



# **RUSSIAN LINGUISTIC BULLETIN**

**2(10) 2017**

# **RUSSIAN LINGUISTIC BULLETIN**

**ISSN 2411-2968 (ONLINE)**

**ISSN 2313-0288 (PRINT)**

**Номер свидетельства о регистрации в  
Федеральной Службе по надзору в сфере связи,  
информационных технологий и массовых  
коммуникаций:**

**ПИ № ФС 77 – 58339**

**ЭЛ № ФС 77 – 73011**

Theoretical and scientific journal.

Published 4 times a year.

Founder: Sokolova M.V.

Editor in chief: Miller A. PhD

Registry number: ПИ № ФС 77 – 58339

Publisher and editorial postal address: Ekaterinburg,  
Krasnoarmeiskaya St., Bldg. 4A, office 17, 620075, Russian  
Federation

Email: [editors@rulb.org](mailto:editors@rulb.org)

Website: [www.rulb.org](http://www.rulb.org)



**Russian  
Linguistic  
Bulletin  
№ 2 (10) 2017**

Signed for printing: 22.06.2017.

Circulation 900 copies.

Price: free.

Order # 100097

Printed from the original layout.

Printed by "Kompanija POLIGRAFIST" LTD

Berezovsky, Teatralnaya St., Bldg.1, office 88.

**Russian Linguistic Bulletin** is a peer-reviewed scholarly journal dedicated to the questions of linguistics, which provides an opportunity to publish scientific achievements to graduate students, university professors, persons with a scientific degree, public figures, figures of culture, education and politicians from the CIS countries and around the world.

The journal is an open access journal which means that everybody can read, download, copy, distribute, print, search, or link to the full texts of these articles in accordance with CC Licence type: Attribution 4.0 International (CC BY 4.0).

## **Editorial board:**

Rastjagaev A.V. PhD in Philology, Samara State Academy of Social Sciences and Humanities (Samara, Russia)

Slozenikina Ju.V. PhD in Philology, Samara State Technical University (Samara, Russia)

Shtreker N.Ju. PhD in Pedagogy, PhD in Philology, Kaluga State Pedagogical University (Kaluga, Russia)

Levickij A.Je. PhD in Philology, Moscow State University (Moscow, Russia)

Alikaev R.S. PhD in Philology, Kabardino-Balkarian State University (Nalchik, Russia)

Erofeeva E.V. PhD in Philology, Saint Petersburg State University (Saint-Petersburg, Russia)

Ivanov A.V. PhD in Philology, State Linguistic University of Nizhny Novgorod (Nizhny Novgorod, Russia)

Magirovskaja O.V. PhD in Philology, Siberian Federal University (Krasnoyarsk, Russia)

Kyuchukov H. PhD in Philology, Magdeburg-Stendal University of Applied Sciences (Stendal, Germany)

Umnyashkin A.A. MD, professor, PhD in Philology, Director of the Center for Study of Ancient and Modern Languages of Azerbaijan (Baku, Azerbaijan)

Moradi H. PhD, Lecturer, Shahid Chamran University of Ahvaz, (Ahvaz, Iran)



# Table of Contents

<b>LINGUISTICS AND LANGUAGES (UDC 81)</b> .....	<b>3</b>
DEBERDEEVA E.E., VOYCHENKO V.M. METAPHOR AS A MEANS OF LANGUAGE WORLD PICTURE ORGANIZING IN THE ENGLISH AND RUSSIAN LINGUOCULTURES .....	3
GUDKOVA L.V., BURLAKOVA M.V. THE CONCEPTS OF COLOUR IN RUSSIAN AND GERMAN IDIOMS .....	6
GUSAKOVA N.L., OGNEVA E.A., BOYCHUK I.V. LINGUO-CULTURAL ASPECTS OF CROSS-CULTURAL COMMUNICATION .....	9
OLEKHNovich O.G., OLSHVANG O.Y. THE INFLUENCE OF EUROPEAN SCIENTIFIC THOUGHT ON THE DEVELOPMENT OF RUSSIAN MEDICAL TERMINOLOGY .....	12
ZERKINA N.N., LOMAKINA Ye.A. LINGUISTIC AND DIGITAL CHARACTERISTICS OF MODERN INFORMATION ENVIRONMENT .....	16
GURENKOVA Y.V. LINGUISTIC ANALYSIS OF ECONOMIC TERMS IN CULTURAL CONTEXTS .....	19
<b>PRACTICAL KNOWLEDGE OF LANGUAGES (UDC 81`24)</b> .....	<b>23</b>
SAVINA N.A. ADVERTISING CHARACTERISTICS FROM THE VIEWPOINT OF PRAGMALINGUISTICS .....	23
<b>GENERAL QUESTIONS RELATING TO BOTH LINGUISTICS AND LITERATURE. PHILOLOGY (UDC 80)</b> .....	<b>26</b>
NEFEDOVA L.A., DEULIN D.A. THE ROLE OF INDIVIDUAL AUTHOR'S WORLDVIEW IN MYTHONYMS CREATION .....	26
AZNACHEEVA E.N., MAMONOVA I.V. SEMIOTIC AND COGNITIVE ASPECTS OF PROFESSIONAL DISCOURSE STUDY .....	30
<b>LITERATURE (UDC 82)</b> .....	<b>34</b>
PISCHURNIKOVA E.P. "LOVE IS WAR" METAPHOR IN GHAZALS OF AFGHAN POET 'ABD AL-HAMID MOHMAND (DIED APPROX.1732/33) .....	34
KORJOVA E. THE RELATIONSHIP OF ART AND SCIENTIFIC HUMAN COGNITION IN THE WORKS OF F. DOSTOEVSKY AND A. UKHTOMSKY .....	38
ASRATYAN Z.D. SOME LINGUO-CULTURAL CONCEPT IN CONTEMPORARY BRITISH LITERATURE .....	41
<b>APPLIED LINGUISTICS (UDC 81`33)</b> .....	<b>43</b>
BELIAEVA E.A. THE ANALYSIS OF PARADOXICAL ENGLISH STATEMENTS BY USING SCHEMES.....	43
CHERKASHINA E. THE MODEL OF TEACHING A FOREIGN LANGUAGE FOR SPECIFIC PURPOSES IN A TECHNICAL UNIVERSITY .....	46
<b>RHETORIC OF SPEECH. ART OR TECHNIQUE OF ORAL EXPRESSION (UDC 808.5)</b> .....	<b>51</b>
DEMINA M. VOCAL SHIFTS IN THE MODERNIZATION OF RUSSIAN NEWS PRESENTATION STYLE .....	51
<b>GENERAL THEORY OF SIGNS IN RELATION TO LINGUISTICS. SEMIOLOGY. SEMIOTICS (UDC 81`22)</b> .....	<b>56</b>
SAPANZHA O.S., ERSHOVA D.E. VERBAL IN FINE ARTS: USE OF QUOTES, WORDS AND EXPRESSIONS IN MODERN ART MEMES .....	56
<b>TEXT LINGUISTICS, DISCOURSE ANALYSIS. TYPOLOGICAL LINGUISTICS (UDC 81`4)</b> .....	<b>59</b>
PRIVALOVA I.V., RODIONOVA T.V. FIELD STRUCTURE OF PROFESSIONAL LINGUISTIC CONSCIOUSNESS.....	59
<b>SEMANTICS (UDC 81`37)</b> .....	<b>62</b>
PANKRATOVA S.A. METAPHORIC MECHANISMS IN IMAGE SCHEME DEVELOPMENT .....	62
<b>PSYCHOLINGUISTICS. PSYCHOLOGY OF LANGUAGE (UDC 81`23)</b> .....	<b>65</b>
VALITOVA Y.O., PANFILOVA O.A. DEVELOPMENT OF A DICTIONARY FOR INFORMATION SYSTEM OF AUTOMATED FIGURING OUT PERSON'S META-PROGRAMS PROFILE.....	65

## Linguistics and languages (UDC 81)

DOI: <https://dx.doi.org/10.18454/RULB.10.19>Дебердеева Е.Е.<sup>1</sup>, Войченко В.М.<sup>2</sup><sup>1,2</sup>Кандидат филологических наук, Таганрогский институт имени А.П. Чехова (филиал) ФГБОУ ВО «Ростовский государственный экономический университет (РИНХ)»

## МЕТАФОРА КАК СРЕДСТВО ОРГАНИЗАЦИИ ЯЗЫКОВОЙ КАРТИНЫ МИРА В РУССКОЙ И АНГЛИЙСКОЙ ЛИНГВОКУЛЬТУРАХ

## Аннотация

*В статье рассмотрен феномен метафоры как одного из средств репрезентации языковой картины мира в русской и английской лингвокультурах. В предлагаемом исследовании языковая картина мира рассматривается в качестве способа концептуализации окружающего мира, специфичного для каждого отдельно взятого языка, который обладает как универсальной, так и национальной спецификой. В статье указывается на важность изучения метафоры как культурно-маркированного слоя языка, необходимого для понимания особенностей отражения языковой картины мира представителями различных языков и культур. Цель предлагаемого исследования – показать на примере русских и английских этнокультурных метафор особенности восприятия образа «мира» представителями русской и английской лингвокультур. В ходе исследования использовались интегрированные методы когнитивного и дискурс-анализа.*

**Ключевые слова:** языковая картина мира, концептуальная метафора, этнокультурная метафора, лингвокультура.

Deberdeeva E.E.<sup>1</sup>, Voychenko V.M.<sup>2</sup><sup>1,2</sup>PhD in Philology, A.P. Chekhov Institute of Taganrog (branch of) Rostov State University of Economics (RINH)

## METAPHOR AS A MEANS OF LANGUAGE WORLD PICTURE ORGANIZING IN THE ENGLISH AND RUSSIAN LINGUOCULTURES

## Abstract

*The article deals with phenomenon of metaphor as a means of language world picture representation in the English and Russian linguocultures. In the current investigation "language world picture" is considered as a definite way of conceptualizing reality specific for a definite language and possessing both universal and national specific character. In the article the importance of studying metaphor as a culturally marked layer of a language is stated. The aim of the research is to show on the example of Russian and English ethno cultural metaphors the peculiarities of the "world image" perception of the Russian and English linguocultures representatives. In the research integrated cognitive-linguistic and discourse-analytic approaches to the study of metaphor were used.*

**Keywords:** language "world picture", conceptual metaphor, ethno cultural metaphor, linguoculture.

**Почта авторов / Author Email:** edeberdeeva@mail.ru

Interrelationship of culture, language and consciousness has always attracted linguists. Today, various researches of language world picture of the representatives of different languages and cultures are being carried out; also associative dictionaries of various languages are created where valuable material for investigation of the peculiarities of reality perception within different linguocultures can be represented.

So far, the study of the role of a language in national-cultural construction of the world picture is of great importance. Any language serves as a code, a link between a person's inner and outer world: a person, perceiving the world in the activity process, records the results of such cognition in his language and culture.

In this case, the world picture can be understood as the totality of knowledge about the world, impressed in one or another language form, a specific language vision of the world characteristic of every person. Language world picture is a definite way of conceptualizing reality which is specific for a definite language and is partly universal and partly nationally specific; therefore, native speakers can see the world in the light of their own languages [4, P.17].

In accordance with modern cognitive semantics conception, metaphorical modelling is a means of reality comprehension, presentation and estimation in people's mentality which reflects their national self-consciousness [5].

Metaphors play the role of one of the most productive means of secondary nominations forming in language world picture creation and possesses the property of: "foisting specific world view on the native speakers; such view is the result of the conceptual system of world reflection colouring

in accordance with national cultural traditions and the very ability of a language to foist invisible world in this or that way" [1, P. 115].

George Lakoff and Mark Johnson in their famous work "Metaphors We Live By" have suggested that metaphors are not merely stylistic, but are also cognitively important; they are pervasive in everyday life in thought and action as well as in language. They created the concept of "conduit metaphor", helping to understand that communication is something that ideas go into; the container is separate from the ideas themselves [6].

Alongside with Lakoff & Johnson, the idea of "conceptual domain" was explored extensively by other cognitive linguists studying similar phenomena under the labels "analogy" and "conceptual blending."

With the help of conceptual metaphors we can understand theories and models, because they use one idea and link it to another to understand some things better. The very way we understand scholarly theories is also shaped by the language of conceptual metaphors; they prevail in communication and we actually perceive and act in accordance with them.

