>
<td>A. Conan Doyle</td>
<td>5308</td>
<td>4064</td>
<td>0,34</td>
<td>M. Shelley</td>
<td>3148</td>
<td>3724</td>
<td>-0,15</td>
</tr>
<tr>
<td>P. Ness</td>
<td>3462</td>
<td>2396</td>
<td>0,29</td>
<td>A. Christie</td>
<td>2800</td>
<td>3503</td>
<td>-0,19</td>
</tr>
<tr>
<td>M. Peet</td>
<td>3220</td>
<td>2294</td>
<td>0,23</td>
<td>J. Valentine</td>
<td>3428</td>
<td>4968</td>
<td>-0,41</td>
</tr>
<tr>
<td>M. Burgess</td>
<td>2802</td>
<td>2095</td>
<td>0,19</td>
<td>A. Fine</td>
<td>4088</td>
<td>5836</td>
<td>-0,47</td>
</tr>
<tr>
<td>Ch. Dickens</td>
<td>3424</td>
<td>3509</td>
<td>-0,02</td>
<td>M. Blackman</td>
<td>3166</td>
<td>5661</td>
<td>-0,67</td>
</tr>
<tr>
<td>W. Thackeray</td>
<td>3764</td>
<td>4015</td>
<td>-0,06</td>
<td>J. Austen</td>
<td>2704</td>
<td>5446</td>
<td>-0,74</td>
</tr>
<tr>
<td>K. Brooks</td>
<td>3650</td>
<td>4088</td>
<td>-0,12</td>
<td>A. Brontë</td>
<td>2684</td>
<td>5515</td>
<td>-0,76</td>
</tr>
</tbody>
</table>

According to Table 5, index $M$ attributes the texts rather accurately. Certainly, as it usually occurs, there are some borderline results when $M$ approaches zero (in this category we find 3 male and 4 female authors; they are marked grey). Perhaps, further improvements of the procedure might reduce the number of such cases, however efforts in another direction seem no less promising. In fact, as we mentioned earlier, gender reflects an individual’s linguistic consciousness, and it shouldn’t inevitably coincide with his or her biological sex. Consequently, if of an author’s index $M$ stands out from the rest, this should cast some doubt on his or her gender identity. To clarify the case, one may need additional facts from related sciences – Literary Criticism, Psychology, etc. From this point of view it would be interesting, for example, to study the results of Brontë sisters whose texts turned out to be in opposite ends of the “scale of masculinity”.

In conclusion let us raise one more point. As it is seen from the list of works, our selection of fiction texts is balanced not only according to gender (11 male and 11 female authors), but also according to the time of writing (11 texts of 19th–20th century and 11 texts of 20th–21st century). This enables us to juxtapose the index $M$ values of the two epoques (Table 6).

Table 6 – The correlation between index $M$ and the epoque of writing (average data)

<table>
<thead>
<tr>
<th></th>
<th>$Masc$</th>
<th>$Fem$</th>
<th>$M$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>19th–20th</td>
<td>4755</td>
<td>3294</td>
</tr>
<tr>
<td></td>
<td>20th–21st</td>
<td>3363</td>
<td>2591</td>
</tr>
<tr>
<td>Females</td>
<td>19th–20th</td>
<td>2877</td>
<td>4275</td>
</tr>
<tr>
<td></td>
<td>20th–21st</td>
<td>3622</td>
<td>4566</td>
</tr>
</tbody>
</table>

One can definitely infer, from the data, that gender differentiation among the 19th century writers is more distinct (the range is 0,74). Among contemporary writers we see some tendency for convergence, the difference between male and female authors being only 0,45.

No doubt, such facts call for more research involving new literary material.

Certainly, the urgent problem might be to develop the procedure for defining the index $M$ for the material in Russian. If it is successful, this may help discover new possibilities – for comparative analysis in the first place. In particular, a very interesting task would be to analyze the cases when, for example, the text written by a female-author is translated by a male-translator and vice versa.

[1] It’s worth mentioning that English is among the few languages where “sex” and “gender” are differentiated on the lexical level.
[2] In this study the class of function words includes pronouns and modal verbs (30 words in total).
General questions relating to both linguistics and literature. Philology (UDC 80)

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AXIOLOGICAL POTENTIAL OF POLITICAL NICKNAMES

The article is devoted to the study of axiological possibilities of political nicknames. Political nicknames are very expressive. They can be personal and impersonal. Some nicknames lose their primary meaning to become a part of evaluative political lexis. In the language of politics nicknames often serve not only as means of assessment, but also as ideological weapon.

Keywords: nicknames, axiological possibilities, expressive words, means of assessment, abbreviation, personal and impersonal nicknames, evaluative political lexis, connotation, language of politics.

The language of modern politics tends to be less formal. On the contrary, it becomes more popular among politicians to speak like common people do, so that they would be recognized as close to the electorate. This tendency prevails especially in the USA where most people, figuratively speaking, got used to “judge a book by its cover” and are not prone to intellectual reasoning. During the electoral period politicians are preoccupied with their image and try hard as they can to win the popularity. Language in this case is one of the most important means of producing certain image and achieving success.

Regarding the fact that the language of a successful politician must be simple, smart and bright, speechwriters and image makers are very particular about the word choice. Specialists advise to choose such words and phrases that can become memorable, fresh and entertaining at the same time. That is why the language of politics contains a lot of expressive words and phrases endowed with axiological potential. Among the words having rich evaluative possibilities are political nicknames which meet all the above mentioned requirements.

Nickname – a name used informally instead of a person’s own name, usu. a short form of the actual name or a name connected with one’s character or history. Nicknames are often given at school to annoy or upset other children, and many last into adult life (Longman Dictionary, p.899).

Oxford English Dictionary gives the following definition of the word ‘nickname’: ‘A name or appellation added to, or substituted for, the proper name of a person, place, etc., usually given in ridicule or pleasantry’ (Oxford English Dictionary, 1989).

It is evident that such words as nicknames possess high axiological possibilities because they serve not only as means of assessment, but also correspond the evaluative attitude, forming the opinion concerning what is good and what is bad in the society. The negative potential of nicknames can be applied while characterizing political opponents. As for political supporters or the politician himself, nicknames with a humorous colour or positive connotation are often used. Certainly it depends on the purpose of giving a nickname.

Many American politicians especially presidents have nicknames. It can be a short form of the personal name, for example, Ike – Eisenhower, Teddy – T. Roosevelt, Bill – W. Clinton and so on. Another form of a nickname is the abbreviation of the full name of a person, for example, JFK – J. Kennedy, GWB – George Bush – junior.

As for George Bush – junior and his father George Bush – senior, we noticed that these politicians are sometimes named as the numbers of their presidential periods – Number 41 and Number 43. For example,… Although it is currently fashionable to lampoon Number 43 for his verbal gaffes, we know that Number 41 was in a class of his own (The Daily Telegraph, Feb.14, 2004, p.6).

Anyway, nicknames make presidents closer to people. And it is their main function together with the function of assessment in the language of politics.

In course of our research we also noticed that political nicknames can be personal when there is a reference to a real person and impersonal when it is applied to a group of people or a political party or a political movement.

For example, Robbery Hillham/ Hilla the Hun are offensive nicknames given to Hillary Clinton during the period of political fight when she unsuccessfully attempted to become President of the USA. Both nicknames are personal and characterize Mrs. Clinton from the negative side, eventually contributing to the destruction of her positive political image.

Concerning impersonal nicknames, we also provide some examples. For instance, hawks and doves used to be nicknames but later became ideologically loaded political words.

Hawk – 2. a person who believes in strong action or the use of force as a political tool, especially as part of a political party policy. (Longman Dictionary, pp.382, 605).

Other examples are donkeys and elephants, boll weevils and gypsy moths. These are nicknames of American political parties – Democratic and Republican.

Gypsy moths – those liberal and moderate Republicans in the US House of Representatives who tend to deny support to President Ronald Reagan’s domestic and foreign policies. They are called gypsy moths, in contrast to boll weevils, after a leaf-eating moth found in the north,
because most of these House members represent congressional districts from the Northeast and Midwest (Jay M. Shafritz, 1988, p.259).

Boll weevils — 1. A long used term for southern Democrats in the US House of Representatives who support conservative policies. 2. Southern Democrats in the US House of Representatives who have supported President Ronald Reagan’s economic programs. Boll weevils are insects that feed on cotton (Jay M. Shafritz, 1988, p.59).

We also should mention that some nicknames tend to lose their originality and primary meaning to become a part of evaluative political lexis. Now, let’s consider the examples of such words together with their etymology:

Lame-ducks — The session of Congress which came to a close on the 4th of March in the year following the election of a new president of the USA was nicknamed the Lame-duck Congress because many of those making up this session of Congress had been defeated in the November elections and would be replaced by the successful candidates on March 4th. The session of Congress which convened in 1922 was the first to be called a Lame-duck Congress and members of this Congress were known as Lame-ducks (G.E.Shankle, 1967, p.248).

Egghead — An intellectual; a politician with a highbrow image. The term was first used in American politics to derisively refer to Adlai Stevenson (1900-1965) when he was the Democratic nominee for president in 1952. The term fit Stevenson because he was all that the word implied, and worse — he had a balding, egg-shaped head (Jay M. Shafritz, 1988, p.184).

Both above mentioned nicknames have negative connotation. Nowadays, the word combination lame duck is used to characterize any American President serving the end of his last term without the right to be reelected. As for the word egghead, its negative evaluative potential is used while ridiculing any politician having a highbrow image (in our opinion, in modern Ukrainian politics ArseniyYatsenyuk perfectly fits this image).

In conclusion, it is necessary to underline that any nickname has great evaluative possibilities. The peculiarity of these words concludes in the possibility to express the assessment indirectly through the axiological component of connotation. Moreover, nicknames can form certain opinion about the object of assessment. That is why, due to their persuasive possibilities, nicknames often serve as strong ideological weapon in the language of politics.

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"МАТЕРИАЛИЗМ И ЭМПИРИОКРИТИЦИЗМ" В.И.ЛЕНИНА - ГЛАВНЫЙ РУССКОЯЗЫЧНЫЙ ПОЛЕМИЧЕСКИЙ ТЕКСТ 1900-Х ГОДОВ

Abstract
In this article the author shows the complicated situation determined the conflict in Russian philosophical society at the beginning of the twentieth century. A.A.Bogdanov and V.I.Lenin, the leaders of the Bolsheviks, were involved in the long-lasted polemics. Simultaneously the Materialists were by unjudged to protect their theory from constant attacks of the Machists. Monograph «Materialism and Empirio-Criticism» is the main reflection of this speech situation. V.I.Lenin wished to explain philosophic contradictions and to prove prosperity of his approach therefore you can find a great number of polemical methods in his text. Analysis of «Materialism and Empirio-Criticism»’s fragments helps the readers to appreciate V.I.Lenin’s polemical art. For linguists, orators, politicians, post-graduates and students.

Keywords: Russian language polemical text, language personality, polemics, conflict, emigration, manuscript, different styles, opponent, polemical discourse, providers of suggestive impact, polemical method.

Vladimir Ilich (Ilyich) Ulianoff (Ulianov, Ul’ianov, Ulyanov ore Lenin) (1870-1924) is a famous politician, but he should not be forgotten that he was a language personality and a philosopher too.

You can see V.I.Lenin’s biography in different articles and books [Bonnell 1999; Enkker 1997; Garuda 1968; Krupskaya 1970; Lutz 2003; Maxton 1932; Possony 1965; Prilezhayeva 1987; Service 2002; Shub 1966; http://www.encyclopedia.com/topic/Vladimir_Ilyich_Lenin.aspx].

The boy Vladimir, the second son in the family of I.N.Ulyanov, was a conscientious and intelligent student, a good skater, swimmer and chess player. Volodya liked to play chess very much. He was much impressed by his father’s talk of the "darkness" of life in the villages and of the arbitrary treatment of peasants by officials. A voracious reader, V.I.Ulyanov became well-acquainted at an early age with the writings of Russian authors, from A.S.Pushkin through A.S.Turgenev to L.N.Tolstoi. From a childhood the boy was especially interested in the works of N.A.Nekrasov. The youth was also aware of such protorevolutionary writers of the nineteenth century as V.G.Belinskii, N.G.Chernyshevskii, N.A.Dobroliubov, A.I.Herzen and D.I.Pisarev. But there was no hint in these early intellectual activities that V.I.Lenin would become a revolution.

V.I.Lenin’s philosophy is mentioned in great number of scientific works [Althusser 1971; Brockhaus 2004; Cockshott 2012; Treadgold 2002].

It goes without saying his political views are presented in various foreign sources [Harding 1977; Hubenschmid 1998; Ivanov 1970; Leites 1953].

In the revolution of 1905 V.I.Lenin was able to exercise almost no influence.

V.I.Lenin’s influence among the Bolsheviks was challenged by many other militants including A.A.Bogdanov therefore «Materialism and Empirio-Criticism. Critical Comments on a Reactionary Philosophy» challenged the ideas that A.A.Bogdanov
had spread in philosophers’ society in the first years of the twentieth century.

The main reason of polemics was conflict between V.I.Lenin and A.A.Bogdanov who was the head of large philosophical group. A.A.Bogdanov was known as A.A.Malinovskii too. Besides philosophy A.A.Bogdanov had already achieved great success in economy and medicine.

The period between defeat of the first Russian revolution and World War I (1907-1914) was difficult for V.I.Lenin and all the rest Materialists. The historians called this epoch as a period of reaction. V.I.Lenin had to leave Russian Empire and live in West-European countries. During emigration V.I.Lenin could write several interesting articles, books and speeches.

At the end of 1907 the leader of the Bolshevists abandoned his base and faction between S.P.Bakunin and S.Martov. Therefore the monograph was created not in Russian Empire, but in Switzerland, France and the United Kingdom.

V.I.Lenin lived briefly in London in May 1908, where he used the British Museum’s library to write «Materialism and Empirio-Criticism», an attack on A.A.Bogdanov’s relativist perspective, which he lambasted as a «bourgeois-reactionary falsehood». Increasing numbers of the Bolshevists, including close V.I.Lenin supporters L.B.Kamenev and A.I.Rykov, were becoming angry with V.I.Lenin’s factionalism [Service 2002: 192-195].

In December 1908 V.I.Lenin went from Geneva to Paris where he worked on correcting the proofs of his book. The attentive author had to agree to tone down some passages of the work so as not to give the tsarist censorship an excuse for prohibiting its publication. It was published in Russia under great difficulties. V.I.Lenin insisted on the speedy issue of the book, stressing that «not only literary, but also serious political obligations» were involved in its publication.

V.I.Lenin revived his polemics against the Mensheviks, who objected to his advocacy of violent expropriations and thefts such as the 1907 Tiflis bank robbery, which the Bolshevists were using to fund their activities. At that very moment V.I.Lenin became heavily critical of A.A.Bogdanov and his supporters. A.A.Bogdanov believed that a socialist-oriented culture had to be developed among Russia’s proletariat for them to become a successful revolutionary vehicle, whereas V.I.Lenin favored a vanguard of socialist intelligentsia who could lead the working-classes in revolution. Furthermore A.A.Bogdanov — influenced by E.Mach — believed that all the concepts of the world were relative, whereas V.I.Lenin stuck to the orthodox Marxist view that there was an objective reality to the world, independent of human observation. Although A.A.Bogdanov and V.I.Lenin went on a holiday together to A.M.Gorky’s villa situated in island of Capri, Italy, in April 1908, on returning to Paris, V.I.Lenin encouraged a split within the Bolshevist Federation of Trade Unions. The Admissions Office was dissatisfied with I.H.Mitchell’s reference because they could not locate his address. The second letter followed and a ticket was granted, which was claimed on Tuesday, the 29th, April 1902. The ticket was used for about a year. During this period he was in Britain to initiate publication of Iskra, the newspaper of the Russian Social Democratic Labour Party (RSDLP).

V.I.Lenin may have used the same pseudonym in May 1907, as there was an entry in the Temporary Admissions Register (number 3782). He later applied to use the Library under his given name of Vladimir Oulianoff. Again he was only successful on his second attempt and collected his ticket on the 22th, May 1908. He last visited the Reading Room on the 11th, November 1911.

If you remembered how hard V.I.Lenin had worked, how quickly he could finish the book you would be surprised.

The author was eager to present Section I and Supplement to Chapter IV in March 1909. V.I.Lenin was upset because the first search of appropriate agent was not successful.

The construction seems to be more categorical because the hints («misadventure» and to «swallow the baits») are transformed into the diagnosis («blindness»). Also graphic method (commas) can focus the reader’s thoughts on the main V.I.Lenin’s idea: the defects of the Machists’ theory and «subjective blindness» are stricken with "subjective" blindness» [Lenin 2002: 105].

The book is the outcome of a prodigious amount of creative scientific research carried out by V.I.Lenin during nine months. His main work on the book was carried out in Geneva’s libraries, but in order to obtain a detailed knowledge of the modern literature of natural science and philosophy V.I.Lenin went to London in May 1908, where he worked for about a month in the library of the British Museum. The list of sources mentioned or quoted by V.I.Lenin in his book exceeds 200 titles.

V.I.Lenin’s well-known work «Materialism and Empirio-Criticism» played a decisive part in combating the Machist revision of Marxism. It enabled the philosophical ideas of Marxism to spread widely among the mass of party members and helped the party activists and progressive workers to master dialectical and historical materialism.