This article deals with the role of metaphor in culture and in the creation of various images which can either coincide in different languages and cultures or differ from language to language. The topicality of this research consists in the necessity of studying metaphor as a cognitive means and culturally marked layer of a language, which reflects world understanding and perception by the representatives of different languages and cultures.

The subject of our research is ethnocultural metaphor as an important element of language world picture, representing the manner of reality classification and division which is accepted in certain language communities and serves as a reflection of the existing system of values. The parameters of such correspondences can be diverse, for example the presence, absence or dominance in metaphors of any language of one of the four elements (earth, fire, air, water), the context they are used in, attachment of feelings, emotions and personal qualities to the parts of human body, up-down distributions etc. Thus, for instance, we can suppose that for English people, to some extent, hydrophobia is what typically comes from the presence in the English language of a whole number of expressions, including the word "water," which denote trouble, e.g. "under water," "water under the bridge," "to get into hot water," "to keep one's head above the water." We come across similar expressions in the Russian language too: "*kak v vodu kanul*" or "*kontsy v vodu*" within the meaning "everything's gone." At the same time phraseological unit "to be all water under the bridge" speaks about relationship when mistakes or troubles are forgotten.

It follows from this that water in most cases is associated with misfortune, something ruinous in the English and Russian linguocultures.

Metaphors are widely used in both the English and Russian languages. However, metaphorical images, typical for the English language, are quite often absent in Russian and, on the contrary, their translation from one language to another demands special transformations which help to retain or modify the initial emotional-aesthetic information.

Let us take as an example the English "animal" metaphor, where some other typical characteristics are fixed in comparison to the Russian. The considerable part of animals' and birds' names in the English cultural-speech consciousness is connected with the concept "he," although the modern grammar system relates to the neutral gender "it," in particular the metaphorical basis "he" is connected with such images as "Frog," "Fish," "Caterpillar," "Tortoise," whereas in the Russian language all these names are grammatically feminine and relate to the female sex.

Another "animal" metaphor problem concerns the differences in emotional-aesthetic associations connected with this or that animal image which is traditionally used as the basis of metaphor or metaphorical comparison. Thus, the specific character of metaphorical usage of the word "horse" in the English tradition is connected with a favourable perception like "pure-breed," "healthy," "graceful." It is necessary to mention that in the English language some phrases containing the word "horse" can also have negative characteristics: *one-horse newspaper*, *one-horse town* *one-horse vocabulary*. In the Russian tradition, the "horse" metaphor is mainly accompanied by opposite associations like "clumsy," "crude," "strapping," etc.

Metaphors also demonstrate what things are equivalent or simply comparable in the given culture. For example, in both Russian and English languages a kind, responsive and good-hearted person is compared with gold, e.g. "as good as gold."

Language is one form of fixing national-cultural heritage, signs, superstitions, etc. Thus, if in the Russian language the word "goose" is associated with pomposity and cheating, then in the English language it is associated with richness, stupidity and so on. Compare: "the goose that lays the golden eggs," "the older the goose the harder to pluck" (proverb), "as silly (stupid) as a goose." These are picturesque and

associative perceptions that "paint" mental processes differently in Russian and English.

In a word, ethno cultural metaphors serve as one of the main components of a nation mentality, the circle of concepts, assimilated by a nation.

Peoples, who are close historically and culturally, have much in common in the essential layer of set metaphorical expressions. For instance, in English (as well as in Russian) iron serves as an indicator of hardness and firmness, hence there are such idioms as "a man of iron," "iron-bound" and so on.

Despite the similarity in the usage of metaphorical expressions through the representatives of the Russian and English linguocultures, there are some meaningful divergences which can be of the following types.

Within the same group different words can be metaphorized. In the Russian language the names of some animals (beaver, cat, falcon, pen-swallow) have widely-used figurative meanings, but they have no such meanings in English. There are no Russian idioms with the image of a bat, but in English exist such expressions as "as blind as a bat," "like a bat out of the hell" and so on.

In different languages, for the expression of one concept different words can be accommodated, and vice versa similar words can acquire different metaphorical meanings. For instance, in English "snake" is a symbol of insidiousness and treachery, but in Russian *zmeya* can denote an unloved wife, mother-in-law, etc. In the English language the word "raven" has some additional associations like greed or insatiability: "I am a raven," "raven appetite."

As it was discovered by some linguists, a considerable part of a language world picture is formed by so-called floristic metaphors. In the course of investigations such spheres of human experience were determined, and reflection by the English and Russian native speakers is realized by means of floristic metaphors.

Thus, in the English language human appearance is described by such metaphors as "peanut" a tiny person, "weed" a thin, delicate, weak and soon tiring person, "coconut" e.g. "with her milky complexion set off by chestnut hair the artist was nicknamed 'coconut,'" "bean-pole," "stick," and "corn-stalk," a lanky fellow. Age characteristics are transferred by such metaphors as "sapling," "plant" meaning a young person, in the bloom of life [3].

For moral characteristics widely used metaphors are "daisy" for any excellent, remarkable, or admirable person, "daffodil" for a good natured person, "tulip" for a showy person, or one greatly admired, "sweet pea," "peach" for a good person, "fruit" for a person easily defeated, influenced or victimized, "lemon" for any disagreeable or disliked person, and "nut" for a person hard to deal with.

Russian linguoculture also often uses such metaphorical transformations as "plant," "oak," "burdock," "pepper," "fruit," "cone," "berry," "morel," etc. [2, P. 10].

In ethnocultural metaphors ideas of the world of human experience are conceptualized, hence metaphor itself is anthropological. As an example we can take the process of decision making by the English and the Russians. The Russians "take decisions" as something from outside whereas the English "make decisions" wherein we can see the active role of the agent.

In most cases in European cultures, the difficult position is connected with spatial limitedness. Take, for example, "to be in a dead/tight corner," "to be at one's wit's end," etc. Also, for European culture conceptual metaphor

“consciousness is a container” is common. This idea is the basis of such metaphorical expressions as “to give an idea,” “empty words,” “to let the cat out,” and others. Sometimes, and common for some language models, the national variant can be added. In the English language, for example, except when comparing mental backwardness with a lack of something there exists a parallel with the indication of physical condition in “stupid with sleep.” National metaphors reveal the aspects of various things which are especially important for this or that culture.

Besides, metaphors can give an idea of spatial orientation. In most European cultures, for example, the future and hopes for the best are associated with the top, e.g. “cheer up.” Consciousness is also up-oriented, e.g. “to wake up,” “to be up,” “to raise,” “to get up,” but “to fall asleep,” but the condition of impossibility to check one’s actions is

experienced as a fall: “to fall asleep,” “to fall in love,” “to be under hypnosis.”

Thus, ethno cultural metaphors reflect the world image, serving as an embodiment of values hierarchy and mythological presentations. Their specific character is connected with geographical, cultural, historical and other conditions. Ethno cultural originality is conveyed by the totality of such metaphors, since their number in any language is rather limited.

The necessity of new firm metaphors creation is dictated, first of all, by the needs of communication. National metaphors play the role of creator of particular formulas and axioms. And, in spite of the existence of a great number of “common subjects,” in every language there is a unique set of expressive means, characteristic only for this language, for depicting the language world picture.

#### Список литературы / References

1. Павиленис Р. И. Проблема смысла: современный логико-функциональный анализ языка / Р.И. Павиленис. М.: Мысль, 1983. С.113-119.
2. Панкова Т. Н. Национальная специфика метафорической номинации (на материале русских и английских лексем, объединенных семантическим компонентом растение) [Электронный ресурс] / Т. Н. Панкова // автореф. дис. ... канд. филол. наук. Воронеж, 2009. 24с. – URL: [cheloveknauka.com / natsionalnaya-specifika-metamoricheskoy-nominatsii](http://cheloveknauka.com/natsionalnaya-specifika-metamoricheskoy-nominatsii) (дата обращения: 02.03.2017).
3. Рыжкова Е. В. Флористическая метафора и концептуальная картина мира носителя английского языка [Электронный ресурс] / Е. В. Рыжкова – URL: [edu. /data/educat/lib/3/9/00139/ryzhkova01\\_.doc](http://edu. /data/educat/lib/3/9/00139/ryzhkova01_.doc) (дата обращения: 27.02.2017).
4. Серебренников Б. А. Роль человеческого фактора в языке. Язык и картина мира / Б. А. Серебренников, Е. С. Кубрякова, В. К. Постовалова и др. ; под общ. ред. Б. А. Серебренникова. М.: Наука, 1988. – 29 с.
5. Чудинов А. П. Россия в метафорическом зеркале (Изменяющийся языковой мир) [Электронный ресурс] / А. П. Чудинов //Русский филологический портал. – Пермь, 2002. – URL: [philology.ru/linguistics/2/ chudinov-02.htm](http://philology.ru/linguistics/2/chudinov-02.htm) (дата обращения: 03.03.2017).
6. Lakoff G. Metaphors we Live By [Electronic resource] / G. Lakoff, M. Johnson. – Chicago: University of Chicago Press, 1980. – URL: [www.cabrillo.edu/ WOK Eng 2/ Lakoff & Jonson- Metaphors We Live By](http://www.cabrillo.edu/WOK_Eng/2/Lakoff%20Jonson-Metaphors%20We%20Live%20By)(accessed : 20.02.2017).

#### Список литературы на английском / References in English

1. Pavilenis R. Problema smysla: Sovremeniyy logiko-filosofskiy analiz [The problem of sense: Modern logical-philosophical analysis] / R. Pavilenis . Moscow: 1983. [ in Russian]
2. Pankova T. N. Natsionalnaya spetsifika metaforicheskoy nominatsii (na materiale russkikh y angliyskikh leksem, obyedenennykh semanticheskimi komponentami rasteniya) [National specifics of metaphorical nomination / thesis of dis... PhD in Philology] [Electronic resource] / T. N. Pankova. – URL: [cheloveknauka.com / natsionalnaya-specifika-metamoricheskoy-nominatsii](http://cheloveknauka.com/natsionalnaya-specifika-metamoricheskoy-nominatsii) (accessed: 02.03.2017). [in Russian]
3. Ryzhkova E. V. Floristicheskaya metafora y kontseptualnaya kartina mira nositelya angliyskogo jazyka. [Floristic metaphor and conceptual world picture of an English speaker] [Electronic resource] / E. V. Ryzhkova. – URL: [edu. /data/educat/lib/3/9/00139/ryzhkova01\\_.doc](http://edu. /data/educat/lib/3/9/00139/ryzhkova01_.doc) (accessed : 27.02.2017). [in Russian]
4. Serebrennikov B. A. Rol chelovecheskogo faktora v jazyke. Jazyk y kartina mira [The role of human factor in language. Language and „world picture”] / B. A. Serebrennikov, E. S. Kubryakova, V. K. Postovalova and others. Moscow: Nauka, 1988. 29 p. [ in Russian]
5. Chudinov A. P. Rossiya v metaforicheskom zerkale. Izmenyayushchiysya yazykovoy mir [Russia in metaphorical mirror. The changing language world] [Electronic resource] / A. P. Chudinov. – URL: [philology.ru/linguistics/2/ chudinov-02.htm](http://philology.ru/linguistics/2/chudinov-02.htm) (accessed: 03.03.2017). [in Russian]
6. Lakoff G. Metaphors we Live By [Electronic resource] / G. Lakoff, M. Johnson. – Chicago: University of Chicago Press, 1980. – URL: [www.cabrillo.edu/ WOK Eng 2/ Lakoff & Jonson- Metaphors We Live By](http://www.cabrillo.edu/WOK_Eng/2/Lakoff%20Jonson-Metaphors%20We%20Live%20By)(accessed : 20.02.2017).