Before V.I.Lenin came to power, the old regime of Tsar Nicholas II (Emperor in 1895–1917) had kept him under constant observation because of his revolutionary and socialist ideas. To confuse the Tsarist system, V.I.Lenin had used pseudonyms such as Jacob Richter and Nicholas Lenin. Later he adopted V.I.Lenin as his preferred name. In fact approximately 150 pseudonyms of the Bolshevists’ leader were lost.

Jacob Richter was the name he used when he first applied for a Reader’s Ticket for the Library at The British Museum, with a reference from I.H.Mitchell, the General Secretary of the General Federation of Trade Unions. The Admissions Office was dissatisfied with I.H.Mitchell’s reference because they could not locate his address. The second letter followed and a ticket was granted, which was claimed on Tuesday, the 29th, April 1902. The ticket was used for about a year. During this period he was in Britain to initiate publication of Iskra, the newspaper of the Russian Social Democratic Labour Party (RSDLP).

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This classical work of V.I.Lenin achieved a wide circulation in many countries, and was published in over 20 languages [Lenin 2002 etc]. Certainly all the rest works of V.I.Lenin were published in the Soviet Union and abroad [Lenin 1983]. The articles, books, documents and speeches written by V.I.Lenin were united in the USSR in 55 huge volumes and published in the previous century.

The mentioned monograph became the huest V.I.Lenin’s work. «Materialism and Empirio-Criticism» happened to be the best reply of the Bolsheviks for permanent Machists’ attacks.

After the October revolution «Materialism and Empirio-Criticism» was admitted as the symbol of V.I.Lenin’s victory over the Machists, who shared conception of idealistical philosophy the most dangerous enemies of V.I.Lenin’s followers. Some foreign explores defined it as the Soviet Bible even.

Full understanding of V.I.Lenin’s works will be possible if a reader involves in the process his own knowledge of the history of Russia of course can make the process much easier.

While V.I.Lenin’s impact upon the world has been tremendous, and his ideas once commanded an immense following, many of the works in which he expressed his ideas were written with a specific audience in mind and dealt with issues and controversies which were peculiar to his age. In addition, it is probably fair to say that V.I.Lenin’s skills as a political agitator were superior to his skills as a writer. Consequently, the project which culminated in the completion of this manuscript posed a number of challenges.

In «Materialism and Empirio-Criticism» V.I.Lenin’s presentation of theses ranges from obscure to redundant, and the contemporary reader is often hard pressed to understand subtle references which were undoubtedly common knowledge in the circle of Russian emigres in which V.I.Lenin moved in the early 1900s, but which can be difficult to make sense of out of historical context. Besides V.I.Lenin’s treatment of the problems of philosophy is loaded with political relevance. Indeed, it may be said that «Materialism and Empirio-Criticism» represents not as much a treatise on philosophy as a manifesto of what its author believed Marxist philosophy should be.

Thus monograph «Materialism and Empirio-Criticism» is a facet of argue between V.I.Lenin and the idealists. Only the attentive reader is able to recognize various nuances of ideology in this polemical discourse. The ideological connotations include first of all a great number of evaluation judgments constructions though context of inform can exist without such expressive markers.

These elements of V.I.Lenin’s discourse are providers of suggestive impact and active cognitive process corresponding to new scientific reality. The adaptation to changed conditions and appearance of new political parties were simultaneous processes. The members of those parties felt that they were contestants. These circumstances could explain why V.I.Lenin concentrated his philosophical and political enemies’ opinions in work «Materialism and Empirio-Criticism» and criticized them in different ways including hidden impact. It is possible to explain the meaning of every polemical method used in this monograph by V.I.Lenin in separate books only.

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Статья подготовлена при поддержке гранта РГНФ № 5-04-00455 "Аналогово-когнитивные процессы в лингвокреативной деятельности личности"

СОПОСТАВИТЕЛЬНОЕ ИССЛЕДОВАНИЕ БЛЕНДОВ "ЖЕНЩИНА-ЛЯГУШКА" И "ЖЕНЩИНА-ЖАБА" В РУССКИХ И АНГЛИЙСКИХ НАРОДНЫХ СКАЗКАХ

Аннотация
Метафорическое восприятие действительности можно по праву назвать одним из самых древних способов познания мира. Сопоставление различных явлений и феноменов, как правило, приводит к образованию новых терминов и концептов. Подобный процесс происходит и в сказочном дискурсе. Народные сказки представляют собой способ познания действительности путём наложения особенностей животного мира на образ жизни общества. Расшифровка метафорического контекста с помощью теории концептуальной интеграции Ж. Фоконье и М. Тернера показывает национальные культурные ценности, сокрытые в английских и русских народных сказках. Цель исследования - определить соотношение фантазии, реальности и культурных ценностей в русских и английских народных сказках, описать процесс концептуальной интеграции в блендах "женщина-лягушка" и "женщина-жаба". Сопоставительное исследование антропоморфных и зооморфных исходных ментальных пространств показывает, что в народных сказках по-прежнему сокрыты социальные и культурные формы жизни, а так же традиции и обычаи, которые существовали много лет назад. За свою многовековую историю они утратили своё значения и стали восприниматься метафорически.

Ключевые слова: концептуальная интеграция, блендинг, ментальные пространства, народные сказки.

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COMPARATIVE RESEARCH OF BLENDS FROG-WOMAN AND TOAD-WOMAN IN RUSSIAN AND ENGLISH FOLKTALES

Abstract
The metaphorical perception of reality can be rightfully called one of the most ancient ways of comprehending the world. The juxtaposition of several phenomena inevitably leads to the formation of new terms and concepts. The same process can be found in the fairytale discourse. National folktales represent the way of interpreting reality by means of juxtaposing peculiarities of the animal world with the life of the society. The decryption of the metaphoric context with the help of the conceptual integration theory by G. Faconnier and M. Turner reveals national cultural values concealed in Russian and English folktales. The aim of the research is to illustrate the correlation between fantasy, reality and cultural values in Russian and English folktales by describing the process of yielding two blends frog-woman and toad-woman correspondingly. For this analysis the structures of the input spaces woman, frog and toad are introduced. The comparative study of the integration process between the anthropomorphic and zoomorphic input spaces shows that in national folktales we can still find social and cultural forms of life, as well as rituals and customs that existed in ancient times. But for many centuries they have been metaphorically modified and lost their real essence.

Keywords: blending, conceptual integration, folktales, mental spaces.
СТАТЬЯ ИЗЪЯТА
СТАТЬЯ ИЗЪЯТА
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The article proposes to apply the term “bilingual epigraph”, considering "author-epigraph-narrative-reader" relationship in the poetics of the novel, preceded by numerous epigraphs from more than 80 languages over the world. Bilingual epigraphs are unique because they are able to develop new and nonlinear subtext associations. The intellectual reader that can value bilingual epigraph gets involved into hypertextual relations, in the modern sense of hypertext as a nonlinear narative. This article investigates the novel "The Gilded Age, a tale of today" (1873) by Mark Twain (S. Clemens) and Ch.D. Warner as one of the first works in which multiple bilingual epigrafs developed Hypertextual relations, in the modern sense of hypertext as a nonlinear narrative.

Keywords: bilingual epigraph, intertext, paratext, hypertext, subtext.

This article investigates bilingual interrelations between narratives and their epigraphs, as well as between epigraphs and foreign expressions incorporated into them. Bilingual statements in epigraphs have already become peculiar signs of intellectual writing. We find bilingual epigraphs in the works of A. Akhmatova, Th. S. Eliot, I. Brodsky, J. Joyce and J. Updike, and many other great writers all over the world. Bilingual epigraph originates from two languages and cultures simultaneously, besides, it originates from the primary text. Therefore it has a twice double nature. For such epigraphs comprising foreign segments the term 'bilingual epigraph' is proposed [L.Kazakova]. Being textual components and interrelating with allusions and associations, bilingual epigraphs develop numerous interrelations: intertextual as well as paratextual and subtextual too. Besides, having extralinguistic function, they serve as linking elements or doors into the new cultural worlds. So, bilingual epigraphs become a complex metaphor of gilded age as an illusion of brightness, combined strength, a mountain becomes gems: by united hearts, mud turns to gold. Writers' joke paraphrase follows it: a maxim Chinese proverb: Hie li shan ching yu: tung sin ni pien kin/By combined strength, a mountain becomes gems: by united hearts, mud turns to gold. Writers' joke paraphrase follows it: a maxim Chinese proverb: Hie li shan ching yu: tung sin ni pien kin/...
Thus, they become phenomenal energy centers or crossing bridges to link different historical epochs, societies, their cultures and languages. Being textual components and interrelating with allusions and associations, these develop intertextual relations (paratextual) and subtextual. Really, they serve as doors to the new artistic worlds. Bilingual epigraphs transform narrative into a hypertext, functioning simultaneously inside different cultural backgrounds and therefore having a double nature. The higher intellectual level of a reader the more powerful bilingual epigraphs become. Finally, their power and energy depend on both writer’s and reader’s minds, and therefore bilingual epigraphs serve as links between them, becoming essential components of receptive theory. Any preceding narrative literature epigraph is polyfunctional. It is topical to research interrelations between the narrative and its epigraph as well as between the author, his narrative, epigraph and the reader. Any epigraph is phenomenal because it isn’t a sum of letters or words, but a cluster of ideas, images and associations. Being a wisdom or a joke, a paraphrase or an allegory epigraph participates in different levels of poetics, develops various relations simultaneously. Bilingual epigraphs make up complex in structure metaphorical image of art as a diverse mosaic that may be very convenient to mask hypocrical values and ideas. In our contemporary reality “The Guided Age” becomes a true warning to prove an idea that art and literature should be read and analyzed deeply. Bilingual epigraphs make novel structure grow like a tree with thick leaves and numerous branches. Artistic space becomes an easy moving and many leveled world that is very sensitive to reader’s association and allusion being able to change and grow with its reader.

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Russian, having an invariant of meaning and system of expressive means presented at different levels of the language (indescribable, inexpressible, inexpressible; couldn't tell in a tale or write with a pen; for words, etc.), SN hasn’t been an independent subject of studying yet.

The purpose of the article is to make a study of representation of SN in different languages, revealing of general and special features. G. S. Syritsa designated an actual problem of SN representation in different languages in her article of (Syritsa, 2009).

The general features in SN representation is, in particular, existence in different languages the adjectives with semantics of inexpressible, inexpressible, inexpressible with a negative prefix, unspeakable — in English, unsagbar, unsächlich in German, neižakgams, naprakstīgi — in Latvian (Syritsa, 2009, page 294).

The humorous story of the American literature classic is marked "inexpressible", as auxiliary material episodes were taken from M. Ancharov’s novel "Angel of the Odd." The Angel of the Odd strictly asks: "Whether you believe in theistic subject though given in a burlesque style of a narration, which is also a prosoprography transmission mean. Besides, the theatrical performance including comedy and circus numbers. The humorous story of the American literature classic is marked "inexpressible", as auxiliary material episodes were taken from M. Ancharov’s novel "Angel of the Odd." The Angel of the Odd strictly asks: "Whether you believe in theistic subject though given in a burlesque style of a narration, which is also a prosoprography transmission mean. Besides, the theatrical performance including comedy and circus numbers.

The object of this research are SN transmission means. The material for the analysis was the story of E. Poe's "The angel of the odd". As auxiliary material episodes were taken from M. Ancharov’s novel "Probability theory" and M. Lermontov’s stories of "Istrous". The general feature in these works is the description of a fictional being. The descriptions consisting of the description of a fictional being (the devil, the wood spirit, etc.), are called prosoprography (Moskin, 2007, page 590). As the recipient of information has no empirical experience of perception of a fictional being, the sender of information is compelled to meet this lack somehow: to give necessary definitions, at the end of a prosopography to give a proper name.

In a prosoprography the writer often addresses to SN. As G. S. Syritsa notes: "inherently, the transcendental world is inexpressible, and inexplicable appears both the world Divine, and demonic manifestations" (Syritsa, 2009, page 294). Our analysis of the language material showed that there are three types of SN interaction and a prosoprography: 1) SN precedes or follows prosoprography; 2) SN is in the introduction of a prosoprography (we mark three parts of prosoprography: introduction, the main part and the conclusion); 3) combination of SN interaction and a prosoprography: 1) SN precedes or follows prosoprography; 2) SN is in the introduction of a prosoprography; 3) combination of SN interaction and a prosoprography.

Before starting to characterize SN representation in A. Poe’s story we will make the remark on the narrow and broad understanding of this functional and semantic category. Inexpressible in its narrow sense is an invariant meaning of impossibility to verbalize some fact or the phenomenon of reality. The impossibility to verbalize can be certainly caused by the most various reasons: collision with the otherness, feeling sick of the sender, his low language ability, etc. All this reveals by the meaning 'it is impossible to express'. At the level of ordinary consciousness the word inexpressible, an oxymoron to express the inexpressible has 'it is impossible to express' meaning. There is there something because of his extraordinary qualities, as a rule, it and there is otherness, a world of the transcendental. In the research we concentrated attention mainly on such understanding of the inexpressible.

There is also a broader point of view on SN including not only inability to express verbally, but also all range of impossibility to comprehend (unimaginable, incomprehensible, incognizable, etc.). Such point of view is in some way justified as at collision with the world of transcendental the person isn’t only incapable to express verbally that extraordinary which he faces, but also refuses to comprehend. The broad point of view on SN, as well as on means of its expression, adheres to the researches of G. S. Syritsa (Syritsa, 2009, 2014, 2015).

We adhere to a narrow understanding of SN as at broad approach the object of research is washed away. At the same time the zone of crossing of inexpressible, incomprehensible, inexplicable meanings at collision with the world of the transcendental is too wide not to consider this crossing. In many cases it is possible even to speak about a cluster existing of these meanings in the literary discourse. In particular, E. Poe’s story "The angel of the odd" is an illustration of SN cluster existing, semantics of inexplicable, semantic of incomprehensible, etc.

We only then accept to consideration SN cluster existing in literary discourse when we meet at least one fact of SN means transmission in its narrow sense in this text. Such is a workable criterion of SN differentiation in narrow and broad understanding in our research.

In a case with E. Poe’s story "The angel of the odd" SN transmission mean is a combination of a personage nondescript, although not altogether indescribable (мудро онъсяде – in translation into Russian). The game on double denial actualizes SN which is also a prosoprography transmission mean. Besides, the fictitious subject though given in a burlesque style of a narration confirms that before us is the plan of the contents and expression of SN: characters discuss angels’ wings, before going to bed the main character reads the book "God's Omnipresence", at the end of the story the Angel of the odd strictly asks: Whether you believe in me?"

The humorous story of the American literature classic is marked by the writer as "extravaganza", that is a form of the burlesque theatrical performance including comedy and circus numbers. Really, the story is full of unexpected episodes, hyperbolic, extravagant (something gets to the main character’s eye, and he can’t greet the bride, the bird steals his trousers, the main character flies, having grasped a balloon rope). Unexpected episodes (in I.R. Galperin's understanding) explain the factual plan of the story by the main character’s alcohol abuse; on conceptual it is a parody and reflections of E. Poe on a philosophical problem of possibility of other life, its manifestation in the form of strange, inexplicable events.

As material for the analysis we chose the episodes containing SN means of expression. These episodes were a subject of comparison of the original of the E. Poe’s story and the translation of this story into Russian which is carried out by the talented Russian and Soviet translator I.M. Bernstein. SN is presented in the story by a chain of the nominations. At first a synonymic row of epithets is given (in translation into Russian is: удивительный, странный, немыслимый, невероятный, необъяснимый). Besides a synonymic row in translation into Russian the homonymous form of a predicative or a short adjective is presented — inexpressible. The fictional being is transferred in the introduction of prosopography by SN means of expression: confronting me at the table sat a personage nondescript. In translation into Russian SN it is transferred by an indefinite pronoun somebody and "negative epithets" unimaginable, difficult to describe. In final part of prosopography the stating nomination – a proper name is given: I am the Angel of the Odd. As for the translation of the story into Russian, it is perfectly made. I.M. Bernstein uses the existence of grammatical category of gender in Russian, applies stylistic device of game on gender category. In relation to a prosoprography we will call such device a
kaleidoscope of the nominations, various on grammatical gender category". (We will notice that we took a scientific metaphor of V. V. Babaytseva as a basis of creation of the new term "a kaleidoscope of the evident and sensual images reflecting the situation" (Babaytseva, 2014) applied in other meaning). As the prosopography describes a fictional being who comes to the world material from the otherness, it is convenient to the writer to apply a kaleidoscope of the nominations, on the one hand, to designate, what sex a fictional being is, on the other hand, to show on a "extra material" basis of this fictional being. For this reason in relation to a being the nominations with various grammatical gender of a noun are applied:

"My pizzness!" ejaculated the thing, "vy vot a low bred puppy you mos pe vor to ask a gentleman und an angel apout his pizzness! In translation into Russian:

В переводе на русский язык:

Дело? — воскликнула эта комбинация предметов. — Как же ты турно фоспитан, если спрашивашь у тяжеленами, и к тому же ангела, о тебе!

I.e. in Russian a fictional being the Angel of the Odd is called as nouns with different gender category: somebody (general); Angel of the Odd (masculine), combination (feminine) of subjects. The kaleidoscope of the nominations, various on grammatical gender category, does not only bring the comic effect in the text, but also indicates the extra material nature of a fictional being.