DOI: <https://dx.doi.org/10.18454/RULB.10.18>Гудкова Л.В.<sup>1</sup>, Бурлакова М.В.<sup>2</sup><sup>1,2</sup>Кандидат филологических наук, Шуйский филиал Ивановского государственного университета

## ОТРАЖЕНИЕ КОНЦЕПТОВ ЦВЕТА В РУССКИХ И НЕМЕЦКИХ ФРАЗЕОЛОГИЧЕСКИХ ЕДИНИЦАХ С КОЛОРИСТИЧЕСКИМ КОМПОНЕНТОМ

## Аннотация

В статье рассматриваются фразеологические единицы русского и немецкого языков, содержащие в своей структуре лексемы «белый», «черный», «красный», «синий», «зеленый». Основной целью исследования явилось выявление сем во вторично-номинативных значениях изучаемых единиц, являющихся характерными для концептов цвета русского и немецкого языков. Проведенный анализ показал, что наиболее отличающимися в русском языке являются концепты белого, черного и красного цветов, а в немецком – зеленого и синего. Результаты лингвистического анализа могут быть применены как в теоретических, так и практических аспектах преподавания немецкого языка, а также использованы практикующими переводчиками.

**Ключевые слова:** концепт, фразеологическая единица, вторично-номинативное значение, сема.

Gudkova L.V.<sup>1</sup>, Burlakova M.V.<sup>2</sup><sup>1,2</sup>PhD in Philology, Ivanovo State University, Shuya Affiliated Branch

## THE CONCEPTS OF COLOUR IN RUSSIAN AND GERMAN IDIOMS

## Abstract

The article deals with the Russian and German idioms involving the colours "white", "black", "red", "blue", "green". The secondary meanings of the words have been studied to describe the specificity of the Russian and German understanding of the concepts of colour. It has been revealed that the Russian language puts the emphasis on the concepts of "white", "black", and "red", while the German language is more likely to emphasize the concepts of "blue" and "green". The outcomes of the research can be used by the teachers of German, as well as the interpreters.

**Keywords:** concept, idiomatic expression, secondary nominative meaning, the seme.

**Почта авторов / Author Email:** largud@mail.ru, teacher12@yandex.ru

It is a well-known fact that a user's linguistic competence is not enough for successful intercultural communication. It is equally important to have a clear understanding of the values of a culture and the peculiarities of the people's outlook. To achieve that, it is necessary to take into account the conceptual content of speech as well as the "the psychological and cultural elements of the meaning, which are not so much thought of by the native speaker, rather they are sensed by them; those embrace associations, emotions, assessments, national images and connotations inherent in the culture" [2, p. 47]. Given the above mentioned, intercultural communication can be regarded as a kind of crossroads of concepts, stored in the cultural memory of a nation.

The concepts are understood by most linguists as the quantum of knowledge, which reflect a human's perception of the world. It is noteworthy that linguists view the concepts of national languages as containing both a universal meaning (because the human thinking is more or less the same), and the nationally specific component, which reflects the linguistic and cultural characteristics of a nation. The authors share the view that the skills of the accurate interpretation of the nation-specific concepts play the crucial role in maintaining effective multicultural communication.

The concepts of colour reflect the national outlook most vividly and accurately, as they are closely connected with the national culture. Such concepts are so often used, that it is easy to follow up their main similarities and differences, when comparing idioms with the colour-terms in Russian and German.

Over a hundred Russian and German idiomatic expressions involving the basic colours of white, black, red, blue [1, 3, 5, 6] have been analyzed. As the analysis has shown, the lexemes denoting colours are used in their primary meaning in the majority of the idioms. The semes of "the white colour", "the black colour", "the red colour", etc. have equal representation in all the analyzed idiomatic expressions, there is no clear distinction in the general perception of the colours in the Russian and German

language. A lot of idioms containing a specific colour have identical syntactic and semantic structures in the two languages: *черное золото* ("the black gold") – *das schwarze Gold*, *зеленая зона* ("the green zone") – *grüne Zone*, *белая ворона* ("the white crow") – *ein weißer Rabe*, etc. Many of them have been borrowed from the common language and are international words: *синий чулок* ("the blue stocking") – *der Blaustrumpf* (from English), *голубая кровь* ("blue blood") – *blaues Blut* (from Spanish), *Синяя птица* ("the Blue bird") – *der blaue Vogel* (from the play by M. Maeterlinck).

At the same time, the linguistic and cultural realias involving colour may have different etymological explanations. In that case, they are translated either in a descriptive way, or with a traditional idiom, containing a different colour or even involving no colour at all: *der blaue Brief* (because of the color of the envelope in which letters from official agencies were sent) – *извещение об увольнении* (a notice of dismissal); *der weiße Sonntag* (the color of the priest's clothing during the baptism on the first Sunday after Easter) – *Красная горка* (*Krasnaya Gorka*); *eine weiße Maus* (humorous) (because of the white uniform) – *регулировщик уличного движения* (a traffic policeman), *der grüne Donnerstag* ("The Green Thursday", in the Catholic Church "the green people" used to be the ones who repented sins before Easter in public) – *Чистый четверг* (The Clean Thursday); *der blaue Montag* (originally: the Monday before the fast, on that day altar was covered with a blue frontal; later: every Monday when people were allowed by the unions to stay home from work) – *прогул в понедельник после праздника* (blue Monday); *das Schwarze Brett* (the boards used to be painted black) – *доска объявлений* (a bulletin board); *der grüne Tisch* (a table used to be covered with a green tablecloth) – *круглый стол* (the Round Table).

The secondary nominative meanings of the words denoting colour have developed on the foundation of the primary meanings with a "wide range of associative potential" [4, p. 12] and have proved to have more semantic differences. The study has showed that, along with the



common semantic elements, each lexeme contains one or more extra semantic components inherent in only one of the two languages, which accounts for the difference of the perception of the colour.

The idioms involving the colour “white” («белый/weiß»)

Of all the secondary meanings of “white”, there are the following common semantic components:

– «the unknown», e.g. белое пятно – ein weißer Fleck auf der Karte (*literally: the white spot, meaning the unknown territory*);

– «peace, the chastity of the mind», e.g. поднять белый флаг – die weiße Fahne hissen (*literally: to raise the white flag, meaning to give up*). This meaning has a broader representation in German: eine weiße Weste haben (*compare: иметь незапятнанную репутацию – to have an impeccable reputation*), eine weiße Hemdbrust (*compare: безупречное прошлое – a clean sheet*), ein weißes Blatt sein (*compare: бытичистым [нетронутым] существом – be pure*).

The peculiarity of the concept “white” in Russian is the meaning of “the best one”: белая кость (*literally: the white bone, meaning the nobility*), белый гриб (*the white mushroom*), белое духовенство (*the white clergy*), for which there are no German counterparts, and which are translated into German respectively, as *blaues Blut*, *Steinpilz*, *weltliche Geistlichkeit*. The seme of “openness” is also inherent in the Russian concept of “white”: на белом свете (*in the world*) – in/auf der weiten Welt, среди бела дня (*in the white daylight*) – am helllichten Tage.

The idioms with the lexeme “black” («черный/schwarz»)

Concerning the secondary nominative meanings of the concept “black”, the idioms contain the semes of “dark” and “sad” in both languages, e.g. черные мысли – schwarze Gedanken (*black thoughts*), черный день – ein schwarzer Tag (*a black day*), черный юмор – schwarzer Humor (*the black humour*), рисовать черными красками – in den schwärzesten Farben (aus)malen/schildern (*to colour with the black paint*), видеть в черном свете – schwarz sehen (*to see everything through black-coloured glasses*). Besides, there is the seme of «evil, unkind» in both languages, e.g. черная душа – eine schwarze Seele (*a black mind*), черная неблагодарность – schwarzer Undank (*black ingratitude*), черный список – die schwarze Liste (*the black list*), черная магия – die schwarze Magie (*the black magic*). The seme of «illegal» is better represented in German: черный рынок – der schwarze Markt (*the black market*), schwarzfahren (*to drive without a license, to travel without paying*), schwarzhören (*to use an illegal radio*), schwarzarbeiten (*illegal work*), schwarz über die Grenze kommen (*to cross the border illegally*). In Russian, there is a distinctive seme of «lower in the status» in such idioms: черная кость – der Pöbel, der Mob (*literally: the black bone, meaning a commoner*); черный ход – der Küchenaufgang (*the back door*); черная изба – die Rauchhütte (*literally: a black house, meaning a house without a regular chimney*); держать в черном теле – j-n kurz/streng/knapp halten (*to treat smb harshly, unkindly*).

The idioms with the colour-term “red” («красный/rot»)

The secondary nominative meanings of the concept “red” in both languages embrace the seme of “precision” (e.g. проходить красной нитью – etwas zieht sich wie ein roter Faden hindurch (*to be outlined with the red line*)) and the seme of “revolution” (e.g. Красная Армия, Красный Флот –

cp. Rot Front! (*the Red Army, the Red Navy – the Red Front*). Nevertheless, neither meaning is widespread in either language. In Russian, the most common meaning of the “red” is the seme of “smart, beautiful” and “the best”: красна девица – schöne/holde Jungfrau (*a beautiful young woman*); красное крыльцо – die Paradetreppe, der Paradeaufgang (*the front door*); красное солнышко – die liebe/strahlende Sonne (*the beautiful sun*); красные дни – die schönen/glücklichen Tage (*the beautiful days*); красная строка – neue Zeile mit Absatz (*new paragraph*); ради красного словца – der schönen Worte wegen (*just to sound smart, just for the effect*); Красная площадь – der Rote Platz (*the Red Square*). The meaning is represented in the German language by a single example of Heute rot, morgen tot (*literally: Today red, tomorrow dead, meaning „you never know what tomorrow brings“*).

The idioms with the lexeme “green” («зеленый/grün»)

The German language embraces a wide range of the secondary meanings of the concept “green”, like the meanings of “wellness, success” (*auf einen grünen Zweig kommen, j-n über den grünen Klee loben u. d. auch Wer sich grün macht, den fressen die Ziege*) and “favourable, happy, nice” (*sich an j-n grünen Seite setzen, j-m nicht grün sein*), while there is a common secondary semantic component of “inexperience and immaturity” in both Russian and German, e.g. быть зеленым, зеленый юнец – der Grünschnabel/grüner Junge (*to be a green man*); unsere Bekanntschaft ist noch grün (*we haven’t known each other for long enough*). At the same time, it is often that “green” in Russian means “unripe”, but in the German counterpart idiom it means “new and fresh”, e.g. зеленые овощи, зеленый горошек – grünes Obst, grünes Holz, grüne Fische/Heringe, grünes Fleisch.

The idioms with the lexeme “blue”

(«синий/голубой/blau»)

The lexeme “blue” has more secondary meanings in German. These include such meanings as “enigma, mystery” (*sein blaues Wunder erleben*); “the unknown” (*die blaue Ferne – голубые дали, Fahrt ins Blaue, ins Blaue hinein, etwas geht ins Blaue, ins Blaue schießen*), “a tall story, fiction” (*blaue Märchen, j-m blauen Dunst machen, blau reden*), «laziness» (*blau machen* (from *blauer Montag*)). The common meaning of “blue” in both languages is the seme of “a dream”: синяя птица – der blaue Vogel (*the blue bird*).

The study has shown that the meanings of the words denoting colour differ in Russian and German idioms. The Russian idioms display a wide range of the concepts of “white”, “black”, and “red”. Although there are some components of the meaning that the Russian language shares with the German language, there are distinctive Russian culture-oriented features. The Russia people associate the white colour with the best things, the black colour – with the worst things, and the red colour – with the beautiful things, which is reflected in the idioms. The concepts of “blue” and “green” prevail in the German idioms, with the corresponding meanings of “mystery, tall tales and laziness” and “wellness and favourability”, which are not to be found in Russian. The authors argue that it is important to know and understand the full range of the principal and secondary meanings embraced in the concept of a colour, for a professional to be able to maintain adequate Russian-German and German-Russian communication.

**Список литературы / References**

1. Мальцева Д. Г. Фразеологические единицы немецкого языка в лингвострановедческом аспекте и проблемы перевода / Д. Г. Мальцева. - М.: Всесоюзный центр переводов, 1993. – 137 с.
2. Маслова В. А. Введение в когнитивную лингвистику: учеб. пособие для филологов / В. А. Маслова. – М.: Флинта: Наука, 2004. – 296 с.
3. Немецко-русский фразеологический словарь / Под ред. д-ра Малиге-Клаппенбах и К. Агрикола. – М.: Русский язык, 1975. – 656 с.
4. Тяпкина Т. М. Вторично-номинативные функции цветообозначений в современном немецком языке: Автореф. дис. .... канд. филол. наук: 10.02.04 / Тяпкина Татьяна Михайловна; ИвГУ. – Иваново, 2002. – 19 с.
5. Фразеологический словарь русского языка / Под ред. А.И. Молоткова. – М.: Советская энциклопедия, 1968. – 543 с.
6. Paul H. Deutsches Wörterbuch / P. Hermann. – Halle (Saale) : VEB MAX Niemeyer Verlag, 1960. – S. 782.

**Список литературы на английском / References in English**

1. Mal'ceva D. G. Frazelogicheskie edinicy nemeckogo yazyka v lingvostranovedcheskom aspekte i problemy perevoda [The linguistic and cultural aspects of the German idioms and the problems of translation] / D. G. Mal'ceva. – М.: Vsesojuznyj centr perevodov, 1993. – 137 p. [in Russian]
  2. Maslova V. A. Vvedenie v kognitivnuyu lingvistiku [An introduction to cognitive linguistics] / V.A. Maslova. – М.: Flinta, 2004. – 296 p. [in Russian]
  3. Nemecko-russkij frazeologicheskij slovar' [A German-Russian dictionary of idioms] / Ed. by Malige-Klappenbah and K. Agrikola. – М.: Russkij yazyk, 1975. – 656 p. [in Russian]
  4. Tyapkina T.M. Vtorichno-nominativnye funkcii cvetooboznachenij v sovremennom nemeckom yazyke. Avtoref. dis. .... kand. filol. nauk. [Secondary nominative functions of the colour-terms in Modern German. Author's abstract of the PhD thesis in Philological Sciences] / Tatiana Mikhailovna Tyapkina. – Ivanovo, 2002. – 19 p. [in Russian]
  5. Frazelogicheskiy slovar' russkogo yazyka [Dictionary of Russian idioms] / Ed. by A.I. Molotkov. – М.: Sovetskaya ehnciklopediya, 1968. – 543 p. [in Russian]
  6. Paul H. Deutsches Wörterbuch [German Dictionary] / P. Hermann. – Halle (Saale) : VEB MAX Niemeyer Verlag, 1960. – P.782. [in German]
-

DOI: <https://dx.doi.org/10.18454/RULB.10.13>Гусакова Н.Л.<sup>1</sup>, Огнева Е.А.<sup>2</sup>, Бойчук И.В.<sup>3</sup><sup>1</sup>Доцент, кандидат психологических наук, <sup>2</sup>доцент, доктор филологических наук, <sup>3</sup>доцент, кандидат филологических наук,

Белгородский государственный национальный исследовательский университет

**ЛИНГВОКУЛЬТУРОЛОГИЧЕСКИЕ АСПЕКТЫ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ****Аннотация**

*В статье рассмотрены лингвокультурологические аспекты межкультурной коммуникации с целью выявления взаимосвязи степени интерпретации кросскультурных символов языковой личностью коммуниканта и процессом успешной межкультурной коммуникации. В результате исследования было доказано, что межкультурная коммуникация основывается на интерпретации кросскультурных символов как базовых мотивационных факторов коммуникации, зависящих от параметров языковой личности. Именно структура культурологически обусловленной языковой личности коммуниканта предопределяет успех межкультурной коммуникации. Определена роль параметров языковой личности в процессе межкультурной коммуникации.*

**Ключевые слова:** межкультурная коммуникация, языковая личность, кросскультурные символы.

Gusakova N.L.<sup>1</sup>, Ogneva E.A.<sup>2</sup>, Boychuk I.V.<sup>3</sup><sup>1</sup>Associate professor, PhD in Psychology, <sup>2</sup>associate professor, PhD in Philology, <sup>3</sup>associate professor, PhD in Philology, Belgorod State National Research University**LINGUO-CULTURAL ASPECTS OF CROSS-CULTURAL COMMUNICATION****Abstract**

*The article deals with the linguo-cultural aspects of cross-cultural communication. The aim of article is to identify the relationship between lingual personality's interpreting degree of cross-cultural symbols and successful process of cross-cultural communication. As a result it is proved, that cross-cultural communication is based on interpretation of cross-cultural symbols as one of the most important motivate factors of communication. It should be emphasized that the lingual personality is the main component of communicative process. It is identified, that individual parameters of lingual personality form the individual lingual world view which reflects objectively the world perception by people having different cultures. The role of lingual personality parameters of emigrant at the successful cross-cultural communication is identified.*

**Keywords:** cross-cultural communication, lingual personality, lingual personality of emigrant, cross-cultural symbols.

**Introduction.** Linguo-culturology is one of the most actual scientific branches. In 1997 Yu. S. Stepanov represented the term "linguoculturology" to study the correlation between culture and language. There are some fundamental researches of N.F. Alefirenko [1], A.T. Khrolenko [6], S. Bochner [7], A. Jakobs [8], J. Metge and P. Kinloch [9] and etc. Many linguo-culturologists research for the mental bases of language to understand the tendencies of people development in the past and in the present. According to V.V. Vorobyev, "one of the most important issues of linguo-culturology is the research of Russian national personality" [3, P. 3-5].

**Methods.** Methodology of linguo-culturological researches is based on conceptology, hermeneutics, and general philology. The linguo-culturological researches is to discover as language paradigm of culturological discourse, as basic pragmatic functions of linguo-culturological units in any communicative situations. We use the linguo-cultural analysis as the base method of cross-cultural communication researches.

**Discussion.** It is evident, that cross-cultural communication is based on cross-cultural interpretation. According to O.A. Leontovich there are some factors of national and cultural language specificity of cross-cultural communication, such as: 1. Representation of cultural traditions of the people: permits, prohibitions, stereotypical acts and etiquette characteristics of communicative universal facts. 2. Representation of social situation and social functions of communication. 3. Representation of local social situation in the peculiarities of the course of mental processes and various activities, such as the psycholinguistic base of speech activity, and the paralinguistic phenomena. 4. Determination of language specifics of community and research the symbols as cultural symbols [4, P. 191-192]. Motivation of cultural symbol represents the correlation between the concrete and abstract elements of symbolic

content. Such correlation distinguishes the symbol and the sign, because the sign illustrates the connection between the signified and the signifier. A sign becomes a symbol as the whole spectrum of secondary conventional values of interpretation. The symbol has the properties of the sign, although the symbol does not imply a direct reference to the denotation.

Correlation between the sign and symbol has an important role in the specificity of cross-cultural discourse consisting of different linguistic personalities and the conditions of communication. Lingual personality of emigrant as an object of linguistic researches generalizes cultural-linguistic and communicative-activity values, knowledge, attitudes and behaviors. The lingual personality consists of the following components: 1) *value component* has a system of values, and life meanings. It is the content of education. The value component allows a person to form an initial and deep view of the world, forms the linguistic world view, the hierarchy of spiritual representations that form the base of a national character and realize in the process of linguistic dialogue; 2) *culturological component* contributes cultural studies, such as the rules of speech and non-verbal behavior; 3) *personality component* characterizes individual and deepest things in each person [5, P. 119]. Individual parameters of lingual personality form the complex combination of psychophysiological, social, national-cultural and linguistic peoples' differences. It leads to the fact that at the level of cross-cultural communication the differences between linguistic personalities reach a certain critical volume that can have both positive and negative impact on the success in the cross-cultural communication. English and Russian cultures had some similar things in the past, such as mytho-archetypal beginning. English culture is the unity of many tribes' cultures such as Brits, Scots, Celts, and Anglo-Saxons, then Norman culture. But Russian culture is the unity

of culture of pagan Slavic, Christian Byzantine, and Western European.

Different cultural identity is the base of cross-communication shock. The study of the cross-cultural communication principles allows identifying the causes of communicative shock. Such identification is the way of overcoming the results of communicative shock. The process of cross-cultural peoples interaction bases on studying the particular of communication using complex approaches, qualitative changes in the choice of research methods of lingual personality as the subject of successful cross-cultural communication [4, P. 9]. Any lingual personality has an "evaluation scale". For example, lingual personality of emigrant uses this "evaluation scale" to represent the surrounding world as the linguo-cultural model. This model is a structural property and powerful factor of personality self-determination, because a representative of any particular culture has a certain cultural fund, that is, a set of knowledge that provides a certain outlook in the field of national and world culture. The cultural fund is basic units included in any national culture. The person's belonging to a particular culture determines his mentality as the basis of another culture perception usually by reading literature and cross-cultural communication. In cross-cultural communication the lingual world view is very important thing as a guide in the communicative process between the lingual personality of emigrant and the society. The lingual world view is the basis of personal self-identification and largely depends on linguo-cultural specificity of society. It is the format of lingual semantics code. Individual lingual world view can be an actual or a relic thing. But, a relic specificity of lingual world view can be the base to form new mental structures. As a result of such new lingual world view forming we identified the difference between the archaic semantic system of language and the actual mental model that is valid for a lingual group. E.E. Brazgovskaya said about the differences of cross-cultural discourse of society and "social creative text" [2]. Cross-cultural discourse has certain national sign, therefore V.V. Vorobiev says: "linguistic signs and expressions require an extra-linguistic way of their representation and interpretation" [3, P. 81-82], whereas lingual world view can have the form of a linguistic one. This thesis means that lingual world view can form linguistic

competence, but it proves to be meaningfully more complicated. The issue of culturological relativity of lingual world view is very important. It is apperanted in the variability of forms and categorization of the meanings system.

Differences of lingual world view formed under the influence of complex cognitive structures. Such influence is important for the forming as discursive models, as literary text models. Lingual and linguo-cultural world views are consistent with each other because of the dialectical connection of language and thought as a reflection of the world in people mind. Lingual and linguo-cultural world views have at the same time a number of differences due to their functional specificities. Researches of lingual world view in dynamics are carried out with the social-dynamic study of cultural interaction. The social-dynamic approach in the study of lingual world view suggests that the lingual world view is in the status of permanent development. The components of this system reflect the specificity of life and culture of social and national community which is the base of cross-cultural communicative shock, because of ethno-connotation. Ethno-connotation has the deep level of the supposed multi-layered model of cultural concepts-sphere. It has a certain structure and specific parameters of ethno-conotants content. The ethno-connotation appearance in the cross-cultural communicative processes bases on the degree of correlation between form and meaning of cultural code.

**Conclusion.** To sum up, lingual world view has pragmatic parameters and manifests itself in realities, which include concepts related to the life and worldview of the society that created them. So, it is evident, that cross-cultural communication is based on cross-cultural interpretation which bases on four factors of national and cultural language specificity having cultural symbols.

It is proved, that cultural symbol is one of the most important motivate factor of cross-cultural communication having the lingual personality parameters of emigrant as the base. The lingual personality parameters consist of the following three components: value component, culturological component, personality component. The lingual personality parameters are the base of the lingual world view forming in cross-cultural communication process. The lingual world view is very important thing as a guide in the communicative process between the lingual personality and the society.

#### Список литературы / References

1. Алефиренко Н. Ф. Лингвокультурология: ценностно-смысловое пространство языка / Н. Ф. Алефиренко. – М.: Флинта: Наука, 2010. – 288 с.
2. Бразговская Е. Е. Текст культуры: от события – к событию / Е. Е. Бразговская. – Пермь, 2004. – 284 с.
3. Воробьев В. В. Лингвокультурология / В. В. Воробьев. – М.: РУНД, 2008. – 340 с.
4. Леонтович О. А. Русские и американцы: парадоксы межкультурного общения / О. А. Леонтович. – Волгоград: «Перемена», 2002. – 435 с.
5. Маслова В. А. Лингвокультурология / В. А. Маслова. – М.: Академия, 2001. – 208 с.
6. Хроленко А. Т. Основы лингвокультурологии / А. Т. Хроленко. – М.: Флинта: Наука, 2004. – 184 с.
7. Bochner S. Cultures in Contacts: studies in cross-cultural interaction / S. Bochner. – New York: Pergamon Press, 2013.
8. Jakobs A. Cross-cultural communication / A. Jakobs. – Borne: the Netherlands, 2011.
9. Metge J. Taking past each other: Problems of cross-cultural communication / J. Metge, P. Kinloch. – New Zealand: Victoria University Press, 2014.