In the introduction of a prosopography the chain of the nominations is given: (masculine) person → (feminine) figure → it (in the neuter) → (in the masculine) old man. Further it appears that it is a maiden unclear fine. Exclusively unprecedented beauty the maiden that only in the fairy tale happen and to describe which is not in human forces (...). The nominative chain proceeds the nomination (in the feminine) maiden with SN. The kaleidoscope of the nominations, various on gender grammatical category, doesn't come to an end with it, and the nomination of a neutral gender drops out: Further I wiped eyes — No, sits, didn't disappear. And I thought, it’s in a drunken condition a phenomenon to me (neutral).

The use of a pro-nominative It is interesting: And so I’m sitting without breathing for some long time and I think: "My God, here it that looked for all life and at night called! (...)!". This is a diffusive use of it, with unremoved homonymy. On the one hand, the combination here it is can be considered as the whole sentence, on the other hand, the word it keeps semantics of a neutral gender implicitly, and therefore implicitly participates in a kaleidoscope of the nominations.

In the final part of prosopography the stating nomination ordinary beauty is given. We will repeat that M. Ancharov's example belongs to the third type of SN interaction and meaning transmission of prosopography: SN is contained in the introduction of fictional being description, and also outside prosopography in a right-hand context: (...) I bowed to her as could and I answered: "Forgive me, inexpressible (...)".

The kaleidoscope of the nominations, various on gender grammatical category, is observed and in prosopography from M. Lermontov's story of "Shtoss", in the scene of the ghost description of: (in the feminine) figure → (in the masculine) old man → he (in the masculine) ghost → (in the masculine) old man → (in the neuter) → (in the masculine) old man.

Finishing the characteristic of nominations chains in prosopography, we will notice that the mean of kaleidoscope of the nominations, various on gender grammatical category, in translation into Russian of the story E. Poe’s story shows I.M. Bernstein’ s skill.

About E. Poe’s skill tells the mean of the use of international words in prosopography: (...) he said that he was the genius who presided over the contretemps of mankind, and whose business it was to bring about the odd accidents which are continually astonishing the skeptic. In one text segment characterizing a fictional being the descriptions-international words borrowed from different languages are presented: the genius (from Greek); the contretemps (from French). The use of international words Neobjjasnimogo languages are presented: the genius (from Greek); the contretemps (from French). The use of international words Neobjjasnimogo emphasizes the "non-material" nature of the Angel of the Odd. We believe that the nomination of the German Kirschenwasser to which the Angel resorts for the authorized story-teller, finishes cumulative effect of international words.

Thus, SN representation in different languages has general and special features. The internal form of a number of the lexemes containing SN in different languages has similar features. The plan of SN expression finds the interfaced coexistence with prosopography transmission means, and also units of theistic semantics. While translation the part of SN meaning is lost. In talented translations SN finds means of expression, characteristic for this category in the target language. That, in particular, is the kaleidoscope of the nominations, various on grammatical gender category, peculiar to literary texts with prosopography in Russian. SN in prosopography is more widely, — in the literary text, finds a tendency to a cluster existing, together with semantics of inexpressible, inexplicable, etc. Descriptions-international words in the story E. Poe’s story are a mean of prosopography realization with cumulative effect.

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The problem of syntagmatics or the idea of compatibility, despite its tendency to variations and long history of existence, is very closely connected with the transmission of meaning (Рахилина, 2008).

The analysis of mental structures verbalization performed from the viewpoint of the synergetic approach shows that the meaning of lexemes is able to change and update on a functional level as a result of the use of these lexemes in their occasional or systemic meaning (The syntagmatic approach in our study reveals the evolutionary nature of any mental structure being represented by verbalizers constantly changing their meaning in diachrony). This fact corresponds to the problem of polysemy and synonymous relationship of such language units, and also points to the complex nature of the semantic density of the verbalized mental structure.

This fact emphasizes the transparency and flexibility of lexico-semantic synergetic system due to the changes of lexemic meaning of its elements. And polysemy (this can be seen from the observation of actual data) as a system or contextually conditioned, occasional phenomenon keeps etymological memory and updates the accumulated information on the level of syntagmatic surrounding of words.

This is particularly evident with prototypical mental structure’s verbalizers. And the proof is possible due to the relevant linguistic procedures, based on etymological analysis, as well as on the interpretation of syntagmatic surrounding of words. Now we shall illustrate this fact using linguistic data.

The prototypical verb *sense* in modern lexicographical interpretation (“1. To become aware of; perceive; 2. To grasp; understand” (The Free Dictionary)) is understood like ”to perceive through senses”, ”understand”. The etymological source dates the origin of the verb approximately as associated with the year 1590 and points to the identity of its original meaning and its modern interpretation: ”to perceive by the senses” (Online Etymology Dictionary). Also, according to the information given by the etymological dictionary, since 1960 the meaning of the verb has become somewhat different, and points to a conscious inner sense (state) — ”be conscious inwardly of (one's state or condition)” (Online Etymology Dictionary). The shift of the abstract meaning to the naming of the corresponding inner psychological reaction of the subject takes place in 1872 (“perceive (a fact or situation) not by direct perception” (Online Etymology Dictionary)).

At present the verb sense functions as a verbalizer of feeling or thinking. The predicate *sense* is combined with a subject, the latter is represented by any animate noun or a personal pronoun, for example:

A researcher suggests that humans, like butterflies and other animals, can sense the earth’s magnetic field and use it to navigate (Wade, 2011).

But she also sensed it wasn’t enough. She wanted something else, something different, something more. Passion and romance, perhaps, or maybe quiet conversation in candlelit rooms, or perhaps something as simple as not being second (Sparks).

In the following sentences the subject is expressed by an animate noun and a relevant pronoun designating a man. And in fact, in both cases the semantics of the verb *sense* in combination with its corresponding subject does not change. Moreover, in this case the direct systemic meaning of the nuclear verb is displayed as “to percept, to feel.”

It should be also noted that the reference to a body receptor in the first and in the second case is absent, nevertheless, this fact does not contradict to semantics, and confirms the systemic meaning of the verb under consideration.

The following example also represents mental activity but does not indicate to any organs of perception. But the question here is, not so much about feelings, but the mental operation. In other words, the semantics of the verb *sense* in the following sentence verbalizes the process of thinking, for example:

He sensed cricket, understood it personally (Ugra).

The accent to the nomination of the process of thinking, not perception is emphasized by the use of the synonymous lexeme *understand*, showing the process explicitly.

So we the most typical cases of the use of the verb *sense* in its systemic meaning represented above allow it to be combined with a noun or pronoun to describe the relevant situation.

In the following sentences we speak about the same distribution on the syntagmatic level, however, the objects are represented by complement abstract entities, incomprehensible to organs of sense perception:

He sensed my aura and he felt he should protect him (Fer).

Mourinho says he sensed Chelsea would suffer against Stoke (British National Corpus).

In the first sentence the noun *aura* acts as an object on the syntactic level. It refers only to the psychic level, intuition and foreboding, that generally cannot be perceived by analyzers.

In the second sentence the object is represented by the negative emotion, worry about the favourite football team.

In spite the fact that the verb *sense* can name the perception and thought (the meaning depends on the context), the verb as it is seen from the context analysis, can also act as a verb nominating premonition at a functional level. This state correlates with other emotional states, but traditionally is considered to be the state derived from some mental process.

Uses of the verb *sense* in the meaning of *premonition* are quite frequent, if the content of the conceptual component of the object is an abstract immaterial essence. It shows the diversity of its cognitive semantic features and increase in the semantic structure of this verb.

And in this case the ability of the verb to be combined with an animate noun or a corresponding personal pronoun stays unchanged. But in the case of the use of the verb the systemic meaning changes in the lexical content of the object stay evident.

**Keywords:** mental structure, distribution, syntagmatic potential, etimological memory, prototype.
The following example seems to be very interesting in the ongoing research:

It sensed that Thanksgiving was coming (British National Corpus).

In this case, the actor of the situation is represented by the pronoun it functioning as a formal subject. This proposal should be translated as «Казалось, приближается День благодарения».

The atypical usage of formal subject with the predicate, which is a priori possible with an animate noun, is extremely rare. In our analyzed actual material this is a single case taken from an Internet blog.

It is obvious that the author tried to achieve a certain stylistic effect and indicate the general interest to the upcoming holiday.

Despite the fact that the personification of any kind in the present study is eliminated in some cases we admit metonymy. For example, the conceptual content of the noun can be not the person himself or herself, but the body part, where mental activity is localized — hand, head, heart, eyes, ears etc.

Thus, the speaker manages to shift the focus onto the involuntary process of dynamic characteristics of the psyche. This situation is not typical of the verb sense. Nevertheless, in some cases, we sometimes face some facts of metonymic substitution of a subject, for example:

Instead, your skin can sense the difference in temperature of a new object (British National Corpus).

He experienced the joy of scoring Omagh's first two goals in the opening period but had the opposite feelings of emotion when he was sent off in the last minute (British National Corpus).

Like all other prototypical lexemes the verb experience, describing the situation of mental processes and activates in the mind of the listener the prototypical scheme that is represented by its core components. The proposition as a scheme of these components serves as an intermediary between the conceptual and verbal level, and is the natural expression of the relevant parts of the sentence, expressed by certain parts of speech.

This fact describes the potential distribution of the lexeme on the verbal level in the corresponding range of semantic structure. The latter is also profiled through appropriate syntactic constructions, verbal content of which depends not only on the intentions of the speaker (and this is relevant with respect to the language of the analytical type, which clearly limits the number of syntactic variations), but also on the so-called etymological memory.

On this occasion E.V. Ponomarenko rightly observes that the traditional view that the linearity of the elements in the functioning of the language is actually named syntagmatics of language, and that the linearity is a form of existence of all elements of the language and form of functioning of the language (VM Solntsev, Ferdinand de Saussure, Makarov ML et al.) is correct. However, the content of the speech production is created as a result of not only the addition of semantics series — linear fragments of discourse, but also the emergence of new semantic components, namely the inherent integrity of the work (Пономаренко, 2013). This statement is especially true when considering other verbalizers of mental structures.

The fact is that prototypical lexemes, as it is obvious from the analysis of actual data, are the so-called attractors of the synergetic system of mental structure’s verbalizers. Therefore, the transformation of meaning under the influence of anthropocentric and/or temporal factors is a rare phenomenon and that exactly follows from a comparison of data in etymological dictionaries and advanced lexicographical sources. The information about the stability of the stable character of meaning of the prototypical verbs confirm the validity of their selection as the best examples of the category.

Furthermore, in this case it is appropriate to speak of their ability to "remember" syntagmatic relations at the level of their distribution, that is they can combined with a subject and object regardless of a temporal factor. On the conceptual level, the data of the propositional framework predetermined by the meaning of verbs also clearly indicates the ability of each verb to be the verbalizer of the relevant mental structure. But sometimes it changes its semantics for the sake of the context under the influence of procedural factor in the discourse.

Summing up the review of syntagmatic and distribution capacity of mental structures’ verbalizers the in modern English discourse, we note that their functioning as predicates in the sentences, confirms their prototypical status as attractors of the synergetic system of verbalizers, because they have more or less stable semantics, as it is obvious on a diachronic level, and also have etymological memory in their distribution as they act in a fixed amount of syntactic structures, enabling them to profile these or those specific features of mental structures.

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The text analyzes communication strategies present in V. Putin's speeches, as well as ways of their implementation.

**Keywords:** political communication,missive, president.

It is necessary to consider the sociological factors that affect the culture of speech of the modern political elite of Russia. Russian voters are not very susceptible to speeches. They want a politician talking to them using clear language in which they communicate daily, without dressing it up. Voters are accustomed not to trust the words of politicians. It is obvious to them that the speaker says one thing, implies another and thinks a third. For example: Alexander Lebed said things such as: “два пернатых в одной берлоге не уживутся” [7, p. 24], although they are a long way from examples of eloquence, they still increased popularity among the electorate. As evident from that issue, Russia is quite different from the West.

Speech always plays a big role for maintaining or gaining the authority of power of its representatives and transmitters. A low level of speech culture of a politician can lead to a decrease not only in their authority among the electorate, but also in the authority of the power they represent.

Western politicians pay a great deal of attention to their speeches and spend a lot of time preparing to speak properly and speak well in public. Soviet practice of preparing written texts and reading them on a piece of paper has led to a lot of people in the world of politics, economics and culture to forget about eloquence and the art of oration. New living conditions in modern times in Russia have led to the leadership of the country of educated people who can speak well and speak in public, but at regional level there are still many people who are unprepared for new conditions.

We must remember that speech is the identity of not only the person, but also the organisation, the party and the country which this person represents. Speech plays its part as one of the most important components in the creation of the image of a court, statesman or politician. It is important not only for the elementary culture of speech but also for its rhetoric skill [1].

Each politician has his own style of speech which manifests itself in their words, pronunciation, energy and gestures. “Политик должен говорить просто, но не упрощенно; остроумно, но не вульгарно; литературно, но не заумно” [8]. Of course, Presidents do not prepare all their own statements themselves. Scriptwriters take care of this all over the world; they are specialists in preparing speeches for prominent politicians. Preparing a speech is an intimate process. While all are well aware that the President has his assistants, whom he calls his advisers, no one speaks of this loudly. It is said that Putin has approximately 30-40 advisers working for him. During the preparation of Presidential speeches, his speech writers must take into account the nature, characteristics, diction and mannerism of their “client”. You could say that in a sense, speech writers identify with those for whom they write. Although politicians may have a staff of assistants, they carry the responsibility for the words spoken themselves.

Some believe that if there is any spontaneity in the behaviour of the head of state, then it is an innate trait. This applies especially to verbal behaviour which is easier to control than, for example, facial expressions or gestures. Even in Putin's speeches spontaneity manifests itself several times, which was probably not the result of the actions of speechwriters.

Irina Vepreva, Professor of Rhetoric and Stylistics of Russian, notes that there is a tendency of the simplification of language in speeches of Russian politicians following Putin. It often appears as using colloquial language and sometimes even bluntly rude
expressions. This is a consequence of the democratization of language which “началась со снятием цензуры, табу и запретов в российском обществе. Вообще-то, это положительное явление. Если раньше слово поощряло публичное обсуждение, то теперь демократизация речи превратилась в криминализацию. (...) Конечно, понятно, что президент с помощью таких выражений хочет создать образ силного руководителя” [12].

The Russian President has given political history many expressions which now form part of eloquent expressions. In 2005, affirming that Russia would not negotiate any territorial claims with the Baltic States, Putin said: “не Пятдесятый район они получат, а от мертвого олса уши”. Putin’s response to the question of a French journalist at the Russian EU summit in November 2002 gave rise to many comments. The journalist asked him why Russian foreign policy, otherwise, because Russia knows full well that Chechnya and all around the world public opinion with cynical contempt. The President of such a great country like Russia can admit this of course. This kind of shocking was Putin’s speech on 22.02.2008, on the subject of recognising the independence of Kosovo. The Russian President said that this kind of event is fraught with unpredictable consequences and supporters of the sovereignity of this region of the state “не просчитывают результатов того, что они делают”. “В конечном итоге, это палка о двух концах, и вторая палка трансит их по башке когда-нибудь” [6]. It is difficult to judge whether these shocking remarks of Putin should be considered as improvisation, non-programmed spontaneity of the President, or if they demonstrate the actual direction of Russian policy. Such statements show that he refers to world public opinion with cynical contempt. The President of such a great country like Russia can admit this of course. This kind of verbal behaviour from Putin is a consequence of new assessment of the political balance in the world. Russia has assumed the post of leader of the Eastern world and has every right to it. The present situation is reminiscent of the challenge launched by the Soviet Union to the West during the Cold War. Indeed, the West has become somewhat weaker due to the crisis within the European Union to the West during the Cold War. The President, of course, selects a topic for his speech of the incumbent President has been evolving since the time he was prime minister until present day. His speeches were absolutely expressionless before; they lacked new vocabulary and the entire speeches were based upon Yeltsin’s clichés. Aside from his statements on the subject of Chechnya, Putin didn’t prove himself to be anything special during his time as prime minister. Shortly after Yeltsin resigned, I had the opportunity to comment on any issue and to present the public with his political program [13]. Thanks to the work of experts on political marketing and consulting and of speechwriters, Putin’s speech turned into a model of intelligibility and precision.

Address to the Federal Assembly of the Russian Federation (Moscow, 26 April 2007)

Context of the speech. President Putin gives his annual Address to the Government of the country in the Kremlin. The context of the speech has an effect on his behaviour. He is sure of himself and he acts as the head of state. He can afford to criticize the work of the authorities, knowing full well that members of the Government were taking note of his every word.

Target audience of the speech. The Address was directed at members of the government and all citizens of Russia. They are waiting for an explanation and an assessment from the President of what is happening in their country and all around the world. The President, of course, selects a topic for the statement taking into account the characteristics of the audience: their age, education and belonging to a given social group. We must also bear in mind the situation in the country, the main issues concerning citizens and the political situation in the world. All these factors affect the selection of lexical and stylistic means which Putin uses. He always tried to speak clearly, accurately and precisely so that all listeners have understood him correctly.