#### Список литературы на английском / References in English

1. Alefirenko N. F. Lingvokulturologiya: tsennostno-smyslovoye prostranstvo yazyka [Linguoculturology: value and meaning space of language] / N. F. Alefirenko. – М.: Flinta: Nauka. 2010. – P. 288 [in Russian]
2. Brazgovskaya E. E. Tekst kultury: ot sobytiya – k sobytiyu [Cultural text: from event to event] / E. E. Brazgovskaya. – Perm, 2004. – P. 284 [in Russian]
3. Vorobyev V.V. Lingvokulturologiya [Linguoculturology] / V.V. Vorobyev. – М.: RUND. 2008. – P. 340 [in Russian]

4. Leontovich O. A. Russkiye i amerikantsy: paradoksy mezhkulturnogo obshcheniya [Russians and Americans: paradox of cross-cultural communication] / O. A. Leontovich. – Volgograd: «Peremena». 2002. – P. 435 [in Russian]
  5. Maslova V. A. Lingvokulturologiya [Linguoculturology] / V. A. Maslova. – M.: Akademiya [Academy], 2001. – P. 208 [in Russian]
  6. Khrolenko A. T. Osnovy lingvokulturologii [Basics of linguoculturology] / A. T. Khrolenko. – M.: Flinta: Nauka. 2004. – P. 184 [in Russian]
  7. Bochner S. Cultures in Contacts: studies in cross-cultural interaction / S. Bochner. – New York: Pergamon Press, 2013.
  8. Jakobs A. Cross-cultural communication / A. Jakobs. – Borne: the Netherlands, 2011.
  9. Metge J. Taking past each other: Problems of cross-cultural communication / J. Metge, P. Kinloch. – New Zealand: Victoria University Press, 2014.
-

DOI: <https://dx.doi.org/10.18454/RULB.10.12>Олехнович О.Г.<sup>1</sup>, Ольшванг О.Ю.<sup>2</sup><sup>1,2</sup>Кандидат филологических наук, Уральский государственный медицинский университет**ВЛИЯНИЕ ЕВРОПЕЙСКОЙ НАУЧНОЙ МЫСЛИ НА РАЗВИТИЕ РУССКОЙ МЕДИЦИНСКОЙ ТЕРМИНОЛОГИИ****Аннотация**

Российско-европейские медицинские связи начали складываться в XVII веке. Деятельность европейских врачей, приглашенных в Россию, повлияла на создание медицинской науки в России. Становление медицины в России сопровождалось появлением новых медицинских документов с привлечением огромного количества интернациональных терминов. В то время в европейской медицине активно использовался греческо-латинский медицинский словарь. Иностранцы медицинские специалисты следовали этой традиции в России. Статья посвящена лингвистическому исследованию медицинских документов «Дела Аптекарского приказа» (XVII в.). Именно в них представлена вся медицинская лексика того периода. Анализ терминов показал, что развитие русской медицинской терминологии происходило в результате сложного контакта и взаимодействия между местным словарным материалом и международной терминологией, основанной на греческо-латинских терминах. В «Документах...» зафиксировано огромное количество новых интернациональных терминов греческо-латинского происхождения, которые стали основой для развития русской медицинской терминологии. Российская медицинская терминология распространялась не только количественно, наметилась ее дифференциация. Начали формироваться новые тематические группы, появление которых способствовало активизации русских суффиксальных образований и синтаксических моделей. Активно вводились в оборот новые медицинские документы: рецепты, «сказки» (истории болезней), росписи, которые заполняли иностранные врачи на латинском языке, поскольку это могли сделать только специалисты с высокой квалификацией. Каждый вид документа ограничивался не только содержанием, он имел определенную форму и структуру. Автор документа при формировании текста не должен был выходить за рамки существующих правил и определенных формулировок. Русская медицинская терминология эффективно использовала более развитые западноевропейские стандарты с максимальным привлечением внутренних языковых ресурсов, поэтому система медицинского языка в России сформировалась достаточно быстро.

**Ключевые слова:** греческо-латинский медицинский словарь, русская медицинская терминология, российско-европейские медицинские связи.

Olekhovich O.G.<sup>1</sup>, Olshvang O.Y.<sup>2</sup><sup>1,2</sup>PhD in Philology, Ural State Medical University**THE INFLUENCE OF EUROPEAN SCIENTIFIC THOUGHT ON THE DEVELOPMENT OF RUSSIAN MEDICAL TERMINOLOGY****Abstract**

Russian-European medical relations started to arise in the 17th century. The activity of the European doctors invited to Russia influenced the creation of medical science in Russia. The development of medicine in Russia was accompanied by the emergence of new medical documents with the involvement of a large number of international terms. That time the Greek and Latin medical vocabulary was actively used in European medicine. Foreign medical specialists followed this tradition in Russia. The article is devoted to the linguistic research of medical documents, "Documents of the Pharmaceutical Order" (17th century). They contain all the medical vocabulary of that period. The analysis of the terms revealed that the development of the Russian medical terminology arose as a result of complex contact and interaction between local vocabulary and international terminology based on Greek and Latin terms. In the "Proceedings..." there is a large number of new international terms of Greek and Latin origin, which became the basis for the development of Russian medical terminology. Russian medical terminology extended not only quantitatively, its differentiation was also outlined. New thematic groups began to form, the emergence of which enhanced Russian suffixal formations, and syntactic models. New medical documents - prescriptions, "tales" (case history), and inventory were introduced into circulation. They were filled in by foreign doctors in Latin, as only highly qualified specialists could do it. Each type of document was not only limited to content, it had a certain form and structure. When building the text, the author of the document should not go beyond the existing rules and certain formulations. Russian medical terminology effectively used more developed Western European standards, so the medical language system in Russia was formed quite quickly.

**Keywords:** Latin-Greek medical vocabulary, Russian medical terminology, Russian-European medical relations.

**Почта авторов / Author Email:** olgaolech@yandex.ru

In Russia the 17<sup>th</sup> century is an intermediate stage between the ancient Russian system of knowledge and national science. This fully relates to medicine. Despite the fact that folk medicine still occupied the leading position, professional medicine quickly began to develop, which required not only the development of medical terminology, but formation of medical texts on its basis. Certainly, these two interrelated processes (medical language) depended entirely on the development of science itself. Medicine of the 17<sup>th</sup> century was proto-terminological or pre-terminological. It only sought ways of its scientific field. For the language of medicine it was a period of development, when a large amount of terminological material

accumulated and basic ways for its formalization were found. In the 17<sup>th</sup> century there were several ways for it – there were plenty of alternatives to one term. It was necessary to choose the most suitable one.

The linguistic situation in Russia influenced on the formation of the language of medicine. On the one hand, the lack of literary language slowed the terminological process. On the other hand, a high degree of normalization of Greek and Latin terminology enabled the development of a new terminological system. It was during this period that "its enrichment with international terms perceived not only through Greek, but also through the scholar international

language of medieval European science, Latin language,” begins [2, P.190].

The language of medieval European medicine, which, unlike Russia, had a scientific basis, played an important role in the formation of the language of medicine. In Europe, medical science had sufficiently high scientific status, in almost every country there were schools, where medical specialists of high qualification were trained. In Russia, there was no national specialist who would be able to provide medical training.

It was during this period that Russian-European medical contacts began to emerge.

The Western European concept, mostly German concept, was adopted in Russia. Germans were easier to get to the Russian service, as since the end of the 16<sup>th</sup> century the management of Pharmaceutical Order – Chief Medical Institution in Russia – was performed by former inhabitants of the German Principalities. Professionals from Germany (Dr. Johann Kustr, Alchemist Peter Peel), from Holland (Andrew Fanast), from England (Samuel Collins, Roman Biu), from Austria (Yagan Gregory), from Italy and other countries arrived in Russia. But Germans were there for a long time.

The activities of European professionals invited in Russia influenced on the creation of medical science in Russia. In Europe, the medicine used Latin. Foreign medical professionals followed this tradition in Russia. All people who arrived in Russia and had medical knowledge were in charge of Pharmaceutical Order. The latter was in charge of medical care of the Tsar's family, the Tsar's court officials, and foreigners. The first tsar's pharmacy, established in 1581, was the starting point of formation of the pharmaceuticals in Russia. In Russia before Peter the Great the tsar's pharmacy was the only pharmaceutical and medical center.

The Pharmaceutical Order itself invited foreign physicians and pharmacists in the Russian service, and chose them with great care. Unauthorized arrivals were almost always sent back.

The arrivals were required to provide good references and diploma of education, without which they were not allowed to carry out medical and pharmaceutical practice. Sometimes they were hired for another job. For example, the Dutchman Bremberg, despite his claim that he could serve as a physician, a surgeon and a pharmacist, took a position of the medical assistant. And Willie Thomas, despite the fact that he was sent by the King of England, due to lack of the diploma, was not recruited. Even if there were all the necessary documents, doubts about knowledge of foreign professionals could rise. Then the Pharmaceutical Order arranged an exam. The Pharmaceutical Order preserved documents about the exam “on pharmaceutical healing art” for the pharmacist Philip Britier, arrived in Moscow with letters from the King of England. Dr. Artemius Dius, who served previously as a personal physician of the King of England and studied medicine in Oxford, examined him. During the exam, the pharmacist was asked 23 questions on the pharmaceuticals and drugs formulation and 22 questions on healing art.

The Pharmaceutical Order established a special exam for all foreign pharmacists and physicians, regardless of their presented certificates and references. The foreign doctors got large salaries and privileged position in society. The Pharmaceutical Order supervised knowledge of physicians and pharmacists; it regulated the nature and composition of drugs, the set of the required pharmaceutical equipment.

Knowledge of Latin was mandatory for both physicians and pharmacists. L.F. Zmeev, without providing references, indicates that in the 16<sup>th</sup>-17<sup>th</sup> centuries in Russia there were examples where visiting “doctors” who did not know Latin, were not recognized and were sent back [4, P. 29]. Knowledge of Latin of the doctor coming from Europe was confirmed with a special diploma. Richter provides a translation of an extract from the patent, composed in Latin, which suggests about language training of the physician Arthur (Artemius) Dius who was “taught German, French, Ugrić, English, Polish language” [7, P. 27]. Russian doctors in the 17<sup>th</sup> century could only work as nurses. One attempt to train national pharmacists was described by N.A. Soboleva. In 1678, 4 students of the Pharmaceutical Order (1 foreigner and 3 Russian) were sent to the German settlement to the teacher of Lutheran School Y. Pontanus to learn Latin and German [5, P. 35].

The great demand for drugs by the time of the reign of Aleksey Mikhailovich necessitated their free and open sale to the public. Later in 1672 a “new” tsar's Gostinyi dvor pharmacy was opened in Moscow with free sale of medicines to the public. This institution was to supply the people of all ranks and classes with drugs. The “Inspector-supervisor” Johann Guttmensh was appointed to manage the pharmacy, and another German – Christian Jaeger, Guttmensh's friend – became a consultant. All pharmacists and pharmacy distillers had to be the Germans. The most famous of them were three: Eichler, Gantsland, Gutbir. Vinnius was the Inspector-manager in two tsar's pharmacies. During the reign of Aleksey Mikhailovich, Laurentius Alferovich Blumentrost contributed much to the development of medicine in Russia. He was the personal doctor of the tsar and arrived with the recommendations from the Dresden Elector. His children – Johann Gottlieb Theodore and Robert Lawrence – also actively worked in the medical field. Later, in the early 18<sup>th</sup> century, one was the personal physician of Peter I, the other was a talented organizer of Science and the first president of the Russian Academy of Sciences.

Medical language in its entirety was presented in the “Documents of the Pharmaceutical Order” (DPO). Linguistic analysis of the documents showed that the development of Russian medical terminology was based on the international language of Latin and Greek origin. During this period a large number of new terms were assimilated, which became the basis for the development of Russian medical terminology.

Russian medical terminology expands, not only in amount, but its differentiation is also observed. On the basis of more advanced European system of medical language, new thematic groups are formed. Terminology models are effectively used. All this contributed to the activation of Russian word formation and syntactic systems.

Before the 17<sup>th</sup> century, clinical terminology was limited to popular names of diseases and names of symptoms of the diseases, during the 17<sup>th</sup> century there was its expansion and differentiation; new scientific disciplines and professionals, medical instruments appeared and naturally replenished medical terminology mainly with the words of Latin and Greek origin. Here are some terms-neologisms: medicine, anatomy, Alchemist, pharmacist, doctor, distiller, ophthalmologist, tool, lancet, screw. The pharmaceutical terms were actively borrowed: in addition to the names of plants, the generic terms – syrup, pill, potion, elixir, prescription, alcohol – appeared.