Form of the speech. An Address – a written request from a statesman on some important political or public issue. An Address is a particular genre of speech. In this, the head of state talked about the situation in the country and the main directions of domestic and foreign policy. The style of the words and the linguistic and extralinguistic means fully comply with the audience. It is a statement made from notes [10]. It is carefully prepared in advance; all information is selected and presented in a certain order. Of course, the listener should feel the mind of the speaker working, and to achieve this, it is particularly important to maintain contact with the audience.

Purpose of the speech. The purpose of the speech is a summary of the work of the government, an indication of Russia’s place in the international arena and an outline of the goals of the next decade. Putin informed the citizens about what intentions he and the government managed to implement what prospects Russian has for the future.

Topic of the speech. Vladimir Putin began his speech with a reminder of the achievements of Boris Yeltsin for the consolidation of democracy in Russia and called upon the government to honour his memory with a minute of silence. He then moved onto a list of the most important events of 2007: The State Duma elections and the proclamation of 2007 as the Year of the Russian Language. He highlighted the importance of the upcoming elections of the State Duma in connection with the introduction of a new order. He also listed a number of problems which the state was facing: increasing the volume of regional and local authorities, improving the library system, the creation of the Presidential Library named in honour of
Boris Yeltsin, the expansion of construction for new housing, increasing the size of pensions, maintaining the development of small businesses, strengthening the Armed Forces, the efficient use of state funds. Following the verdict of the CFE Treaty (Treaty on Conventional Armed Forces in Europe): “Пора наполнять ОБСЕ реальным содержанием, повернуть организацию лицом к проблемам, действительно волнующим народы Европы, а не искать только «блох» на постсоветском пространстве” and the plans to place anti-missile defence in the Czech Republic and Poland. In conclusion, he recalled the upcoming change of power in Russia and said that although many expected that “сегодняшнее Послание будет посвящено главным образом подведению итогов работы (...) предполагали услышать фразу на тему новой нормальной конструируемой на будущее. Однако (...) давать оценки совместной деятельности здесь неуместно”, because President Putin “выступать с политическими завещаниями преждевременно”. It proves indefinitely that Vladimir Putin did not resign and wants to play a more important role in Russian politics. The statement of the President was met with loud applause. At the end of the speech the President announced that Russia “только тогда займет достойное положение в мире (...) если граждане будут видеть, будут чувствовать, будут уверены в том, что все усилия государства направлены на защиту их кровных интересов: на улучшение их жизни, на повышение их благосостояния. (...) Каждый гражданин России должен чувствовать свою сопричастность с судьбой государства. И каждый должен иметь шанс законным образом улучшить свою собственную жизнь, преумножить трудом богатство своей родины”. The Address of President Putin was interrupted with applause 45 times. That’s a substantial record.

Linguistic Means.

In the Address under examination, Putin used a number of methods which allowed him to emphasize important information in the text. Ways to achieve this are characteristic of the verbal behavior of the President and he uses them in almost all his speeches. At a lexical level, it is carried out using the words: обработать внимание: “Обращаю ваше внимание: мы по сути, открываем ещё одно, сопоставимое с общим финансирование науки, направление по сути, открываем ещё одно, сопоставимое с общим финансированием науки, направление почти в таком же объёме!”, “Обращаю внимание, что в обеспечение делегируемых полномочий федеральный бюджет передаст региональным администрациям 153 миллиарда рублей”. “Обращаю внимание на то, что впервые в Европе могут появиться элементы американского стратегического оружия”.

• подчеркнуть: (...) хочу особо подчеркнуть необходимость создания эффективной системы исследований и разработок в области нанотехнологий, основанных на атомной энергии: “Считаю, что духовное единство народа и национальностей и конфессий”, “При сохранении – безусловном обеспечении консервативной финансовой политики”, “Согласен с этим предположением, но при условии – при условии – что изменения будут идти постепенно (...)”. Sometimes Putin repeats whole phrases twice without adding anything new so that the audience will pay attention to this phrase and make them think about the significance of what has been said, for example: “Строго говоря, можно себе представить, чтобы, например, Соединённые Штаты Америки ограничили на таком основании (договор ДОВСЕ) передвижение войск на собственной территории”, “В нашей стране за весь – подчеркну, за весь – советский период было построено 30 атомных энергоблоков”. This method of accentuation is the most frequently used by Putin. In this speech, he used it over 20 times. More than ten times he used another method: Constructing a sentence with at the start to emphasize the idea of the words after it: “А потому духовность самой российского народа испокон веков составляла идея общего мира (...)”, “И российские налогоплательщики вправе рассчитывать, что их деньги не будут потрачены на раздувание пустых популистских обещаний или раскачивании основ государственного строя”, “И первый год реализации нацпроектов показал, что удалось ориентировать бюджетные расходы на конечный результат”.

A characteristic President Putin’s verbal behaviour is the use of copulative conjunctions with and adversative link: “Считаю, что непременно государство, но и бизнес может оказывать власть. Нам сознательно открыто указывать, что мы в будущем покорим космос, а также поставим на пьедестал театра, книгоиздания и литературы”. “Наш проект в области аграрно-промышленного комплекса не только доказал свою эффективность, но и продемонстрировал огромные потенциальные возможности российского сельского хозяйства”. “Убеждён, новый порядок выборов не только усилит влияние партий на формирование демократической власти, но и будет способствовать росту конкуренции между ними, а следовательно, будет укреплять и улучшать качество российской политической системы”. And the use of inversion thanks to which highlights the most important information: “Возникает вопрос: оповестит ли законопроект о закрытии подобных вещей товариществ собственников жилья, чрезмерная налоговая нагрузка на них, а также непосильные обязательства по ремонту – всё это тормозит создание эффективных механизмов реформирования жилищно-коммунального хозяйства”. “И основу духовности самого оросианского народа испокон веков
состояла идея общего мира – общего для людей различных национальностей и конфессий.

To maintain contact with the audience, Vladimir Putin often asks rhetorical questions, such as, “Конечно, возникает извнечий вопрос: где взять деньги? Но, во-первых, деньги у нас есть, и формирование расходной части бюджета – это всегда лишь вопрос выбора приоритетов как на федеральном уровне, так и на региональном. А во-вторых, у меня есть и конкретное предложение: направить на эти цели значительные дополнительные доходы(…)”. “Важнейшее событие этого года – выборы в Государственную Думу. В чём их главная особенность и объединяющее значение для общества? Прежде всего в результате выборов будет объективно определён успех или неуспех определённого сложного для России процесса. Вопрос о преемственности государственной политики”. You can draw the audience's attention to the topic of the speech by using exclamatory sentences. Their use in speech indicates the speaker's emotional approach to issues which it represents. In the speech examined, Putin raised the tone of his statements several times. First of all, when talking about the low efficiency of the members of the government: “Наша грузопотоки продолжают путь через иностранные порты – ну просто недопустимо! Правительство как будто специально никаких мер не принимает. Ну несколько лет мы говорим об этом!” Although sometimes he still softens the tone of the President's speech, now he's still trying to achieve the goals, not by using political blackmail or threats, but more with the help of the conviction and requests: “Пришу Правительство рассмотреть вопрос о принятии специальной программы развития аэропортовой системы”, “Пришу Правительство это сделать”, “Предлагаю Правительству также проработать вопрос о создании международного консорциума по строительству второй линии Волго-Донского канала”. He presents all of his judgments in the form of suggestions, not orders: “(…) предлагаю часть средств фонда национального благосостояния направить на софинансирование таких добровольных пенсионных накоплений”. “Для реализации этого проекта предлагается создать специальную корпорацию, объединяющую предприятие атомной энергетики и промышленности”. The entire time he attempts to maintain an atmosphere of mutual trust and friendship and then addresses member of the government: “Уважаемые коллеги!”. One of the most frequently used words was “мы”, which Putin used more than 20 times: “мы выполнили эту задачу”, “мы добились последственного снижения инфляции”, “мы много лет вместе работали”, “мы и сих пор не преодолели этой проблемы”, “мы ещё позднее поговорим о промышленности”, “мы уже ввели систему гритан”. This demonstrates how valuable team work is to him, and how important it is affiliated to the Russian president. The President says “our problems” all the time, meaning he fully associates with his fellow citizens and they, listening to this kind of speech, may get the impression that the President is one of them, a man of the people who has a good understanding of all the problems of society. This is a good marketing technique which affects the increase in the popularity rating of Vladimir Putin among society. Furthermore in his statement, Putin used these words more than ten times: growth and development, when speaking of a situation in the country and about possibilities: “прощу уже в ближайшее время принять закон о поддержке небольших предприятий” or “специальную корпорацию, стратегия развития науноиндустрии”, “план развития России”, “развитие управляемой сети”, “бесспорным лидером становится, конечно, Интернет”, “рост денежных доходов населения”. The development of the state and the strengthening of its position in the international arena is, according to Putin, one of the most important tasks standing before the government given that “Россия исторически была сильна”, like it should be today. In his Address, the President outlined the exact tasks which society must implement in order for Russia to once again become a great power: “Мы с вами должны с полной отдачей сил до последней минуты наших законов, конституционных полномочий и эффективно использовать то время, которое нам подарила судьба, чтобы послужить России”. To specify his thoughts, Putin, in the aforementioned Address as well as here, uses a detachment technique: “Ведь от того, каким станет российский парламент после 2 декабря этого года, прямо зависит исполнение наших стратегических планов: это формирование десеспособного гражданского общества, это строительство эффективного государства, обеспечивающего общественный и экономическую свободное и социально ответственное предпринимательство, это борьба с коррупцией и терроризмом, модернизация Вооружённых Сил и правоохранительных органов, это, наконец, значимое укрепление роли России в международных делах”.

The use of the order of phraseology has been a means of increasing the attention to his speeches since 2007: извнечий вопрос(“Конечно, возникает извнечий вопрос: где взять деньги?”), посмотрите правде в глаза (“Нужно посмотреть правде в глаза и признать, что сегодня без поддержки государства многие наши сограждане, оказавшиеся в наиболее тяжёлых положениях узлового типа, не могут просто «выжить»”). Вместе с тем в вопросе «валютного кризиса», он снова с нами (“Прошу, чтобы это не осталось просто пустым звуком”), подвести плюс (…) подставить плюс там, где рискнад частных интересовпока ещё слишком высоки (…)”, сделать акцент (“Поэтому акцент должен быть сделан на увеличение доли угольной генерации нового поколения”), перевернуть организацию лицом к проблемам and words in a figurative sense, to influence the imagery of the speech: “Пора наполнить деятельность ОВСЕ реальным содержанием, повернуть организацию лицом к проблемам, действительно волнующим народы Европы, а не искать только «блоков» на постсоветском пространстве”.

**Extralinguistic means.** As previously mentioned, the gestures of the President during his speeches in front of his fellow citizens is limited. His hands were almost the entire time on the podium and from time to time he leaned his whole body on his left hand, but nevertheless his body movements were limited. Several times, Putin has made a significant gesture with his hands: Showing the amount of funding for science expressed his pleasure with the support of the government. The President says “our problems” all the time, meaning he fully associates with his fellow citizens and they, listening to this kind of speech, may get the impression that the President is one of them, a man of the people who has a good understanding of all the problems of society. This is a good marketing technique which affects the increase in the popularity rating of Vladimir Putin among society. Furthermore in his statement, Putin used these words more than ten times: growth and development, when speaking of a situation in the country and about possibilities: “прощу уже в ближайшее время принять закон о поддержке небольших предприятий” or “специальную корпорацию, стратегия развития науноиндустрии”, “план развития России”, “развитие управляемой сети”, “бесспорным лидером становится, конечно, Интернет”, “рост денежных доходов населения”. The development of the state and the strengthening of its position in the international arena is, according to Putin, one of the most important tasks standing before the government given that “Россия исторически была сильна”, like it should be today. In his Address, the President outlined the exact tasks which society must implement in order for Russia to once again become a great power: “Мы с вами должны с полной отдачей сил до последней минуты наших законов, конституционных полномочий и эффективно использовать то время, которое нам подарила судьба, чтобы послужить России”. To specify his thoughts, Putin, in the aforementioned Address as well as here, uses a detachment technique: “Ведь от того, каким станет российский парламент после 2 декабря этого года, прямо
Информацию, предназначенную для усвоения учащимися). В процессе обучения слушатели получают сведения о следующих познавательных функциях преподавателя РКИ (в трактовке В. В. Молчановского) [1]:

1. Коммуникативно-обучающая (способность достигать практически цели обучения и владение знаниями о коммуникативном, речевом и языковом содержании предмета обучения – “русский язык как иностранный”).

2. Информационно-ретранслирующая (способность воспринимать, отбирать, преобразовывать и передавать информацию, предназначенную для усвоения учащимися).

3. Мотивационно-стимулирующая (способность ориентироваться на учащегося как активного субъекта учебного процесса и выбирать ситуативно обусловленные учебные действия). 

4. Инструментально-адаптирующая (способность использовать адекватные средства обучения).

5. Функция самореализации и самообразования (способность осознавать себя, свою деятельность в учебном процессе, регулировать и объективно оценивать свои профессиональные действия, способность к профессиональному самообразованию, самообучению и самовоспитанию).

В условиях дистанционного обучения развитие личности преподавателя и его профессиональных качеств осложняется ограниченными временными рамками. Это предполагает и большую самостоятельную работу слушателей и оптимальную организацию обучения, которая в максимальной степени способствовала бы формированию основных видов компетенций преподавателя РКИ. В связи с этим в дистанционном курсе предусматривается работа с научными текстами по теме раздела (обязательными и дополнительными). Последние ознакомления с текстами слушатели выполняют контрольные задания и упражнения. Такой подход обусловливает сугубо практическую направленность обучения, что диктует необходимость представления процесса обучения как деятельности, связанной с решением профессионально-педагогических задач, которые выступают в качестве единиц

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2. Материалы исследования. Дистанционный курс "Методика преподавания русского языка как иностранного (РКИ): традиции и инновации" предназначен для преподавателей русского языка как иностранного, которые хотели бы повысить свою квалификацию. Цель курса – ознакомить преподавателей-руссистов с традиционными подходами к обучению РКИ и новейшими исследованиями проблем преподавания РКИ. Полученные знания слушатели могут непосредственно использовать в своей практике. Благодаря многолетнему опыту подготовки преподавателей РКИ и обучения иностранных русскому языку определены темы, которые, с одной стороны, являются базовыми, а с другой стороны, вызывают определенные трудности в процессе преподавания русского языка как иностранного. Цель курса "Методика преподавания русского языка как иностранного (РКИ): традиции и инновации" – ознакомить преподавателей-руссистов с традиционными методами обучения РКИ и новейшими исследованиями проблем преподавания РКИ. Предлагаются авторские учебные материалы, разработанные специально для слушателей дистанционного курса. Полученные знания слушатели могут непосредственно использовать в своей практике.

Ключевые слова: дистанционный курс, русский язык как иностранский, повышение квалификации, авторские учебные материалы.

О КОНЦЕПЦИИ ДИСТАНЦИОННОГО КУРСА ПОВЫШЕНИЯ КВАЛИФИКАЦИИ «МЕТОДИКА ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА КАК ИНОСТРАННОГО (РКИ): ТРАДИЦИИ И ИННОВАЦИИ»

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ON THE CONCEPT OF DISTANCE TRAINING COURSE "METHODS OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE (RFL): TRADITIONS AND INNOVATIONS"

The article explains the approach to the design of the distance course "Methods of teaching Russian as a foreign language (RFL): traditions and innovations" for the training of teachers of Russian as a foreign language. Through years of experience of the teaching Russian language and of the training teachers of Russian language for foreigners are defined topics, which, on the one hand, these are basic, on the other hand, cause some difficulties in the process of teaching Russian as a foreign language. The aim of the course "Methods of teaching Russian as a foreign language (RFL): traditions and innovations" is to acquaint Russian teachers with traditional teaching methods RCT and latest research of the problems of teaching Russian as foreign. Authorial educational materials designed specifically for students of distance learning course. The acquired knowledge students can directly use in their practice.

Abstract

The article explains the approach to the design of the distance course "Methods of teaching Russian as a foreign language (RFL): traditions and innovations" for the training of teachers of Russian as a foreign language. Through years of experience of the teaching Russian language and of the training teachers of Russian language for foreigners are defined topics, which, on the one hand, these are basic, on the other hand, cause some difficulties in the process of teaching Russian as a foreign language. The aim of the course "Methods of teaching Russian as a foreign language (RFL): traditions and innovations" is to acquaint Russian teachers with traditional teaching methods RCT and latest research of the problems of teaching Russian as foreign. Authorial educational materials designed specifically for students of distance learning course. The acquired knowledge students can directly use in their practice.

Keywords: distance course, Russian as a foreign language, training of teachers, authorial educational materials.
педагогической деятельности. Согласно мнению современных методистов, задача – это данная в определенных условиях целевая деятельность, которая может быть достигнута предварительным анализом этих условий в соответствии с определенной процедурой [2].

В дистанционном курсе ставятся функциональные задачи (обучение коммуникативной деятельности, информационно-ретрансляционные задачи, задачи использования и адаптации средств обучения, мотивационно-стимулирующие задачи, задачи профессиональной самореализации и саморазвития преподавателя) и диадагностические задачи (гностические задачи, конструктивно-проекционные задачи, организационные задачи, задачи педагогического общения).

Цели каждого раздела курса отражают названные выше задачи и направляют обучение слушателей должны научиться решать педагогические задачи, благодаря чему формируется личность преподавателя, а не просто специалист, владеющий набором деятельностных навыков. По мнению, Г. П. Щедровицкого «То, чем «владеют» индивиды, осуществляющие педагогическую деятельность, существенно отличается от самих деятельностей; это – “внутренние” субъективные условия и средства, позволяющие им строить разнообразные деятельности...» [3]. Важна психологическая, интеллектуальная готовность человека к решению задач. В этом случае можно говорить о сформированности профессионально-педагогической базы, которое представляет собой совокупность знаний:

а) знания самого предмета (содержания обучения, т. е. знания того, чему учить);
б) знания техники и технологии обучения (методики преподавания, т. е. знания того как, какими средствами обучать, какие приемы использовать);
в) знания о национально-культурных и индивидуальных особенностях обучаемых;
г) знания о том, как применять имеющиеся знания в конкретных ситуациях с учетом конкретных условий обучения.

Как единое целое эти знания соответствуют понятию профессиональной компетенции преподавателя РКИ и обеспечивают высокую результативность педагогического процесса.

В рамках дистанционного курса «Методика преподавания русского языка как иностранного (РКИ): традиции и инновации» предусматривается формирование следующих видов компетенций преподавателя РКИ (в трактовке В. В. Молчановского) [4]:

1. Общесемантическая компетенция. Проблемы межкультурной коммуникации могут быть эффективно разрешены в том случае, если у преподавателя РКИ имеется профессионально достаточный уровень общесемантической компетенции.

2. Лингвистическая компетенция. Будучи ведущей предметной компетенцией, данный вид компетенции базируется на сформированном языковом сознании преподавателя-русиста. Основу лингвистической компетенции составляет системно организованная совокупность знаний о системе русского языка.

3. Психологическая компетенция. В ее основе входят знания психологии образовательной деятельности (единство педагогической и учебной деятельности); психологии учебной деятельности и ее субъекта – обучаемого; психологии педагогического субъекта (единство осуществляющего и воспринимающего учебной деятельности): психологию, психологию учебно-педагогического сотрудничества и общения (И. А. Зимняя).

4. Педагогическая компетенция. Педагогическую компетенцию составляют четыре блока общепедагогических знаний:

1) знание фундаментальных идей, концепций, законов и закономерностей развития педагогических явлений;  
2) знание ведущих педагогических теорий, категорий и понятий;  
3) основополагающих педагогических фактов;  
4) природы и задач общей методике обучения.

5. Методическая компетенция. В данный вид компетенции входят знания методических теорий, концепций и подходов к обучению иностранному языку; знание методической терминологии; знание научно-методической литературы по РКИ; знание приемов, методов и способов преподавания; знание типологии упражнений, направленных на формирование соответствующих навыков и умений; знание программ, учебников, учебных пособий и технических средств обучения.

Профессиональные компетенции. Эта компетенция предполагает умение преподавателя в любую ситуацию наработать на обучение и дать обучаемым установку на обучение; умение добиться коммуникативного контакта и поддержать установившийся контакт; умение установить педагогически целесообразные отношения с коллегами и другими участниками педагогического процесса; умение своевременно и адекватно воспринимать и оценивать изменения в условиях обучения; умение правильно оценивать коммуникативные поступки учащихся, их реакцию на речевое поведение преподавателя и других учащихся; оперативно корректировать собственные коммуникативные действия и действия учащихся.

Кроме того, в состав профессионально-коммуникативной компетенции включаются: педагогический такт; способность к импровизации; умение координировать задачи обучения РКИ с формами и приемами профессионально-педагогического общения; умение использовать педагогическую коммуникацию для повышения учебной активности учащихся; умение создавать условия для комфортного общения учащихся и на уроке и в реальной коммуникации; умение поддерживать мотивацию к учебному общению и изучению русского языка; умение методически правильно дозировать собственный речевой продукт на уроке; умение обеспечивать успешное решение запланированных коммуникативных задач.

Слушатели дистанционного курса «Методика преподавания русского языка как иностранного (РКИ): традиции и инновации» должны владеть педагогической техникой, которая включает в себя:

1) владение техникой речи;  
2) владение культурой речи (нормативность, чистота, уместность, вариативность, выразительность);  
3) умение корректно использовать мимику и жесты;  
4) умение регулировать свое психическое состояние;  
5) умение учитывать национально-культурные особенности усвоения информации учащимися, принадлежащими к разным национальным культурам.

Следует иметь в виду, что преподаватель РКИ должен быть динамичным, активным и рефлексирующим специалистом. При деятельностно-ориентированном обучении педагогическая рефлексия предполагает со стороны обучаемого не прямое руководство действиями учащегося, а создание субъективных, личностных оснований учебной деятельности. Педагогическая рефлексия проявляется в процессе

1) учебного взаимодействия преподавателя с обучаемыми, когда преподаватель стремится понять и целенаправленно регулировать формулирование мыслей, чувства и действия обучаемых;  
2) проектирования деятельности учащихся, когда преподаватель определяет цели обучения и представляет их в конструктивных схемах достижения;  
3) самоанализа и самооценки образующих действий.  
Профессиональная компетенция предполагает наличие у преподавателя такой характеристики как адекватность, которая обеспечивает успешное осуществление педагогической деятельности. В совокупности с компетенциями, педагогическая адекватность понимается гибкость в высокой адаптивной способности преподавателя в конкретных условиях обучения.

Результаты. Перечислим основные проблемные вопросы, включенные в программу дистанционного курса «Методика преподавания русского языка как иностранного (РКИ): традиции и инновации»:

− Психолингвистические проблемы изучения иностранного языка. В данном разделе рассматриваются такие понятия как интерференция и трансфер, ошибка в речи на неродном языке, определяется роль контрастного анализа при обучении иностранному языку.

− Цели и задачи обучения русскому языку как иностранному на разных этапах. Компетентностный подход к обучению РКИ. Раздел посвящен анализу методов обучения и методы учения. Уточняются цели и задачи обучения, предлагается классификация целей обучения иностранному
In this article we drew upon the hypothesis that the research of sensemaking process discovers the structure of participant interaction in communication and “text-individual” interaction. With the help of the method of intertextual questions hierarchical structure of this interaction was discovered, the linguistic particularities of text were identified, that provoke hierarchical level of sensemaking process. The main classes of intertextual questions were also singled out. Their classification reflects the hierarchical structure of sense-making. The personified effect has been found, which stimulates more involvement in sensemaking process in communication. This topic is perspective for further experimental researches in this direction, since nowadays it is not studied enough.

Keywords: sense-making process, method of intertextual questions, hierarchy of sense-making, personifying effect.
complexity. So, the method of intertextual questions allows to explicate and fix the process of interaction “human-text” during sense-making and to research its structure.

The procedure of the experiment was as following. The participants were offered a narrative text in Russian language consisting of 50 sentences, and 2 advertising texts of 15-25 sentences. In order to investigate the structure of interaction “human-text” in the process of sense-making, that is to have the possibility to fix the process of interaction during making sense of the text, we should specify certain fragments in the process of interaction “human-text”. That is why the text was offered to the participants by separate sentences. We will call them “positions”.

In the process of experiment we have previously chosen 2 forms of text presentation. In the first case the participants were sequentially presented with cards for every text position, in the second case the text was read aloud by separate positions. Comparing the questions obtained from the informants, we received evidence of no significant differences between the answers of the first and second groups. Meanwhile, the group which was presented with the cards, worked slowly spending time of thinking their questions through. There is a well-known fact in experimental psychology: participants of the experiment have fear that their results might be evaluated, so they adjust (adapt to) for the goals of the experiment and seek to control their reactions. It may be the case in our own experiment. As far as we were interested in the participants’ spontaneous reactions, we read the text aloud. This form of text presentation also satisfied the time criterion since the text offered was rather lengthy and the use of cards, taking into account the quantity of the participants, would take a lot of time.

45 persons took part in the research with narrative text, and 35 persons – with advertising texts. They were offered the following instruction.

**Instruction.** We offer you to take part in the experiment, the aim of which is to reveal the mechanisms of sense-making. We will read you the text by separate sentences and you should try to understand it as well as possible. After each sentence you should formulate the question associated with the text content which is most important at the moment of reading. You may ask question associated with its previous and further presentation. Each question should be fixed in the questionnaire under its own number that corresponds the number of a sentence read.

As a result, the massive of intertextual questions was obtained. As far as we were interested in a structure of interaction “human-text”, especially in the relationships between the text structure and making sense of it, we were to classify all intertextual questions.

In the research we have discovered the following classes which described all the multitude of intertextual questions.

1st class. **Formal level.** These questions are asked with the aim to find out the meanings of words, phrases, the coherence of language units as well as language forms and word combinations. These questions are directed towards, basically, connotative, occasional and figurative meanings of words. The objects of such questions are basically metaphors, metonymies, idioms.

2nd class. **Static content level.** Questions at this level are aimed at clarifying the text aspects associated with its content. The questions are singled out that are directed towards statistical dimensions of a sentence; participants, their attribution, status; objects of action (instruments, devise, elements of objects); place and time of actions.

3d class. **Dynamic content level.** The questions on this level are aimed at clarifying the text aspects associated with its content. The questions are singled out that are directed towards statistical dimensions of a sentence; participants, their attribution, status; objects of action (instruments, devise, elements of objects); place and time of actions.

4th class. **Logic and sense level.** These questions are aimed at specification of the relations between content dimensions in the previous, already presented, or in a current text positions. In so doing such categories as the purpose of action, its cause and reasonability are actualised.

5th class. **Questions—inferences.** They result the text fragment presented, carry out fixing, completing and integrating function in the making sense of a certain text fragment, they summarize. As a rule, such questions are conclusions and statements in their form. It should be noted that this part of questions-statements most fully reflect the respondents’ subjective preferences and abilities to adequately complete making sense of a certain text fragment.

As a rule, for each text position the participants asked questions from different groups. The were virtually no such text positions that were asked with the questions of only one group.

Since this classification describes all the questions that may be found on every position of the presented text, we may conclude that this classification of questions reflect the interaction “human-text” during making sense of this text. We paid attention to the fact that the resulting classes of questions are not homogeneous and organized into hierarchy.

Formal question in such case represent the simplest kind of sense-making – on the level of lexical units; content questions are...
aimed at specifying objective and content aspects of text, on the level of participants, objects, place, time as well as on the level of actions that happen to participants, objects in time space; logic and sense questions and inferences represent the most complex kind of sense-making aimed at the creation of coherence, integrity and identification of the purpose of text.

Consequently, this classification reflects hierarchical structure of sense-making. Hierarchical structure of sense-making was offered by Y.A. Mikk [6], Z.I. Klyuchnikova [4], I.Z. Ziminiaj [3], A.A. Smirnov [9], Z.D. Lvovskaya [5]. So with the help of the method of intertextual questions we have experimentally revealed that interaction “human-text” during sense-making is heterogeneous and has hierarchical structure.

In the process of experimental research we formulated an assumption about the existence of linear dependence between the number of the text position and the quantity of questions from each group. In other words, we supposed that there is a dependence between the increasing of a text position number and the decreasing of formal questions. We also supposed that the amount of inferences increases as the text unfolds; the amount of the questions of all the other groups decreases with the number of sentences increasing.

We proceeded from the assumptions about stage-by-stage change of the text complexity for a reader. We suppose that at the beginning the subject assimilates the content objective aspect; gets acquainted with main participants, object surrounding, then he acquires the actions; establishes causal relations and draws inferences. So the hierarchy of text complexity increases sequentially. Our assumption is based on the concept of “text without context” introduced by M.Gaaze -Rappoport and A.D. Pospelov [1]. They model texts out of parts where firstly the participants who don’t have names, only indications, are introduced, then the actions between them are described and then the causal relations are explicated.

Reduction of the amount of formal, static, dynamic and logical questions by the moment of full text presentation is obviously explained by the main text concepts, gradual acquaintance with the object surrounding, main characters and logical relations in the text.

The amount of dynamic questions slightly reduces as the text approaches to its end. It is obviously associated with the fact that at the end the text is less saturated with actions as it was in the beginning. The amount of inferences slightly increases, but at the same time, since there is no explicit increase, the operation of inferences is obviously evenly presented.

At the same time, we paid attention at the existence of certain text fragments where our assumption about sequential change of text complexity along with the increase of position was confirmed. Our data allow to make a conclusion about the existence of certain fragments in the text comprising different complexity in them (on the level of language meanings, on the level of actions and logic and sense relations). And there are certain text fragments for each level of complexity, their limits don’t coincide.

So, text complexity of each level changes disproportionately to the increase of the number of text position and concentrates on certain text fragments. Since these fragments are not ordered sequentially according to the complexity from the level of meaning of lexical units to the level of causal relations and inferences, the conclusion can be made that the complexity of the text doesn’t change sequentially from simple to complex one in the course of reading a text. These hierarchical levels can be present simultaneously and replace each other in a loose order. So, our hypothesis about the sequential change of the complexity of text wasn’t confirmed.

Since we were interested in the structure of the process of interaction “human-text” during sense-making, especially in the relationships between the features of the text positions and making sense of them, we needed to analyze the features of such text positions which correspond certain kinds of sense-making.

The appearance of the dynamic questions is associated with the description of actions (sequence, rapidity, results). We also paid attention to the fact that great amount of dynamic questions coincides with negative peaks of logical questions. It also allows to say that dynamic and logical questions really belong to different levels of sense-making and bringing in stimuli at the dynamic level prevents sense-making on a higher level. Consequently, the correspondence between the complexity of the text position presented and the level of making sense of it preserves for dynamic questions.

Summarizing the content of these positions, we can make a set of conclusions.

1. These sentences possess the features of sense completeness in a text.
2. Sense fragments of the text are singled out which are completed with the increase of the proportion of inferences, that is on these positions the conclusions about the sense fragment of a text are made.
3. The tendency of increasing inferences according to the chronological sequence of position in a given semantic fragment is observed.

The presence of figurative meanings, comparisons, idioms is observed in these positions. Others are characterized by the brevity in content. Such brevity of a text position led to the fact that informants lost orientation in text content and tried to restore it on the level of the meanings of language units. The increasing of formal questions is accompanied by the decreasing of sense-forming question. In our opinion, it evidences about the mutually excluding sense-making on the level of meanings of language units and on the level of logic and sense relations.

So, basing on the analysis of text positions, a conclusion can be made that the amount of questions of each group depends on textual content. Moreover, there is a correspondence between the level of complexity of the presented text position and the level of making sense of it by the group of respondents. So, our hypothesis about the correspondence between the hierarchy of the text complexity and the level of making sense of it was confirmed.

We have also discovered the relationships between the levels of sense-making. Thus, content and formal levels of sense-making are in a reverse relations with the group of logic and sense questions. Basing on this, it can be concluded that sense-making on a lower level (formal and content) prevents sense-making on a higher level (logic and sense), and these kinds of sense-making really belong to different hierarchical levels.

As a result of preliminary research, we have obtained classification of intertextual questions which describes all the massive of questions and reflects hierarchical structure of interaction “human-text”. This classification allows to structure the process of interaction “human-text” the aim of which is sense-making.

We received evidence that the process of interaction is heterogeneous (not uniform) and is represented on different levels: formal, content, logic and sense and the level of inferences. And sense-making on a lower level prevents sense-making on a higher one.

Since the hypothesis about the correspondence between the hierarchy of the text complexity and making sense of it was confirmed, we can say that the information presented in the text generates a corresponding level of comprehension. It means that the text possesses a sense-formative function, that is it influences sense-making during interaction. Consequently, the quality of the presentation of textual information will define the character of sense-making. On the other hand, the correspondence between the hierarchy of text complexity and making sense of it allows to say that making sense of a text is more adequate if a person orient to the text content trying to making sense of it. In this case he reacts more emotional than logic to the level of the information presented in a text. At the end of experimental research lets us summarize the data and make important conclusions.

We have experimentally discovered linguistic features of the hierarchical structure of a text. Among them we can single out “simple” and “complex” features. By saying “simple” we mean those which are fixed by concrete text elements, on one of the lexical levels, lexical-grammatical or lexical-semantic one. For example, lexisca with notion-objective, processual-acting meaning, etc.

“Complex” structure features, on contrary, don’t always find concrete expression in a text. As a rule, they have a set of indicators both on lexical, grammatical, syntactical and semantic levels. For example, the novelty of elements, real reference, explicative power of utterances, the presence of target function in sentences, reasonableness and conditionality of text elements, etc. We will call
these features “contextual features of the text”, since they can’t be singled out without the analysis of the context.

It should be noted, that the main differences of the hierarchical structure of texts are defined not by “simple” features, since every text contains lexica with notion-objective and processual-acting meanings.

The conclusion that the main differences of the text structure lies in contextual features that organize the structure (architectonics) of the content and thus define the meaning of a text, is also important, since the analysis of the meaning of “simple” linguistic features without contextual ones is not constitutive.

Consequently, it is these contextual features of a text that need to be investigated, they are basic and define its differences. Moreover, modeling the text without contextual features is unreasonable.

However, a question arises: what defines the context and in relation to what is should be studied? Often during interpretation of narrative texts (for example, hermeneutic approach) the analysis of an appropriate historical setting, author’s biography, etc. is conducted. The need for this arises especially because the purpose of the text is not expressed. Thus, the researcher has to interpret the context by himself and to define the purpose of the text for the author. Is should be noted that sometimes the author himself doesn’t fully realize the purpose of the text (the difference between the critics and the author’s opinion). This creates for the researcher additional and leads to subjective-objective ambiguity in interpreting the context and the purpose of a text.