The main sources of borrowings were “Vertograds”. It is a medical encyclopedia with a variety of information on

medicine, biology, pharmacology, mineralogy. Among medical manuscripts, doctor books and herbal books were mentioned. They could be translated into Russian language from Latin, Polish, German, Greek, but Latin terminology was maintained anyway. In Russia, originally it was just transcribed in Russian, which allowed to get acquainted with Latin vocalization of the terms without regular "Latin" education.

The first medical manuscript, translated in 1588 from Polish into Russian language, was a so-called doctor book ("vrachebnik"). The name of each herb was given first in Latin, then in Russian, it was indicated where and how it grows, its properties, method of preparation and use [5, P. 49]. At the end of the manuscript about one hundred of Latin terms in Russian transcription with translation into Russian are provided: "асма 'asthma' – gasp, аполексия 'apoplexy' – quick death, артрит 'arthritis' – sick joints, калкулос 'calculus' – stone, гепатика 'hepatica' – liver disease, эпилепсия 'epilepsy' – a great sickness, геморрой – fibers in the anus, латаргия 'lethargy' – forgetfulness, подагра 'gout' – body pain" [5, P. 51].

As B.A. Starostin writes about this, "the descriptions of herbs and disease entities became more and more detailed and visual in herbal books and doctor books. Gradually Latin nomenclature begins to penetrate in herbal books" [8, P.135].

The library of the Pharmaceutical Order was constantly updated with new books; some experts from Europe brought a huge amount of literature. It is enough to say that in Vinius Andrew's personal collection (he was the translator of the Ambassadors Order since 1664); there were books and dictionaries for different sciences including medicine in Dutch (70%), German (15%) and French (5%) languages, several editions in English and Greek.

In the 17<sup>th</sup> century in Russia, the doctrine by A. Vesalius became famous. His essay "Epitome" which is a brief extract from the author's works "On the structure of the human body" was translated in 1657-1658 by the prominent Russian educator Epiphany Slavnetsky. He graduated from the Cracow University and taught at the medical school, which was opened at the Pharmaceutical Order in Moscow. E. Slavnetsky was the author of translations of many works by Byzantine and West European authors, including "Cosmographia" by I. Bleu (1670), which contained a lot of medical information, and later he became the author of "Complete Slavic-Greek-Latin lexicon".

In 1602, the catalogue of potions appeared in Moscow that was brought from England by the pharmacist Frensham Jacob. In this manuscript, in contrast to the previous one, Latin terms are provided next to the Russian terms or Latin terms transcribed with Russian letters (we quote them in short): *Корень еринги в сахаре* 'Confectio eryngae', *Слива белая в сахаре* 'Confectio prunorum', *Масло гвоздичное* 'oleum Caryophyllorum', *витри оли* 'Oleum vitrioli', *Масло миндальное сладкое* 'oleum Amygdalarum', *Водка розолис* 'Aqua vitae', *Спиритус вини* 'Spiritus vini' [7, P. 432].

Orientation into Latin was even in routine registration in journals of the Pharmaceutical Order "gray grass, which make the stomach cold, are called in Latin: Baraga grass, Pulterlaka grass, Ponternela grass" [3, P. 45].

Of course, in Russia of the 17<sup>th</sup> century, rather limited number of people knew "medical" Latin and Latin language, many of whom were foreigners. However, the systematic translations of "doctor books" as well as the formulating practice, linguistic aspect of which was anyway known to the government, and to the patients, created gradually but

steadily in the public mind the desired perception of Latin, which later was related to the information explosion of Peter's reforms.

Arthur Dius, the court physician of Tsar Mikhail Fedorovich, wrote in 1629 a treatise "Fasciculus Chemicus", where he set out the whole technology of pharmaceutics, and although this book was published in Basel (1629) and in Paris (1631), but the fact that this work was written in Russia in Latin was one of the first indirect precedents forming public opinion in favor of the latinization of Russian science.

The Documents of the Pharmaceutical Order contain decrees on foreign doctors. Thus, in 1676 the ophthalmologist Johann (Yagan) Tirih Shartling arrived from Hamburg, it is known that in Moscow he healed the daughter of Prince Yakov Nikitin Odoevsky – "who could not see and now can see". Among the doctors there were many foreigners who got a medical degree at universities in Europe (before the 18<sup>th</sup> century it was impossible to do it in Russia) and were obliged to "teach Russian students with all diligence to everything they could". Among the healers there were more Russian doctors who could be trained in the medical ("healing") school which was opened in Moscow at the Pharmaceutical order in 1654. The creation of school was associated with the need for regimental doctors (it was the war with Poland), and the need to fight against epidemics. The textbooks in school were herbal books, doctor books and numerous "doctor tales" – case history.

In the second half of the 17<sup>th</sup> century the Pharmaceutical order began to play a more prominent role in civilian medicine. By this time, there were necessary conditions for the opening of the first public pharmacy in Moscow with free sale (creating significant stocks of drugs, availability of skilled professionals). This pharmacy was named "New Pharmacy".

The Pharmaceutical order developed the nomenclature of drugs of "New pharmacy" and "Order book" is the first chemist fee.

In March 1672 a decree of Tsar Aleksey Mikhailovich was issued about the opening of the pharmacy with free sale of drugs in the new premises of the Gostinyi dvor. In August of the same year the construction of the pharmacy in the busy part of Moscow on Ilyinka street was basically completed. A foreign pharmacist Yagan Gutmensh was appointed a manager. He was in charge of supplying troops with medicines (previously the tsar's pharmacy was engaged in it).

Vasily Shilov, the Pharmaceutical order guard's son, was taken there in 1670 as a disciple. Together with the pharmacist Roman Biniyan he was sent to England to procure pharmaceutical materials. In 1673 he was transferred to New pharmacy. Later he managed apothecary gardens. In the pharmacy V. Shilov was trusted to be in charge of "pharmaceutical and alchemist works and the spillback of any vodka and alcohol," he was in charge of acceptance of pharmaceutical products, he knew well the medicinal herbs, directed their procurement, i.e. performed the same work as the foreign pharmacists. Nevertheless, he was considered for a long time to be a pharmacist's student. This was explained by existing opinion about the inferiority of national professionals. Upon admission to the New pharmacy his annual salary was 33 rubles, while foreign alchemists were paid 100-134 rubles.

Pharmacists and alchemists were involved in direct manufacturing of medicines prescribed by doctors from the starting materials. The formulation was presented by a wide variety of pharmaceutical forms: ointments, patches, powders, extracts, solutions, tinctures ("Vodka"), infusions, alcohols,



teas, etc. The publicans were in charge of supervision of the pharmacy cashier, inventory replenishment, and control over the sale of alcoholic beverages. In pharmaceutical laboratories, sulfuric and nitric acid, aqua regia, copper sulfate, and alum were prepared, sulfur was cleared and substances were distilled. In addition, at the pharmacy there were doctors on duty round the clock who examined the patients for a fee, and wrote prescriptions. In 1677, this was done by three doctors and four healers. We can say that the first public pharmacy with free sale of drugs was the first dispensary. Funds from the sale of drugs in New pharmacy provided important revenues for the Pharmaceutical Order.

Special literature was required for medical training of doctors, and for the daily practice of pharmacists. The Pharmaceutical Order replenished its library from a variety of sources. In 1670 the pharmacist Roman Binian was sent to England specifically for the acquisition of medical books. In 1678, the healer Gorsten who went abroad was requested to purchase for the Pharmaceutical order "books by the best authors, who wrote about healing". Books from other orders, particularly from the Secret Order, as well as from private collections were given to the Pharmaceutical Order. The staff of the Pharmaceutical Order included its translators who translated foreign literature into Russian.

But the progress of civilization is a planetary phenomenon, and by the mid-seventeenth century the public institutions in Russia were quite prepared for the perception of medicine as a system of knowledge and practical skills. So, there should appear Russian people who mastered the wise science of medicine.

The clerk of the Ambassadors Order Vasily Timofeevich Postnikov appointed his eldest son Peter to the recently created Slavonic-Greek-Latin Academy, in 1692 he was allowed "by the decree of the great sovereign tsar Peter the Great to study liberal arts in Potavinskaya Academy". Postnikov diligently studied anatomy, surgery, pharmacy, and at the same time he attended a philosophy course. After two years of training, he was subjected to biased exam, where he surprised university professors with his knowledge of

medicine, philosophy and languages – Greek, Latin, Italian and French – and shrewd replies and his speech. In August 1694 the Russian student at the Italian university was recognized as a doctor of medicine and philosophy with the right to teach science and give academic titles.

We have information about medical prescriptions, which were translated into Russian immediately after preparation for security reasons.

In DPO (Documents of the Pharmaceutical Order) there are prescriptions written by doctors Laurentius Blumentrost [3, P. 814], Michael Graman, Johan Rosenburg. The prescription is written according to certain rules – special verb forms, the official name of the drug or its components, the obligatory indication of the amount of substance. The tradition of the prescription in Latin is still preserved in Russia.

Besides prescriptions, there are other medical genres – "Reasoning" about the benefits of coffee and tea, about the medicine "electuarium" [4, P. 734] and "Reasoning" about health protection" [4, P. 344] by the doctor Collins in Latin and Russian.

Tales become more diverse in their content. Previously, there were only case histories. Then, tales became advice on the treatment of diseases (Tale by doctor Belau and Graman about the treatment of the disease "sore throat" [3, P. 131], Tale about how to treat a throat disease [3, P. 133]; scientific reasoning about the medicinal properties of drugs – Tale by the doctor Collins about the healing properties of valerian herbs and burdock [3, P. 341], medical reports (tales about inutility for service as doctors) [3, P. 768]. Moreover, in DPO there are numerous inventories of medicines and pharmaceutical items, medical instruments, there are authentic registers of medicines in Latin and Russian [3, P. 22].

Thus, in the 17<sup>th</sup> century in Russia, thanks to West European professionals, work on development and implementation of medical terms was activated, as a result of contact between the local vocabulary and international terminology formed on the basis of the Latin and Greek.

#### Список литературы / References

1. Акты исторические, собранные и изданные археографическою комиссиею. – СПб., 1841. – Т.3 – 538 с.
2. Виноградов В. В. Избранные труды. История русского литературного языка / В. В. Виноградов. – М., 1978. – 320 с.
3. Документы Аптекарского приказа (XVII в.) // РГАДА. Ф. 143
4. Змеев Л.Ф. Несколько слов о наших древних специалистах // Медицинское обозрение. – XXVI. № 13-24. – 1886. – С. 826-830.
5. Ковригина В. А. Немецкая слобода Москвы и ее жители в конце XVII-первой четверти XVIII вв. / В. А. Ковригина. – М., 1998. – 440 с.
6. Новомбергский Н. Я. Материалы по истории медицины в России / Н. Я. Новомбергский. – СПб., 1905. – 191 с.
7. Рихтер В. История медицины в России. Т. 2. / В. Рихтер. – М., 1814-1820. – 540 с.
8. Старостин Б. А. XVII век в истории русского естествознания / Б. А. Старостин // Естественные знания в древней Руси. – М., 1980 – 160 с.