That is why in our research we have chosen special orientated advertisement texts, that is the texts with a clearly defined purpose (perlocutive effect): stimulating reader’s actions aimed at surrounding reality. In this case the context is defined by the purpose – to make influence. The meaning of the context and architectonics of the structure and the use of certain language tools must correspond to the purpose of a text. Here the context is a means for achieving the purpose. All the above-mentioned allows to make a conclusion: the text should be studied and designed in relation to this purpose.

In our work we defined linguistic features of the following analysis and modeling of texts in actively influencing communication channels (for example, advertisement). It especially allows to analyze the linguistic features of an advertisement with a certain purpose which is expressed as an exclusive sale offer.

Since the texts may be aimed at different purposes, for example, creation a presentation, understanding, impact on emotional state, then, consequently, the context for achieving these purposes must be different as well. So, linguistic features characterizing these contexts are also different.

Thus, analyzing text in relation to various purposes, we have a possibility to reveal various phenomenology, characterizing the text organization (in our case – personifying effect). This topic is perspective for further empiric researches in this direction, since at the current moment it is not studied enough.

The offered approach to researching the texts in the actively influencing communication channels allows to study the context in relation to the purpose of a text. It can be easily transferred to other special orientated texts, for example, political ones.

Special orientated advertisement texts chosen for the research have explicitly expressed purpose – perlocutive effect. System present action interaction “human-text” allows to consider the features of a human and a text in relation to the purpose and to define those one that influence the perlocutive effect. We have obtained interesting experimental data about the respondents’ individual strategies during the interaction “human-text”. Unfortunately, these materials exceed the frames of this work.

Designing of a research oriented especially towards the process of interaction as a representative system characteristics allowed to investigate the system “human-text” as well as linguistic features of a text in relation to perlocutive effect.

As far as the linguistic features that we discovered characterize the context as a means for achieving purpose, we will call them functional-aimed, and the text structure that was the object of research will be called functional-aimed, correspondingly.

Thus, the feature of a functional-aimed text structure is a phenomenon of personifying effect that we have discovered. In its function, personifying effect is similar to “communicative effect” of an utterance [2]. In authors’ opinion, communicative effect consists in accepting the utterance by the reader or listener. They also note that the perlocutive effect of an utterance is impossible without the constructive communicative system. In our case, personifying effect, in contrast to the communicative one, is aimed not only to the accepting of utterance but to the influence upon the subject as well. That is why it is more powerful, active and externally orientated feature of the functional-aimed text structure and can be considered as a separate phenomenon.

Personifying effect has linguistic features in a text and is represented on different hierarchical levels. Thus, on the one hand, the effect of personification is achieved at the expense of the use of certain lexical units which can be isolated from the text. For example, personal pronouns of the second person, verbs aimed at the reader expressing the possibility, intention, open appeal to action, lexica of the semantic field “successfulness”. On the other hand, personifying effect has contextual features, for example, novelty of the text elements, reasonableness and conditionalness of the appearance of elements of text content, real reference, presence of the target function in sentences, constructive communicative strategy (absence of pumping). As we realized, personifying effect can’t be isolated on the level of “simple” features and is defined by the contextual features of a text.

On the one hand, it has hierarchically ordered form of expression in a text. On the other hand, it reflects the quality (condition) of the functional-aimed structure as a system in relation to the purpose (perlocutive effect).

Thus, personifying effect directly influences the perlocutive effect and therefore is an obligatory component and a characteristic feature of advertisement texts. However, the use of linguistic attribution of the perlocutive effect doesn’t define its achievement by itself, that is it has different degree of the adequacy in relation to the purpose. Thus, for example, “formal” text positions have an explicit personifying attribution, for example, assertives and commissives that contain verbs indicating the possibility, intention and appeal to action; interrogative form of sentences. These features are also characteristic of the positions that provoke inferences.

Alongside, their usage in “formal” positions is not appropriate, since it doesn’t take into account contextual features, for example, reasonableness and conditionalness of the content elements by the text presentation. The absence of the objective function in interrogative sentences, of the agent and performative verb in assertives and commissives evidences about the poor quality of organization of personifying effect in functional-aimed structure in “formal” positions. It should be emphasized that such analysis of the quality of personifying effect is possible only in relation to the purpose of the text.

So, in modeling special orientated texts with the predictable perlocutive effect, functional-aimed text structure must be such that the organization of the personifying effect as a necessary condition corresponds to the purpose. And the more the perlocutive effect that must be expressed, the more simple and contextual expressive means of the personifying effect should the functional-aimed text structure include. That is why the personifying attribution is a prerequisite for a predictable perlocutive effect, and its adequate organization in relation to the purpose of the text is a its sufficient condition.

It is important to note that linguistic features of the positions revealed in experiment characterize not only functional-aimed text structure, but the content one as well. We will consider this conclusion in more detail.

We have proved in research the hierarchical character of interaction “human-text”. It is represented in the following ways: formal, static content, dynamic content, logic and sense, inferences. As far as the process of interaction “human-text” reflects the features of the object and the subject, we may state that the hierarchy of interaction is defined by the text features and conditioned by the textual structure. This confirms the regularity of the correspondence between the hierarchy of text position and the mode of interaction between man and text that we discovered in the analysis of features of text position. Thus, “static” positions correspond the lexica with notion-objective meaning, “dynamic” ones – lexica with processual-acting, “logic and sense” and “inferences” – lexical markers of the argumentative discourse and the elements ensuring the content coherence and the integrity of the text.
So, we can state that hierarchical structure of the text is organized on notion-objective and processual-acting levels as well as on the levels ensuring the content coherence and the integrity of the text. This structure is called the content text structure, and linguistic features are called content-structural, correspondingly.

This content structure is similar to the structure of the narrative text in a preliminary research which allows to make a conclusion about its basic and universal character for the texts with various purposes. In D.A.Pospelov’s terms [8], the content structure is a “text without context”.

As far as the purpose is a system-formative factor for a text, then functional-aimed structure organizes the content one in relation to the purpose and creates the contexts facilitating the achievement of the perlocutive effect. So, by means of analogy, we can call functional-aimed structure as “context without text”.

Let us pay attention to the function of such modes of interaction “human-text” as logic and sense and inferences. We suppose that these modes ensure the relation between the content and functional-aimed structures and the purpose of the text. By saying “inferences” here we mean those text positions which express its purpose, perlocutive effect. Positions that provoke inferences must adequately express the objective (purpose) function of the text. In such case the respondents’ inferences will evidence that the perlocutive effect is achieved.

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The lexeme "ваучер" had been intimately connected within the scope of nation-linguistic formation with the concept privatization. Every native speaker of that relatively impermanent period realized this notion as a part of the concept «государственная экономика» in its turn. The extracts from the chronicle of 1992 “Независимая газета” illustrate the functioning of the lexeme ваучер and its co-occurrence range, that provides the basis for the coherence within the scope of the articles in point.

Eльцин получил свой ваучер

President РФ Борис Ельцин получил вчера свой приватизационный чек. «Не хочу пользоваться дополнительной месчной отсрочкой для получения своего приватизационного чека», — сказал Ельцин журналистам. Он подчеркнул, что вместе с другими гражданами России хотел бы воспользоваться чеком в период перехода к рыночному хозяйству.

"Ваучеры", или приватизационные чеки, были выпущены в января 1992 года. По сути, это было массовое частное инвестирование в приватизируемые госпредприятия, — отметил эксперт. — Каждый мог купить себе частичку завода, колхоза, банка, магазина.

The lexeme ваучер groups with the verb получить. In the headline, the author uses this lexieme, but in the text he replaces it with the collocation приватизационный чек, which characterizes the economic circumstances in the country when the article was written, the phrase «воспользоваться чеком в период перехода к рыночному хозяйству» proves this. The notion приватизационный чек was the part of the concept приватизация.

Keywords: coherence, nation-discourse formation, concept, colorism.
It is obvious that now such conceptual connection is not set as primary and it is not actualized in everyday communication. The word combination “приватизационный чем” can be used in the modern discourse only within the reference to Russia at the beginning of 90s.

The reality (present for the author) is reflected in the discourse. The connection of the notions навигация, чем and приватизация was familiar (regular) for members of Russian discourse-language formation, in other language formations such connection was not set without the reference to the events in Russia. A coherence within a discourse is based on relevant for a concrete language community connections of a language unit. These connections can be determined during the analysis of the functioning of so-called colorisms. We can study well-known nominations «Красная Москва» and «Красный мак» as the realization of the coherence between the concept красный and the notions Москва и мак. At the present time such connection in the native speakers’ Russian worldimage is not set. The unit Москва and the adjective красный are not contiguous. The connection between красный and маки is possible, but in this case the denotatum changes: the word combination красные маки in the language awareness correlate to red poppies, not to cosmetic production like in the soviet epoch.

The analysis of the advertising discourse allows to observe the coherence of nominations of one colour field, sometimes – of the whole colour field. In the nominations ofcolour shades we can observe the coherency of the colorisms describing them through interrelationship between the subject of the comparison and the advertised colour shade of the cosmetic product (white: снег, арктический белый, снежный ландыш, искрившийся снег; beige: естественный бежевый, тонкое молоко, сливочным крем, песочный, бисквит; red: красная смородина, страстный альпий, держак, красный, глиптейн, жажда огня, красный мак; brown: шоколадный мусс, орех, апельсиновое како, горячий кофе, теплый каппан).

The analysis of the discourse reveals that the reflection of colour concepts is not only proper colour nominations (черный, белый, красный) but lexemes mean subjects and phenomena connected with describing colours. Besides a communicant-producer encodes the information in such a way that due to identity of background knowledge perceiving a message recipient without extra intellectual efforts recreates an encoded colour characteristic relying on a coherence between components and in a discourse both in an awareness.

A national causality and linguistic wordimage predetermination can be illustrated with a striking instance of the colour nomination of art goods кассельский коричневый (Faber-Castell, Germany). It is obvious that a native Russian speaker can not realize the shade of brown without extra reference sources. The source of communicative failure is the difference between Russian and German language communities' background knowledge, the absence of conceptual coherence between the components of the colour nomination. Thus in the act of translating a colour nomination the connection between this unit and the denotatum can be lost because of the absence of this unit in one of these linguistic worldimages.

So a coherence is conditioned with entry/non-entry of a particular component in a definite concept fixed in a particular language community's awareness. What is more a cultural experience is essential.

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LINGUISTIC THEORY IN POSTINDUSTRIAL THE DESIGN PROCESS
Abstract
The article is devoted to the cognitive theory which was created by R. Langacker is described as the example of linguistic theory which is adapted to the needs of post-industrial design, relying on a mathematical variant of the design knowledge.
Keywords: cognitive grammar, design process, philosophy of language.

In the process of knowledge acquiring the mind, as suggested by H. Skolimowski, follows a certain, predetermined structural template pattern, or acts in accordance with certain thought patterns [Freeman, Skolimowski 2006]. The patterns of thinking are the organizing units of knowledge that allow to structure knowledge into intelligible forms. R. Langacker’s cognitive grammar should be considered, as we believe, as a pattern of thinking that represents the specificity of the linguistic theory of post-industrial society, characterized by "designer ways of knowing" and systematization of design knowledge.

Any new hypothesis, argue J. Freeman and G. Skolimowski [Freeman, Skolimowski 2006] is a new invention of a possible world, or, in the terminology of G. Fauconnier , mental space [Fauconnier 1985].

Mental space of R. Langacker is based on the theory of Fauconnier’s cognitive models, which includes provisions relating to mental spaces and cognitive models that structure these spaces. Mental space of R. Langacker, like any other mental space, is the environment of conceptualization and thinking, appropriate to any ‘state of affairs’ in its infancy.

Conceptualization in the mental space, based on the provisions of the post-industrial design process, primarily represented by the category "portraying". Portraying process, according to N. Cross, can’t really create new products, because the portraying process itself is a process which involves only the transformation of the design image (projective image, imaginary or abstract imaginary.
analytic philosophy, in which, according to V. Ya. Shramko, possibilities of the application of design method of cognition within by contextual factors.

One of the active forms of Langacker’s representation [Langacker 2008] the content of the new format of language theory are schematic drawings that, on the one hand, are representante organizing pieces of knowledge that allows you to structure knowledge into intelligible forms, or patterns of thinking, on the other hand, represent a projective transformation of the image fixed, because centrality is the question and the subject determined particular way of its introduction. The path cannot be absolutely involves the use of a certain grade of knowledge and specifies the absolutely fixed. Absolutely free it can’t be, because the expression point of view the lexical meaning can never be absolutely free or conventional set of values of lexical meaning. With an encyclopedic standpoint, the lexical meaning is represented in a special way as an open encyclopedic semantics, mainly used in cognitive linguistics. In this approach, lexical meaning is represented in the figure by a set of concentric circles, showing that the components of knowledge have varying degrees of knowledge into intelligible forms, or patterns of thinking, on the other hand, represent a projective transformation of the image level, probably we can intensify this content in a neutral manner, as R. Langacker suggests. But as soon as we decode the content linguistically, with the necessity we ascribed to this substance some interpretation, explanation – construal. Figure-diagram shows four options of interpretation due to the difference designata. Each element implies the existence of some content, in turn, each content is constructed through some form.

Thinking about the peculiarities of the lexical meaning involves the search for an answer to a question what includes a lexical meaning. R. Langacker, answering the question about the content of the lexical meaning, begins with consideration of the traditional view. Traditionally, it is recognized that lexical meaning consists of multiple correlated semantic features or descriptive units (establishments), specifically linguistic in nature, really different from the basic knowledge concerning the type of objectivity that it belongs to.

Conceptual content lies in the question: does the concept of a glass the water, which occupies half of its volume. At the conceptual level, probably we can intensify this content in a neutral manner, as R. Langacker suggests. But as soon as we decode the content linguistically, with the necessity we ascribed to this substance some interpretation, explanation – construal. Illustration diagram shows four options of interpretation due to the difference designata. Each element implies the existence of some content, in turn, each content is constructed through some form.

Thinking about the peculiarities of the lexical meaning involves the search for an answer to a question what includes a lexical meaning. R. Langacker, answering the question about the content of the lexical meaning, begins with consideration of the traditional view. Traditionally, it is recognized that lexical meaning consists of multiple correlated semantic features or descriptive units (establishments), specifically linguistic in nature, really different from the basic knowledge concerning the type of objectivity that it belongs to.

So the basic properties of a bull, for example, are described by the semantic features [MALE], [ADULT] and [BOVINE]. In such a case, the lexical meaning is more like the dictionary entry, than an article in the encyclopedia. Such an approach is metaphorically described as a dictionary view on linguistic semantics (Fig. 2). The circle represents the whole body of knowledge that the speaker has about the issue under discussion. Discrete set of specifications that constitute the lexical problems of meaning represented by a small rectangle inside the circle

Ranking relative to the center is one of the dimensions of a conventional set of values of lexical meaning. With an encyclopedic point of view the lexical meaning can never be absolutely free or absolutely fixed. Absolutely free it can't be, because the expression involves the use of a certain grade of knowledge and specifies the particular way of its introduction. The path cannot be absolutely fixed, because centrality is the question and the subject determined by contextual factors.

Theory of language by R. Langacker demonstrates the possibilities of the application of design method of cognition within analytic philosophy, in which, according to V. Ya. Shramko logical analysis as a kind of so-called transformative (or interpretive) analysis, takes the first place. A prerequisite of the latter is the expression of an adequate logical form a parsed entity through its transformation in some suitable formal logical language.

When placing the concept of R. Langacker in the context of analytical philosophy of W. V. O. Quine [Quine 1968], we can conclude that the graphical representation of the theory of R. Langacker may be interpreted as ways of cognitive theory portraying, descriptive marks, which are singular terms. These singular terms belong to a new universe, "running" quantified variables of the theory logical form. Subsets of the new universe are selected as extensional of single predicates, being the basis of interpretation.

Each interpretation of the theoretical forms of R. Langacker in the context of ontological relativity of W. V. O. Quine will be referred to as a model, if this form is true in the interpretation. In this case, in the theory of R. Langacker as model may be recognized
only the component of the theory, which is accompanied by a graphic representation and translates the linguistic mind from a mental space, defined by linguistic competence to mental space of a system of pairwise mutually exclusive events, or the space of the system entropy. The entropy is taken in its understanding in applied combinators [Kofman 1975] as the mathematical expectation of some random variable, which is able to detect itself if there is a certain probability, contribute to the occurrence of the event, which will become the material carrier of magnitude.

Cognitive theory R. Langacker is described as the example of linguistic theory which is adapted to the needs of post-industrial design, relies on a mathematical variant of the design knowledge that discovers the identity at the level of the inner form of the philosophy of language "generative grammar" and theory of language "cognitive grammar". In this case, from the point of view of ontological relativity W. V. O. Quine the definition of the universe of cognitive grammar is meaningful only relative to prior theory – generative grammar – and some choice of the transfer of transformational theory into cognitive theory. As the transfer method, in our opinion, the design knowledge is selected what allows in the designing metal space pairwise mutually exclusive events to replace linguistic competence by the ability to design, defined as "designeys ways of knowing", and thus, to make next theoretical transformation of everyday reality.