#### Список литературы на английском / References in English

1. Akty istoricheskie, sobrannye i izdanne arheograficheskoy komissieju. [Historical acts, collected and published by the archaeological commission] – St. Petersburg, 1841. – V.3. – 538 p. [in Russian]
2. Vinogradov V. V. Izbrannye trudy. Istorija russkogo literaturnogo jazyka [Selected works. The history of the Russian literary language] / V. V. Vinogradov. – M., 1978. – p. 320. [in Russian]
3. Dokumenty Aptekarskogo prikaza [Documents of the Pharmaceutical Order" (XVII c.)] // RGADA [Russian state archive of ancient acts] Fund 143.
4. Zmeev L. F. Neskol'ko slov o nashih drevnih specialistah [A few words about our ancient specialists] / L. F. Zmeev // Medicinskoe obozrenie. XXVI. № 13-24 [Medical review. XXVI. No. 13-24] – 1886. – P. 826-830. [in Russian]
5. Kovrigina V. A. Nemeckaya sloboda Moskvyy i ee zhiteli v konce XVII-pervoy chetverti XVIII vv [German settlement of Moscow and its inhabitants in the late 17th - first quarter of the 18th century.] / V. A. Kovrigina. – M., 1998. – 440 p. [in Russian]

6. Novombergskij N. Ja. Materialy po istorii mediciny v Rossii [Materials on the history of medicine in Russia] / N. Ja. Novombergskij. – St.Petersburg, 1905. – 191 p. [in Russian]
7. Rihter V. Istorija mediciny v Rossii [History of medicine in Russia] V2. / V. Rihter. – M., 1814-1820. – 540 p. [in Russian]
8. Starostin B. A. XVII vek v istorii russkogo estestvoznaniya [The 17th century in the history of Russian science] / B. A. Starostin // Estestvennonauchnye znaniya v drevnej Rusi [Scientific knowledge in ancient Russia] – M., 1980. – 160 p. [in Russian]

DOI: <https://dx.doi.org/10.18454/RULB.10.11>

Зеркина Н.Н.<sup>1</sup>, Ломакина Е.А.<sup>2</sup>

<sup>1</sup>ORCID: 0000-0003-0305-3899, доцент, кандидат филологических наук, <sup>2</sup>ORCID: 0000-0003-3303-2984, кандидат филологических наук,

Магнитогорский государственный технический университет

# ЛИНГВИСТИЧЕСКОЕ И ИНФОРМАТИЧЕСКОЕ СОВРЕМЕННОГО ИНФОРМАЦИОННО-ЦИФРОВОГО ПРОСТРАНСТВА

*Аннотация*

Статья фокусирует внимание на взаимосвязи лингвистических и информатических моментов современного цифрового информационного пространства. Смещение акцентов в сторону лингвистики или информатики позволяет открыть новые ракурсы исследования языка как знаковой системы передающей информацию во времени и пространстве «реальным» и «виртуальным» способами; позволяет выявить и обозначить особенности текстов виртуального пространства, которые становятся неотъемлемой частью индустрии производства информации; выявить особенности создания текстов виртуального пространства и их противопоставление текстам массовой информации по характеру отношений между создателем и получателем позволяет выделить их в особый вид. Компьютерная и корпусная лингвистика обозначаются как элементы, тесно связывающие лингвистику и информатику. Авторы рассматривают влияние цифровых технологий на процесс обучения языкам.

**Ключевые слова:** лингвистика, информатика, текст, контент-текст, цифровое пространство.

Zerkina N.N.<sup>1</sup>, Lomakina Ye.A.<sup>2</sup>

<sup>1</sup>ORCID: 0000-0003-0305-3899, Associate Professor, PhD in Philology, <sup>2</sup>ORCID: 0000-0003-3303-2984, Associate Professor, PhD in Philology,

Nosov Magnitogorsk State Technical University;

# LINGUISTIC AND DIGITAL CHARACTERISTICS OF MODERN INFORMATION ENVIRONMENT

*Abstract*

The article focuses on the interaction of the linguistic and digital points of modern information environment. The shift of the accents to the direction of linguistics or digital features can open up new perspectives for the study of language as a sign system transmitting information through time and space by means of "real" and "virtual" methods. Besides it allows revealing and distinguishing features of texts in virtual digital environment which become an integral part of information industry; the way of creating the texts in the Internet and their opposition to texts of mass information on the basis of their relationship between the creator and the receiver that allows their differentiation into a special kind of texts. Computational and corpus linguistics are referred as closely linking elements to linguistics and computing. The authors examine the impact of digital media on the language teaching process.

**Keywords:** linguistics, computing, text, digital text, digital environment.

**Почта авторов / Author Email:** leakaty@mail.ru, agatik01@mail.ru

In the modern world information takes an important part not only in the real world but also in the virtual one. The informational digital environment has great impact on present life and this influence is mainly viewed in its forms of information, teaching, entertaining, connecting or even uniting. One of the essential forms of the digital impact on humanity is informative and educational, as far as nearly all of them are partly or wholly expressed by the language by the linguistic means. The interactions of linguistic and digital aspects are quite interesting and relevant issues to study.

## 1.1 Linguistic points of computing and digital environment

Linguistic challenges of digital environment, therefore, begin where computer science begins itself. These challenges are concentrated in the area of the contact between a human and a machine. Linguistic challenges of digital environment are related to the role of language and text units in the process of understanding, from the smallest components of these units to larger entities – associations of units at different levels. There have not been created any universal linguistic

theories to explain language as a whole and its separate levels or subsystems in digital environment, and it is unknown whether such theories could be elaborated. Therefore, some particular characteristics and aspects of language activity are exposed to modeling and study.

A distinctive feature of our time is the increasing role of information processes, in particular, the creation of an entire industry of information that leads to "information explosion".

The concept "information environment" can be defined as a set of information, information and communication processes, participating in which people can use the information accumulated by society collected by other participants both individual and collective, to interact with them both directly and indirectly.

Computing science is broadly understood as the science of recording, storing, processing, transmitting and using information with the help of modern ICT, and one of the sign systems which transmits information within time and space is language. It is an integral part of mass communication. Digital texts are the part of internet content, together with the

texts of mass media, they are opposed to all primary texts, i.e., to all classical types of texts, as secondary texts. Thus, we pay special attention to them and distinguish them as a special type of texts.

Computing contributed greatly to linguistics and became an integrated part of corpus linguistics. Corpus of a language is e-collection of texts of any language.

Without linguistic discoveries there would not exist any computer and computer program.

Computational linguistics is the science that studies questions which are connected with AI (artificial intelligence), machine translation, programming languages, voice recognition systems etc. Data of application-oriented linguistics allow to enhance computer programs and ICT quickly.

Digital texts are produced by special organs for processing text information (editorial refereed journals, translation, etc.). Each specific field of activity has its own text processing which tends to integration.

Firstly, digital texts are integrated with themselves and form plenty of data for the whole of society and they are the information-culture public domain.

Digital texts of the virtual environment are contrasted with the traditional mass media information on the basis of the relationship between the creator and the recipient because the recipient of digital texts data is individual and in case of the mass media the recipient is massive. Moreover the user himself by means of hyperlinks, creates a digital text that is individual and unlimited and mostly is user-orientated and extremely focused on the user. For example the participant of the intellectual game when searching the information makes one's own content-text as far as "...competences and develops reaction speed. The distinctive feature of a game result is information synthesis, generalization of acquired and new knowledge and abilities." [2, P. 300]

Digital texts are generated from the original, primary, verbal, graphical texts, which are optimized for storage and quick search form. The main semantic feature of a digital text is its reference, it does not include all the features of the source text style which is when getting into the digital environment receives the status of the document but this term does not meet the traditional meaning of the word. It is much wider.

Computing and digital document has neither a legal document properties nor stylistic or linguistic characteristics of the document.

The purpose of a digital text is to provide a person (within the informational and digital environment it is called the user of information) with the relevant information and data; to give the user the right and opportunity to form their own opinion on the subject; to make a decision and to act in accordance with the taken decision. So, the digital texts are extremely individualized by means of both their personal user and maker who operate sometimes in one person. Thus, the main principle of the digital environment is the presence of unified rules of drawing up and using the digital text which is guided by both the user and the compiler. It helps to design and apply the digital text with great result in digital and real world.

The digital texts link primary texts out of digital and factual spheres in the massive area of the digital environment, therefore they create a picture of the development of language texts of both spheres and, in a sense, direct the development of the texts themselves contributing to emerging the new content varieties.

## 1.2 Computing and digital moments in linguistics

In the modern world when conducting various linguistic researches, approaches and methods of computational linguistics are increasingly been used. Computational linguistics primarily provides the linguistic support of computer science.

Computational linguistics is a field of knowledge related to the solution of problems of automatic processing of information presented in natural language.

The main scientific problems of computational linguistics are the problem of modeling the process of understanding the texts meaning (shift from the text to a formalized representation of its meaning) and the problem of speech synthesis (shift from a formalized representation of the meaning to the texts in natural language).

These problems occur when solving a number of applied tasks and in particular task automatically detecting and correcting errors when typing texts into the computer, automated analysis and synthesis of speech, automatic translation of written texts from some languages into others, communicating with computers in natural language, automatically classifying and indexing of text documents, the automatic summarization, document retrieval in full-text databases.

Linguistic tools that are created and used in computational linguistics can be divided into two parts: declarative and procedural. The declarative parts are dictionaries of units of language and speech, text and various kinds of grammar tables, the procedural parts are handling the units of speech and language, texts and grammar tables. Computer interface refers to the procedural part of computational linguistics.

Computational linguistics is a special applied discipline. Cognitive tools of computational linguistics are the homonymy of its basic concepts, the use of computer processing of language data and the hypertext technology in a text view.

Digital teaching tools are making their adjustments in the process of learning languages and studying linguistics.

Language practice of the info-digital society, as well as modern theoretical studies include machine funds of languages, algorithms and programs for automatic processing of texts, modelling of speech-thinking activity, the creation of machines which can fulfil not only recording but also registration and "understanding" human speech, thought and idea.

Electronic dictionaries and on-line translators take an important role in the process of learning foreign languages.

Electronic dictionaries have a number of advantages, including huge amount of words, flexible search tools and the ability to integrate with other computer programs.

But as the single common meaning between two words from different languages is something extremely rare, and polysemy and synonymy is widely developed even in the technical field, and even in the translation of highly specialized terms using electronic dictionaries, there are many possible options.

Digital computer systems are productive for storage, request and issuance of terminological information but cannot replace the specialist at the stage of choosing the correct option.

Extraction of linguistic units in electronic dictionaries and translators which usually work on the basis of linguistic or statistical methods that do not always give the correct option.

Within the undertaken survey among the students of Nosov Magnitogorsk Technical University, it was stated that

the most popular internet translator among them is Google Translate that is statistical machine translation. This approach to translation means that the system does not analyze syntax text based on the rules the etymology of words, phonetic design, but simply gives the most probable translation. Thus, the modern ICT, electronic dictionaries and translators let the modern student down as “Semantics of linguistic units, although there are many papers on this issue, is up to now one of the deepest and most enigmatic fields of linguistics.” [3, P. 138]

Here are a few examples from the personal collection of translation bloopers.

Situation 1. The discrepancy between the semantic scope of homonymic words in English and Russian. The Russian word “образование” in different collocations has different equivalents in English translating “высшее образование” и “образование газа”. Computer Translation is “*education of gas*”.

Situation 2. The same sound of the borrowed and native words with grammatical rules of the adopted language.

The option “Like” in social networks nowadays is used without translation in Russian discourse “лайк”- “лайку”, “лайкнуть”. Thus, computer translated “likes”-“лайки” as - “huskies”

The problem of inadequate translation is discussed in the scientific world as a part of “texts of parallel corpora” challenge. [1, P. 7]

The results of both scientific research and practical experiments show the prospects and relevance of studying the digital texts of the virtual environment by their systematization, semantics, and pragmatics.

Placing the languages into a new environment – the digital one affects greatly their form and content, there appear new forms of the texts – websites, blogs, posts, sms and etc. Digital environment transforms the languages and approaches to their studying. In digital environment the written form of the languages develops more quickly and dynamically than the oral one owing to the specific features of the new environment. Thus, the interaction of computing science and linguistics contributes to the development of each of them.

### Список литературы / References

1. Добровольский Д.О. Параллельные корпуса текстов [Электронный ресурс] // Постнаука. ру – 24.11.2015. – С. 7. – URL: <https://postnauka.ru/video/54851> (дата обращения 10.06.2017)
2. Romanova M. Intellectual Game Application for Students’ Knowledge Control [Electronic resource] / M. Romanova, E. Romanov, T. Varfolomeeva et al. // Proceedings of the 2016 conference on Information Technologies in Science, Management, Social Sphere and Medicine-2016. – Volume 51. – P. 298-302. – URL: <http://www.atlantispress.com/php/paper-details.php?from=author+index&id=25856110&uerystr=authorstr%3DR%26publication%3Ditsmssm-16> (accessed 22.05.2017).
3. Zerkina N. Abbreviation Semantics [Electronic resource] / N. Zerkina, N. Kostina, S. Pitina // Procedia - Social and Behavioral Sciences. – Volume 199. – The Proceedings of the 1st GlobELT Conference on Teaching and Learning English as an Additional Language.- 2015.- P.137–142 /-URL:// <http://dx.doi.org/10.1016/j.sbspro.2015.07.497> (accessed 22.05.2017).