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LEXICAL AND SYNTACTIC PECULIARITIES OF AN ENGLISH NEWSPAPER ARTICLE
Abstract
The article considers pecularities of English journalese. The results of research on lexics, syntax, structure of newspaper articles and headlines are provided. The author uses issues of “The Guardian” from 01.12.12 till 01.04.13 as research data.
Keywords: journalese, english newspaper article, publicism.

Journalese, the style of newspapers, formed in the English language in the middle of 19th century. It has come a long way of shaping. The first English newspaper, called «The News of the Present Weeks» was published in 1622. Before that there had been periodic news leaflets. But due to the law that permitted using the printing press without king's personal permission, all the information that was to be published in the leaflets was strictly censored. In the end of the 17th century this law was abolished and since that time the history of the English journalese began. For years newspapers had been one of the main sources of information and thanks to their availability in the Internet they stay up to date till today. The language that we see on the newspaper pages has its own lexical and stylistic peculiarities. These peculiarities will be examined in this article.

The structure of the English article.
The majority of English articles have the structure of an inverted pyramid. This means that the main information of the article is summarized in the first paragraph, thus turning the text upside down. The ending, the consequences of an event are put in the first place, whereas the details and the initial cause are revealed later. The aim of such structure is to bring the vital information to the reader’s attention as soon as possible, which is in the first passages of the article. Secondary information is introduced in the third-forth paragraph of the article, though the reader might not read so far. In his article “the birth of the inverted pyramid” an American journalist and writer Chip Scanlan says that the appearance of the structure of the inverted pyramid owes much to the invention of the telegraph, that happened 150 years ago. Given that the massages were expensive, journalists tried to avoid the copious style of 19th century and invented a new, compressed style. [6]

According to the research 48 article out of the analysed 50 have the structure of the inverted pyramid and only two have the chronological structure. It should be pointed out that this structure is very convenient for news texts as it gives the reader the possibility to learn about the changes in a particular situation very quickly.

Peculiarities of English newspaper headlines.
The distinguishing feature of an English headline is simplified grammar. In passive constructions the verb “to be” is often omitted: Chinese traffic police given anti-smog nasal filters (27.03) instead of Chinese traffic police IS given anti-smog nasal filters;
French driver trapped for an hour in speeding 125mph car with no brakes (13.02) instead of French driver WAS trapped for an hour in speeding 125mph car with no brakes.

Articles and possessive pronouns are also omitted: Princess Diana's dress snapped up by anonymous bidder as surprise for wife (19.03).

The Present Simple Tense is mainly used in headlines, even if past actions are described. The Present Simple tense gives a reader the feeling of simultaneity of events:
Paris fashion week: Raf Simons repeats Oscars triumph for Dior. (1.03)
Andrew Marr leaves hospital nearly two months after suffering a stroke. (01.03)

The use of quotations and direct speech is common for English headlines:
73-year-old bank robber 'wanted to return to jail'. (13.02)
Nicolas Sarkozy: I'd return to politics only to save France. (06.03)
Relaxation of US cannabis laws 'violates UN drug convention'. (22.03)
The jobseeker’s story: I'm not proud to say I've gone begging. (22.03)
Indirect speech is also occasionally used: World's oldest person Jiromen Kimura 115, says rise with the sun, read a paper. (07.03) Adoption reforms must slow down and give more support to parents, say peers. (06.03)

Foreign words and emotional lexics are often used: French Communist party says adieu to the hammer and sickle (10.02) (adieu – French “Good bye”; Bonjour … David Beckham introduces himself as a Paris Saint-Germain player. (31.01) (Bonjour – French “Good afternoon”).

Minami Minegishi of AKB48 appears in tearful mea culpa on YouTube after breaking her band's strict rules on dating, (mea culpa – from Latin, often humorous, when you are admitting that sth is your fault).

Readers can also come across tropes in newspaper headlines: Fashion gives its love affair with the royal family (metaphor). (22.03)

It should be pointed out that the main function of English headlines is the informative function, the author in the first place informs the reader what the article is about and only after that tries to attract attention and advertise his work: Syria crisis: European countries expected to start arming rebels. (01.02), Paralyzed people could get movement back through thought control. (17.02), Childcare costs rising by more than twice the rate of inflation. (06.03)

A few words must be said about the structure of an English headline. Most commonly a headline is a two-member sentence which has a subject and a predicate. Single words and phrases seldom make headlines: Obesity crisis: doctors demand soft drinks tax and healthier hospital food (18.02), Spanish city's ban on Islamic veils overturned (28.02)

Linguistic and syntactical peculiarities of an English article.

One of the main peculiarities of English articles is without a doubt the role of passive voice. It is especially evident in news reports: More than 200 medicinal products are affected… (27.02)

The message was received, loud and clear. (01.03) …he could be sent to prison for up to 20 years. (13.02)

Thus, it can be said that passive constructions are more common than active constructions. Apart from passivizing, peculiar is the amount of non-finite verbs: gerund, participial 1 and participial 2, that make the text more informative and logical: Reading helps (31.01)

…to talk to families about receiving help. (19.03)

She also agreed that the property, accessed by narrow lanes, was an “open house” for family, friends and then her boyfriend (19.03)

However, all were discharged within two days to two weeks having gained weight and none had long-term damage. (20.03)

Chicicles are often used in newspaper articles. This is one if the features of newspaper style: according to federal complaint, according to state media report, presumed, estimated, to be reported, it is claimed, it was announced, one the one hand … one the other hand, … declined to comment, on the agenda etc.

Frequent is also the occurrence of infinitive phrases, such as: to be expected, to be said to, to appear to, to be likely to do, to fail to do:

… and the proposal appears to have the support of David Cameron. (13.03)

But newspaper groups appeared to be moving to boycott the new system… (19.03)

The aid is expected to include civilian vehicle… (02.03)

The woman is said to have injured herself escaping from her first-floor room… (19.03)

Talking about cliché expressions and infinitive phrases, one should point out the verb “to allege” – to assert to be true, affirm; and its derivative phrases – to be alleged, allegedly. This verb is used almost in every article and it is fair to assume that it is very important in the modern press. As well as the infinitive phrases “to appear to”, “to be said to”, the phrase “to be alleged to” is used in those cases when the author is not absolutely sure in the reliability of the information that he transmits:

A British tourist in India has been injured after she fled her hotel in fear when a man allegedly tried to barge into her room (19.03)

The prosecution has said the motive for the men’s alleged plot may never be known. (19.03)

Newspaper articles are also rich in complex and compound sentences:

Local newspapers and magazines could also set up on their own, insiders have warned, while Scotland is also threatening a separate system. (19.03)

Jobcentre employees across the country say that as a direct result of this sort of pressure they are now expected to hit a “minimum expected level” of sanctions (22.03)

Complex sentences are more common in English newspapers than compound ones.

Frequent is the use parenthesis such as: of course, although, finally, meanwhile, however, at first glance, therefore.

Newspaper article abound in phrasal verbs, that are the feature of colloquial speech: come up, turn in, draw up, dry up, carry out, cash in, stand up, sum up, put off, get by, catch up etc.

Proverbs and saying are often used:

Charity begins at home ‘A lot of families in this country need help’ (19.03)

Provention is better than cure. (31.01)

Colloquial lexics is often used: plonk, booze, gag, spoof, cool, dorky, soap (from soap opera).

Texts of newspaper article are rich in idioms:

If the couple intended to keep a low profile, they succeeded (07.03) (keep a low profile – to stay out of public notice)

The sporting world seemed poised to give the cold shoulder to Oscar Pistorius after a court in South Africa allowed the Olympic and Paralympic star to return to international competition (31.04) (to give the cold shoulder – to behave towards someone in an unfriendly way).

His statement suggests the issue is likely to come to a head on Monday… (13.03) (to come to a head – to reach a critical, crucial stage)

Tropes often can be found in articles: Beckham was asked how it felt to be the granddaddy of French sporting (01.02) (metaphor)

Common are also abbreviations: DWP (Department for Work and Pensions) ILF (inductive loss factor), FTSE (Financial Times Stock Exchange Index); V-E day – Victory in Europe day, GP (general practitioner) PR (public relations).

Apart from abbreviations the articles include shortenings. Due to the fact that The Guardian is quality press, it does not include as many shortenings as tabloids. However, some common ones occur in separate articles: it’s, aren’t, haven’t, won’t, doesn’t, teens instead of teenagers, high-tech instead of high-technology etc. Such usage of shortenings can be justified on the one hand by the tendency to economize speech, increased speed of transmitting massages, one the other hand, by one of the essential features of newspaper articles – simplicity and intelligibility to every member of society. Apart from all that, the usage of shortenings makes the speech more modern, fresh and expressive. And due to the fact that all the used shortenings come to newspaper language from everyday life, the reader has no problem deciphering them. It is convenient for the journalist to use shortenings as synonyms of full word forms to avoid excessive repetition.

Since journalistic genre is often described as expression versus standard, special terms can also occur. Law and economics terms occur quite often: trafficking, misdemeanor, felony, defendant, competition shoulder

Local newspapers and magazines could also set up on their own, insiders have warned, while Scotland is also threatening a separate system. (19.03)

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The results of the research show that the English newspaper article has the following features: lexical variety (from colloquial to scientific terms), the use of stylistic figures and tropes which realize the influential function of newspaper texts. The syntax of the articles includes complex sentences, non-finite verb. All these features of newspaper article are determined by the striving for shortness, quick delivery of information as well as influential function.

References
The communication act, according to R. Jacobson, is a linear interaction between the sender and the recipient mediated by the code, the contact and the context. Logically we may simulate reading a text to oral communication. Thus, text understanding and interpreting are obviously determined by the same factors as verbal communication. Understanding of a literary text is the fulfillment of a definite communicative task. Which means that the difficulties in the text interpretation are similar to the difficulties in the interaction of communication participants. And the failure in decoding leads to the fact that the sender’s idea is not perceived at all or at least transformed.

In our thinking the reading process being likened to the communication act may be also linear and the stages of the information processing are placed successively and alternately. Thus, we suggest an adaptation of the familiar scheme of the communication act and develop it in connection with the reading process. It becomes evident that the information sent and the information received may differ both in quality and in quantity because the reconstruction the reader has to hold is determined by a different set of factors than the author’s and a new semantic entity, a new construction is given birth to.

Obviously its components will differ in quantity from the original one since any information transference implies information loss. More than that, the components of the recreated construction are far from identical to the original in quality. For, in the first place, they undergo individual processing by the reader, and, secondly, are affected by numerous linguistic and extra linguistic factors that change both their importance and their significance. Some researchers call it “the reader’s determinant” meaning a variable element “determined by the reader’s experience and the background (the reader’s mental context)” [3; c.10].

The text recreation process itself may be modeled as a kids puzzle-picture building – attaching separate pieces to each other. But this metaphor does not give way to the great scale of variations that a text recreation suggests every time it is read. In a puzzle-picture a particular place is ascribed to a particular piece in accordance with its shape and its “contents”, the places are fixed and preset by the programmed result – the original picture. The text recreation process can be also compared to the reconstruction of the patchwork quilt. The pieces are normally identical in size, they most definitely every time change their places, though remaining always the same in number. This never happens when reading a text, so neither analogy works here.

Text reconstructing is not predetermined by the expected result, neither it is directed towards a definite final product. Even the number of initial elements may differ in the recreated text, actually it always does. In other words, reading a text, or reconstructing a text, – is a creative process unlikely to be programmed and limited by the result.

The recipient is evidently made to search for the key or the signal to the most complete reconstruction of the text sent by a speaker or a writer. But reconstructing is logically a secondary process. It follows that the reconstruction is a variation to a certain degree different from the originally sent message.

The theory of communication operates with the basic scheme: “the sender – the message – the recipient”. Its mechanism includes three stages: first there is a code preset by the discourse type, then there is a text coded within this system, transferred and decoded. The code is a constant, the text is a variable. Ideally the “input-text” and the “output-text” are identical, but in practice there is always a loss of information [2]. Y.M. Lotman states that this can’t be avoided a priori. However, it may be disputable, for in the reconstruction process information may not only be lost but also incremented through the influence of the new context. In this connection we can hardly treat the transformation of the initial text in terms of the information loss.

Quite definitely, if the input and the output are not identical both in structure and in contents it is a loss. Because even if the reader manages to preserve the number of information slots does it mean that the lost original element and the new replacing element will be fully equivalent.

Our research goes further than that. We suggest that reading a literary text in translation makes a more complicated mechanism of information processing for it’s mediated by another participant. The linear scheme is getting longer which leads to larger transformations of the original message. The communication chain is extended through another member. And the reconstruction as a product undergoes an extra transformation mediated by the interpreter. The new piece is characterized by a greater amount of both semantic loss and semantic increment. Consequently the message sent and the message received are inevitably different. The semantic transformation on the whole is especially obvious when it goes about the analysis of the original and a translation of a literary text.

The theoretical hypothesis has been studied empirically. We put under the comparative analysis the original and the translation of texts by the contemporary British author J.Forde. The units of different language levels were studied: occasional words, proper names, allusions, quotations, parodies, stylizations and epigraphs. The research proved the semantic loss, the semantic increment or semantic transformation of the original text depending on many factors.
A few of the most demonstrative results deal with the associations and intertextual links of proper names in the original text and its translation. Statistics show that almost 80% of possible associative links are preserved in the translation. They are the cases when in the original and the translating linguacultures there are direct received equivalents, or when it runs of the universal precedents. Here refer proper names from the world literature, history, politics, culture. It is this fact that allows to preserve the allusive background of the original in the text of the translation. The 20% are made by unique proper names. They are produced by means of language play and mostly demand transformations thus changing the original semantics of the unit in particular and the text as a whole [1].

Summing it up, the semantic loss is inevitable in the process of translation, since there is always something greater than a human being in it. And in spite of the assumptions that it’s quite possible to represent particular language phenomena by means of another language to a full extent, still there are reasons why it is possible just in theory. These reasons are the grammatical types of languages, differences in lexical systems, cultural background etc. So the translation process is directly connected with many circumstances which finally define the quality of the “output-text”.

Coming back to the question set as a title of this paper — What We Read When We Read In Translation? – we will sooner guess that it is a product different from its original version. It’ll be safer to say that reading in translation we are reconstructing a reconstruction and recreating a recreation.

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Peoples Friendship University of Russia, Peoples Friendship University of Russia

ASPECTS OF ISLAMIC WORDS TRANSLATION AND USAGE IN RUSSIAN AND ENGLISH NEWS STORIES
(TRANSLATION OF THE ORIGINAL RESEARCH PUBLISHED IN RUSSIAN)

The article deals with the problem of arabic Islamic words usage in Russian and English news stories in the context of their actualisation and cultural aspects of their translation.

Original research was previously published in the scientific journal “Bulletin of Peoples’ Friendship University of Russia. Series: Linguistics”, No. 1, 2013.

Keywords: Islamic words, arabic words, actualisation, Russian news stories, English news stories, translation, connotation.

Nowadays mass media more often than ever use in their news stories the confessional vocabulary of the Arabic origin. The actualisation of the words of the above mentioned semantic group is seen in Russian, as well as in other languages, which can be accounted for by extralinguistic factors, namely by the activation of the world Islamic movement. Despite the active usage of such Arabisms by both English and Russian speaking journalists, there are certain peculiarities of their introduction in the Russian and English news stories, namely the additional connotations of their meaning in the latest decade such Arabisms as mujahidin, wakhabit, shakhid, juhad, talib and some others have taken root in the Russian language clue to mass media.

As compared with their Arab etymons the meaning of these borrowings has experienced transformation. Thus, the word Shakhid which in the Arabic language means «a martyr for the faith» — «شهید» in Russian semantically has negatively evaluated component of «Islamic suicide-bomber, kamikaze». The word Mujahidin, which in Arabic means «المهاجر» — «a fighter for the right cause», in Russian has two meanings: 1) «a soldier of the armed forces supporting the opposition in the Afgan war (1979-1989)»; 2) «a terrorist». The Arabic word Wahhabite ـ وحلبي meaning in Arabic «self-denying» in Russian is used as the name of the religious political movement meaning «an Islamic adherent preaching religious purity, renouncing luxury, etc.» Juhad in its first meaning in the Arabic language is «الجهد» in the name of Allah (1), in Russian it means «holy war of Muslims against infidels, armed struggle», etc.

This discrepancy of meanings of the original word and borrowing is a vivid reflection of the opposite points of view concerning the same phenomena of life in different languages: thus, a martyr turns into a suicide-killer, a fighter for the right cause becomes a terrorist militant, service of God grows into armed struggle.

The above mentioned Arabic words-etymons are formed from the widely-used verbs with neutral stylistic and positive emotionally-expressive colouring: الدهش, دهج, دهاجم, دهجو.

In Russian Arabisms acquire negatively evaluated connotations supported by contexts. These borrowings are used in the texts, connected with war, extremism, terror, crime. The negative emotive meaning is manifested due to the compatibility of Arabisms with the words having the semantic component «violence»: target, executed, weapons, armed, terror, attack, explosions, etc., which the examples from Russian news stories:

1. «инструкторы и военные инженеры остались такой же желанной мишенью для моджахедов, как и французский спецназ на границе с Пакистаном» — instructors and army engineers are as desired a target for mujahiddins, as the French special task force on the border with Pakistan;
2. «на одном из экстремистских сайтов появилось сообщение: священник был «казнен» за оскорбления «Корана и нашего Пророка» в брошюрах и в ходе диспутов. Имя стрелявшего не упоминается, сообщается, что этот человек после «операции» перебрался на Кавказ, где до того не бывал, присоединился к моджахедам и стал шахидом» — «there was a message on one of the extremist sites: a church man was executed for insulting «Koran and our Prophet» in brochures and in the course of disputes. His name was not mentioned, it was said, that this person after «operation» moved to the Caucasus, where he had never been before, to join Mujahideens and become a shahhid»;
3. «мы один новый солдат больше не поедет на войну с талибами; талибы, облаченные в «пояса шахидов», были вооружены стрелковым оружием и пытались прорваться внутрь зданий» — «not a single new soldier will go to the war against talibs. Talibs, wearing suicide-bomber's belt, were armed with cartridge ammunition and tried to get inside»;
4. «из молодых дагестанских юношей и девушек делают шахидов и шахидок» — «young boys and girls from Dagestan are turned into shahids»;
5. «Выходит в том числе и те, кто разлагает джихад на Северном Кавказе» — «... among others there were meant those who instigate jihad in North Caucasus»;
6. «недоникратно заявив, что «нацмен совершит джихад» в Азербайджане и връзки в местах массового скопления людей» — «[he] repeatedly said that «he intends to commit jihad» in Azerbaijan and explosions in densely populated areas»;
7. «24-летний Двораковский, более известный как «русский ваххабит», объявил в подготовке перестрелок, погибающих на жизнь миллионеров, незаконном обороте «рынка» в мошенничестве и экстремизме» — «Dvorakovsky, 24, more known as a «Russian vakhhabit» is charged with planning a terror attack, infringement on the lives of the militiamen, illegal trade of explosives, as well as fraudulent activities and extremism» [8].

Double meaning of certain Arabisms and their usage in mass media are publically discussed:

the famous politician Vladimir Zhirinovsky, for example, opposed suicide bombers called shahids, as some mass media practise. Zhirinovsky said that for the Muslims of North Caucasus the word shahid is a synonym of a hero, and the Prime Minister Dimitry Medvedev agreed with him. People of the central TV channels get certain instructions from the President administration including the list of the unsuitable term and preferable euphemisms. The greatest part of it is Arabisms джихад, шахид, моджахед, ваххабит, пояс шахида, джихад, амир, имам, шейх which should be changed for ideologemes devoid of the Islamic semantic components. These recommendations are politically charged, the actions of the Chechen militans should not be associated with Muslims as a whole. Despite the criticism of the political leaders, Islamic terms are still widely used in news stories, which can be explained, firstly, by their usual usage and recognition, and secondly, by the vividness of their expressively evaluated colouring, which is a bright means of publicistic style which is aimed to influence the Russian-speaking readers who are the target audience of our mass media.

In English news stories the similar Arabisms also function in similar contexts. The connotation is also emotively pejorative, for example, in the words: abort, slavery, prisoners, arrest, terrorist attacks, suicide bombings, invade etc.;

...gain insights into the world of Roald Dahl, hear the striking story of Mende Nazer who was abducted by the mujahidin in Sudan and sold into slavery, and hear why the future looks bright for scientists; the group also says it wants to unify the mujahidin, including Hamas and Islamic Jihad, and liberate Muslim prisoners from Israeli jails; The two men were arrested in the eastern state of Bihar earlier this month and have been brought to Mumbai to be charged. The key suspect, the head of the Indian Mujahideen group, is still at large, Described by a Spanish judge as "spiritual head of the mujahideen in Britain" the UK authorities have previously said he gave advice to those who aimed "to engage in terrorist attacks, including suicide bombings". Al-Qaeda "by the Taliban," they say, "would never abandon the jihad in the way the Iraqis did."The mujahidin must watch out," says another, "an important Gulf state is hatching a plan to transfer the Awakening project to Pakistan and Afghanistan; To us the Ugandans, Ethiopians and Americans are all the same, they have invaded us and I am telling the mujahidin [fighters], Ugandans must be one of our priorities," a tough talking Sheikh Ayo said in the audio on Daytime website; We should not underestimate the extent to which the Taliban were taking a risk" and acknowledging they were going into talks with the Americans [7].

Besides as the examples show, Arabisms are the lingucultural markers, referring to the reality of Muslim countries and directly indicating the place of the events: Sudan, Israel, Mumbai, Iraq, Pakistan, Afghanistan, Uganda.

As compared with English texts, Russian news stories use Arabisms when describing the development s both in the Middle East and the realities of the Russian life. The existence of pro-Islamic groups and more than often provocative activities of those people in Russia itself and in the boarder areas arouse the negative reaction of the population. The politicians (in particular, members of Russia's Mufti) denounce the activities of such groups which, as they see it, go contrary to the teaching of Islam and are of aggressive and are inhuman nature. Thus, the substitution of ideas is in the transmission sphere (most often, polylingual). Being nontransparent, the semantic meaning of foreign Islamic terms wears away and they become tags which characterise only the organisations using these terms as self-designation — ваххабиты, моджахеды, талибы. For this reason English texts often give the names of such groups as proper ones: Mujahideen, Hamas, Taliban.

When speaking about English texts of foreign mass media, one should point out that the Russian translations use English terms and converts them quite rarely. It is notable, that such terms may characterise of all other the events in Russia: In the name of God the Merciful, the Shakhid [martyr] battalion, Yadai us-Salheen [Gardens of the Righteous] has carried out several successful operations on the territory of Rusnya. The regional Shakhid unit of Moscow was responsible for the blasts on Kashirskoye Road [main approach road to Domodedovo Airport] and the Richskaya metro station in Moscow [7].

The given text is very emotional it gives explanatory notes Shakhid [martyr] and describes nothing but the Russian realities: Rusnya [derogatory word for Russia]. It seems likely to be the translation of the Russian text. In this case the Russian language becomes a lingua franca in the process of borrowing and participates in the fixation of the additional meaning component in the English language (the explanation of the term given in brackets proves that a neologism of foreign origin is introduced into the context).

Russian news stories which describe the events outside Russia, especially when it is the translation from English, more often use the above-mentioned ideologemes-synonyms of Arabisms, which have a wider meaning and don't contain the semantic component of Islam, for example, a террорист—смертник на мотоцикле or самоподрыве у нас жизнь семь гражданских и двух полицейских на базе в город Каджаки» [8] — «a suicide-bomber on a motorcycle claimed the lives of seven civilians and two policemen when he self-destructed himself on the market in the town of Kadjak]. The use of such a general term to a certain extent neutralises the context lessing the possible effect of Islamophobia.

Nevertheless, even in the translated Russian texts one can note the greater number of the borrowed Islamic terms, than in the English-language stories. It can be proved when comparing a part of the original article «...an influential Muslim scholar has issued a global ruling against terrorism and suicide bombing...[7]» and its Russian translation «...[7]», where a suicide bombing is translated as Fatwah. This Arabism in Russian means «Mufti's statement on a certain problem, basing on the Koran, Sunnah or Sharia». As for the expression «suicide bombing» a traditional neutral translation was used (though, the lexico-grammatical meaning of the action was replaced by the subject of the action (suicide bombers) as,*a wider meaning and don't contain the semantic component of Islam, does not exist in Russian. In the Russian text the name of the issued document is more exact, underlining its belonging to Islam and its orientation against terrorism, which has nothing in common with Islam.

The above-mentioned examples may lend to certain conclusions. Firstly, the official status and the growing expansion of the Islamic religion in Russia leads to the usualisation of the Islamic terminology, which is reflected in mass media texts.

Secondly, the Islamic vocabulary in Russian texts acquires a more vivid emotive meaning as compared with English news stories, as it belongs to the Russian realities and due to the wish of the authors to influence the target audience.

Thirdly, unlike the English language sources, the Islamic terminology in Russian mass media is more diverse, it is denominative, though it does not always passes the transparent semantics.
In their turn, English-speaking journalists (notably, BBC reporters) use Islamic terms rather carefully, mainly, when speaking about the Muslim states and most often as the names of the parties and groups, for example, Taliban, Mujahideen (at that they preserve the form of the Arabic etymon, while in Russian they are no longer the names and acquire the new morphological forms, for example, those of a noun).

In the fourth place, if an Islamic term is used in the English texts, the commentary specifying its meaning, is more often needed some words of the Arabic origin (shahid, for example) are used when translating Russian texts and are connected with the Russian reality.

In the fifth place, when translating English mass media texts into Russian and vice versa it is necessary to be neutral and use Arabisms very carefully, giving preference to ideologemes.

In conclusion, there are some variants of the translation of a few Islamic terms from Russian Russian and English news stories:

<table>
<thead>
<tr>
<th>Russian</th>
<th>English</th>
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<tbody>
<tr>
<td>моджахеды</td>
<td>Mujahid, mujahideen</td>
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<tr>
<td>Шаххид (террорист-смертник)</td>
<td>Shakhid, martyr (suicide bombing)</td>
</tr>
<tr>
<td>ваххабит</td>
<td>Wahhabi</td>
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<tr>
<td>пояс шахиха</td>
<td>Suicide belt, shakhid belt</td>
</tr>
<tr>
<td>талибы</td>
<td>Taliban</td>
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<tr>
<td>Хамас</td>
<td>Hamas</td>
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<tr>
<td>джихад</td>
<td>Jihad</td>
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<tr>
<td>фетва</td>
<td>ruling</td>
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<tr>
<td>Мусульманский проповедник</td>
<td>Muslim scholar</td>
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<tr>
<td>мuftий</td>
<td>Mufti</td>
</tr>
<tr>
<td>джамаат</td>
<td>group</td>
</tr>
<tr>
<td>эмир, амир</td>
<td>Leader, head</td>
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</tbody>
</table>

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Indo-European languages (UDC 811.1/.2)

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НОВЫЕ ТЕНДЕНЦИИ В ПРОЦЕССЕ СТАНДАРТИЗАЦИИ РОМСКОЙ ТЕРМИНОЛОГИИ

Аннотация
Данная статья представляет некоторые новые тенденции в развитии ромского (цыганского) языка в связи с процессом его стандартизации. Проанализированы опубликованные международными организациями документы на ромском языке, автор пытается найти некоторые модели в процессе развития ромских неологизмов, основанных на английских заимствованиях. В статье дана классификация различных грамматических категорий ромского языка (существительное, прилагательное, глагол).

Ключевые слова: ромский язык, стандартизация, неологизмы.

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NEW TRENDS IN THE PROCESS OF STANDARDIZATION OF ROMANI TERMINOLOGY

Abstract
The paper presents some new developments in Romani (Gypsy) language in connection with the process of its standardization. After analyzing published documents by international organizations such as Council of Europe, European Commission and others in Romani, the author tries to find some rules in the process of developing Romani neologism based on English borrowings. A classification on different new grammatical categories in Romani (nouns, adjectives and verbs) is done.

Keywords: romani language, standardization, neologisms.

It is known that Romani is not a standardized new-Indian language-formed outside of India, spoken in Europe, Americas and Australia, influenced by Armenian, Greek, Romanian and Slavic languages. Roma are bilingual and multilingual — they speak at least 2 Romani dialects and the official language of the country where they live and also some of the international languages such as English, Spanish, French, Russian or German. Last two decades or so there were some international
conferences organized by different universities or by different governments on the issue of standardization of Romani language (Kyuchukov, 2009). In countries such as Romania, Serbia, Slovakia, the governments accepted “standardized” Romani alphabets for that particular country only. And nowadays in these countries newspapers, journals, and books/textbooks are published using different orthographies. (Samko, 2010, 2014)

Alan Patten (2003:297) writes about two principles of bilingualism: “The principle that citizens should enjoy the same set of language rights no matter where they are in the country is commonly referred to as the “personality principle”. The opposing principle, that language rights should vary from region to region according to local conditions, is generally labeled the “territoriality principle”.

Applying the “territoriality principle” of Patten to the standardization process of Romani language there are three levels of standardization of a language:

I level: Standardization of Romani for Roma in a particular country- Slovakia, Sweden or Romania. It means a particular orthography and loan-words in Romani language from the majority contact languages.

II level: Standardization of Romani on Regional level- Balkan countries- Bulgaria, Macedonia, Kosovo and Serbia.

III level: Standardization of Romani for international purposes — for communication between Roma from different parts of the world.

The standardization on national level usually goes through the following process – one of the most popular Romani variety is form Turkish. R Roma are Muslim and at the same time Turkish speaking the example from Turkish) In Balkan countries where most of the neighboring countries are used for standardization. The common terminology on international level. The new terminology in Romani is created mainly from English and there are a lot of examples from Armenian in the international Romani:

- Parts of human body: čekat (forehead); morči (skin); koč (knee) (v)ogi (soul)
- Names of vegetables and fruits: dudum (pampkin)
- Names of foods: bokoli (small flat loaf); xumer (dough)
- Names of animals: grast (horse); khuro (young horse); rikono (puppy)

P. Bakker & H. Kyuchukov (2000) have some examples from Greek
- Metallurgical terms: amoni (anvil); kakavi (kettle); petalo (horseshoe); karfin (nail); sviri (hammer)

Standardization of Romani on International level
A group of Roma activists and linguists interested in Romani language have been working for last 20-25 years in different countries and there is some new developments. The levels which the group of scholars accepted are the following:

- Creating a common Romani language on oral level speakers of different Romani dialects from different parts of the world, coming together on international events find ways to communicate:
  - Creating a common orthography;
  - Creating a common grammar;
  - Creating a common lexicon.

Methodology
For the purpose of this study I analyze documents published by different international institutions and organizations written in Standard Romani (Council of Europe, European Commission, European Roma Right Center, Open Society Institute). Special attention is paid to English-root terminology, and trends for creation of new terminology in Romani are observed.

New Terminology in Romani
The new terminology in Romani is created mainly from English terminology with added suffixes from Romani:

- Romani | English
  - specifika | specifics
  - lingvistika | linguistics
  - analizo/analiza | analyses
  - sistemo/sistema | system
  - baziso | base
  - logika | logic
  - forma | form
  - literatura | literature
  - leksiqa | lexis
  - fonetika | fonetics

- sa (sg.); -ja (pl.)
### Examples: (nouns)

<table>
<thead>
<tr>
<th>Romani</th>
<th>English</th>
<th>Romani</th>
<th>English</th>
<th>Romani</th>
<th>English</th>
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<tbody>
<tr>
<td>telefono</td>
<td>phone</td>
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<td>lexicon</td>
<td>specialisto</td>
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<td>seriozo</td>
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<td>elemento</td>
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<td>minoritet</td>
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<td>varianto</td>
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<td>mediatoro</td>
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<td>dialecto</td>
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<td>karaktero</td>
<td>character</td>
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<td>level</td>
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<td>alternative</td>
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<td>sistema</td>
<td>system</td>
<td>leksikon</td>
<td>lexicon</td>
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<td>analizo</td>
<td>analyze</td>
<td>intereso</td>
<td>interest</td>
<td>moderatoro</td>
<td>moderator</td>
</tr>
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</table>

### Examples: (nouns) -ija; -ije

<table>
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<th>English</th>
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<tbody>
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<td>lexicography</td>
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<td>etnografija</td>
<td>ethnography</td>
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</tbody>
</table>

### Examples: (adjectives) -alno (sg.); -alne (pl.)

<table>
<thead>
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<th>English</th>
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<tbody>
<tr>
<td>emocionalno</td>
<td>emotional</td>
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<td>regionalno</td>
<td>regional</td>
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<td>international</td>
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<td>local</td>
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<td>socialno</td>
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<td>specialno</td>
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<td>globalno</td>
<td>global</td>
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<td>spiritualno</td>
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<tr>
<td>leksikalno</td>
<td>lexical</td>
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### Examples: (adjectives) -(a)no; -(a)ne
Examples: (Adjectives)

<table>
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<th>English</th>
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<tr>
<td>politikano</td>
<td>political</td>
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<td>lingvistikano</td>
<td>linguistic</td>
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<td>modernikano</td>
<td>modernized</td>
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<tr>
<td>tehnikano</td>
<td>technical</td>
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<tr>
<td>gramatikano</td>
<td>grammatical</td>
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</table>

-cija; -cije (-zija; -zije)

Examples: (Nouns +Verbs)

Verbs

<table>
<thead>
<tr>
<th>Romani</th>
<th>English</th>
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</thead>
<tbody>
<tr>
<td>fondacija</td>
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<td>resolution</td>
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<tr>
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<td>conference</td>
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<tr>
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<td>tradition</td>
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<td>generacija</td>
<td>generation</td>
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<td>konkluzija</td>
<td>conclusion</td>
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<tr>
<td>komlikacija</td>
<td>complication</td>
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<td>relation</td>
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<td>function</td>
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Conclusion

The process of standardization of Romani started already some 25 years ago. During international meetings, where Romani is one of the used language for translation, in published documents and reports of International institutions and NGO organizations, the English based Romani terminology is take more often place. The task of the linguists now is to make much better classification of the neologisms in Romani, which did not exist some 25 years ago. These kind of systematic work is needed not only for national and regional standardization but also for standardization on international level.

May be it is also time to start more precise classification of different categories terminology as I tried to do in modest way in this paper. The system shown here may be can be used for further developments of Romani terminology. The use of it in schools and university textbooks will bring Romani to another level of development.

References