### Список литературы на английском / References in English

1. Dobrovol'skij D.O. Parallel'nye korpusy tekstov [Parallel corpora] [Electronic resource] / D.O. Dobrovol'skij // Postnauka.ru. – 24.11.2015. – P.7. – URL: <https://postnauka.ru/video/54851> (accessed 10.06.2017) [in Russian]
2. Romanova M. Intellectual Game Application for Students’ Knowledge Control [Electronic resource] / M. Romanova, E. Romanov, T. Varfolomeeva et al. // Proceedings of the 2016 conference on Information Technologies in Science, Management, Social Sphere and Medicine-2016. – Volume 51. – P. 298-302. – URL: <http://www.atlantispress.com/php/paper-details.php?from=author+index&id=25856110&uerystr=authorstr%3DR%26publication%3Ditsmssm-16> (accessed 22.05.2017).
3. Zerkina N. Abbreviation Semantics [Electronic resource] / N. Zerkina, N. Kostina, S. Pitina // Procedia - Social and Behavioral Sciences. – Volume 199. – The Proceedings of the 1st GlobELT Conference on Teaching and Learning English as an Additional Language.- 2015.- P.137–142 /-URL:// <http://dx.doi.org/10.1016/j.sbspro.2015.07.497> (accessed 22.05.2017).

DOI: <https://dx.doi.org/10.18454/RULB.10.08>

Гуренкова Ю.В.

Преподаватель, Московский Государственный Университет им. М.В. Ломоносова

## ЛИНГВИСТИЧЕСКИЙ АНАЛИЗ ЭКОНОМИЧЕСКИХ ТЕРМИНОВ В КУЛЬТУРОЛОГИЧЕСКОМ КОНТЕКСТЕ

## Аннотация

Данная статья является результатом сравнительного анализа пяти экономических терминов («business» – «бизнес»; «competition» – «конкуренция»; «salary» – «зарплата»; «boss» – «начальник»; «profit» – «прибыль») в контексте культуры России и США. Исследование показывает, что некоторые слова были заимствованы на обоих языках из разных источников (например, «salary» – «зарплата»), некоторые из них были заимствованы из одного источника (например, «business» – «бизнес»), а некоторые были получены из собственных оригинальных слов (например, «прибыль», «начальник»). Сравнение культурных контекстов и словарных статей показывает, что термины, проанализированные в данной работе, в первую очередь помогают понять, как две страны (Россия и США) могут быть культурно разными. Исследование также иллюстрирует, как эти термины разработали свои собственные дополнительные значения, характерные для их культурного и социального развития. Следовательно, определенные концепты могут быть преобразованы через призму культурного видения мира разных народов.

**Ключевые слова:** понятия «бизнес», «конкуренция», «зарплата», «начальник», «прибыль».

Gurenkova Y.V.

Lecturer, Lomonosov Moscow State University

## LINGUISTIC ANALYSIS OF ECONOMIC TERMS IN CULTURAL CONTEXTS

## Abstract

This article is the result of a comparative analysis of five economic terms ("business", "competition", "salary", "boss", "profit") in the context of the culture of Russia and the United States. The research shows that some words were borrowed in both languages from different sources (for example, "salary"), some of them were borrowed from one source (for example, "business"), and some were received from own original words (for example, "profit", "boss"). Comparison of cultural contexts and dictionary entries shows that the terms analyzed in this paper primarily help to understand how the two countries (Russia and the US) can be culturally different. The study also illustrates how these terms have developed their own additional meanings, characteristic of their cultural and social development. Consequently, certain concepts can be transformed through the prism of a cultural vision of the world of different peoples.

**Keywords:** terms "business", "competition", "salary", "boss", "profit".

**Почта авторов / Author Email:** jgurenkova@mail.ru

The present paper deals with one of extremely important aspects of cultural and linguistic analysis of some terms which are very often used in business language. This problem of studying key words in business used by different languages and cultures demands special care in using methods of analysis. From the point of view of meaning, connotations and typical linguistic and cultural contexts the key vocabulary that attracted our attention, which is going to be regarded in this research seems to be rather informative for the learners of languages and cultures.

The groups of words under the study in both languages, English and Russian, includes such terms as

- 1) *business* – бизнес
- 2) *competition* – конкуренция
- 3) *salary* – зарплата
- 4) *boss* – начальник
- 5) *profit* – прибыль

Different sources were analyzed which illustrated the meanings, connotations and typical Russian and American contexts where these terms were found. The number of dictionaries (5) which helped to define the meaning, etymology, frequency of usage of these terms in both languages together with examples taken from mass media, Internet, special business magazines provided substantial information for the analysis of the groups of chosen key words in business for their comparison.

It would be instructive to examine in detail how frequent these terms are used in both languages, what connotations they get in different cultures. The learners of the languages should bear in mind that the study of special terms and vocabulary is never isolated from general problems of social and cultural background. In the course of our study we

compared the terms offered in the list of pairs, which are used in English and Russian. The objective of this investigation is to find the differences and similarities which become evident from the carried out analysis.

**The first pair of terms under study is:*****business* – бизнес**

The entry of *Online Etymology Dictionary* [7] informs the reader that the meaning of the word *business* was transformed from century to century: in old English it is presented as solicitude, in the 14<sup>th</sup> c. – occupation and pursuit and in the 16<sup>th</sup> c. – affair.

Thus we can see that the meaning of this word has undergone different transformations and nowadays when we look through the entry of *Longman Dictionary of English language and culture* [5, P. 167] that is giving us the present day meaning of the word we can see a lot of meanings which this word possesses (about 14 meanings). Some of these meanings coincide with the meanings given in *Russian explanatory dictionary by S.I. Ojhegov and N.U. Shvedova* (С.И. Ожегов и Н.Ю. Шведова [2, P. 47]). Some of these meanings were developed only in English culture and are not represented in Russian culture. The word *business* is rather productive and there exist numerous combinations with this word, such as *business lunch*, *business card*, *businesswoman*, most of which were borrowed into Russian as well but not all of them are used as in English, some of them are translated as, e.g. *business card* – визитная карточка, while the word *business lunch* is translated into Russian as бизнес ланч.

As for the *Russian etymological dictionary by N.M. Shansky* (Н.М. Шанский) [4, P. 117] the meaning of the word *бизнес* is explained there as the word borrowed in the Soviet epoch from English where business is regarded as activity (дело, занятие).

Let us consider some examples illustrating different meanings of this word and the ways they could be translated in both languages:

1) *The business of America is business.*

Основное занятие Америки – это предпринимательская деятельность.

2) *A teacher's business is to help children learn.*

Основная обязанность преподавателя — помогать детям учиться.

It is also interesting to analyze the word “*business*” and its derivatives from the cultural point of view. For example, the derivative of the word “*business*” “*businessman*” has quite negative connotation according to Russian mentality. Somebody who goes in for business is considered to be “the enemy of the nation”, a thief and just deceitful and cunning person. A businessman for many Russians is not a successful person as it is in America, but is a person who has plenty of money and what is more earns it in a dishonest way. And it is unfair in Russian culture not to share with others, even if it concerns money. No one should forget that Russia is a collectivist country while the USA is an individualistic one. That's why in America it is quite normal if someone is much richer than others, it is one's right and one's decision and no one should interfere in somebody's affairs. In Russia it seems to be impossible to prove to people that to occupy with business is not as bad as others think.

Even in *Russian dictionary of associations* by U.N. Karaulov, G.A. Cherkasova, N.V. Ufimtseva, U.A. Sorokin and E.F. Tarasov (Караулов Ю.Н., Черкасова Г.А., Уфимцева Н.В., Сорокин Ю.А., Тарасов Е.Ф.) [1, P. 56] we find rather negative associations with the word “*business*”: they are «грязный», «крутой», «афера», «преступность», «рэкет», and so on, and so forth. All these words confirm the fact that Russian people (of course those who are not businessmen) have an aversion for business and businessmen.

However, nowadays it is evident that only people brought up during the Soviet period adhere to such an opinion. The young generation who tries to imitate the Americans is eager to be businessmen and no wonder that many children desire to become “the new Russians” and not cosmonauts as it was in the Soviet Union. It is how time changes us and our desires.

**The second pair is:**

***competition* – конкуренция**

It is necessary to mention that this word in English and Russian languages has different roots.

*Online Etymology Dictionary* [7] informs the reader about the origin of the word *competition* and the entry explains that the verb *to compete* has the meaning “to strive in common”. The word *competition* appeared in the 17<sup>th</sup> c., it comes from late Latin and it meant “agreement”, “rivalry”.

As far as Russian etymology is concerned, the word *конкуренция* was borrowed from French in the epoch of Peter I. This word has connection with French verb *concurre* which means «сталкиваться, сшибаться, сражаться».

*Longman dictionary of English language and culture* presents three meanings of the word *competition* [5, P. 259], they are: 1) a test of strength, skill, ability, etc; 2) the act of competing; the struggle between several people or groups to win something or gain an advantage; 3) the (other) competitors, while in Russian dictionary we can see only one meaning which corresponds to the second meaning in English dictionary.

However, it is worth mentioning that the word *competition* can be translated into Russian as two different words: they are *конкуренция* and *соревнование*.

It seems to be quite important to mention that in Russian the meaning of the word *конкуренция* implies more aggressive attitude to the activities connected with the survival on the market in the world of business and the meaning of the word *соревнование* is more neutral, has positive features when “competition” doesn't lead to any loss of profit because the winner gets mainly respect and becomes famous (as it was in the Soviet time). The meaning of the word *соревнование* implies that it could be used in sports and some professional areas for getting qualification acknowledgements. To win this kind of competition means to get public appreciation and respect. So it is an interesting fact that there are two equivalents in Russian language for one word in English.

**The third pair is:**

***salary/wages* – зарплата**

There are two equivalents in English language for one Russian word *зарплата*, they are *salary* and *wages*. The difference is that *salary* is paid for the office-workers and *wages* for the manual work.

*Online Etymology Dictionary* [7] explains that the word *salary* comes from Latin word “*salarium*” which was associated with “salt-money, soldier's allowance for the purchase of salt”.

As for the Russian word «зарплата» it consists of two different words which are «заработная плата». To make this expression easier for pronunciation and expressing desirable delights Russian people decided to merge two words (заработная плата) into one (зарплата). So, it became easier to utter such raptures as, for example, «Наконец-то я получил зарплату!» and not «Наконец-то я получил заработную плату!». We see that the second variant is not as expressive as the first one. It lost the sense and emotions which people are eager to convey.

Let us analyze some cultural aspects. It seems that for an English speaker the meaning of the Russian expression «Сегодня зарплата!» with one would not have the same meaning. It is clear for any Russian person how these two words excite and make people happy. Without any doubt it is impossible to face such reaction in America, because they do not have any problems with salaries and wages in contrast to us, and the money is paid directly into their bank accounts. Nowadays in Russia it is tendency to get money from ATM and many people have already got accustomed to the fact that the money is paid directly into their bank accounts.

As *Russian dictionary of associations* [1, P. 213] informs us, the word «зарплата» has the following associations: «маленькая», «низкая» and even «мизерная». It shows that the Russians are not satisfied with their salaries at all. Of course it is stupid to declare that all the Americans in contrast to the Russians are contented with the money they are paid. But the fact is that we have to watch much more mass demonstrations and strikes devoted to the increase of wages in the regions of our country than in the regions of that which is overseas.

One more interesting thing is that the question “How much do you earn?” is considered to be rude in America. People do not like to inform others about their private life, which is inseparably linked with their money. However, if they give information about salary, they mean that this money is paid per year, but not per month, as it is in Russia. E.g. *The Economist* [6, P. 99], [100] regularly publishes

information concerning vacancies which mention the offered salary:

- 1) *UCD Faculty of Agriculture...Salary: € 30086 — € 71814 per year*
- 2) *Regional Coordinator: Asia and Eastern Europe. Salary: £ 4000 — £45000*

**The fourth pair is:**

**boss — начальник**

*Online Etymology Dictionary* [7] informs us that the word *boss* is of Dutch origin, it means *master*.

In Russian the word *начальник* is derived from the verb *начать*, i.e. in Russian it is a person who begins something, starts doing something new, while in English the word *boss* is more relative to a person who employs people.

It is interesting that in America you can easily become a boss. The difference between a worker and a boss is economic, in the money they get, but not in social life. Workers struggle for perks, for better salaries, medical insurance etc. In Russia status plays an important role. Being at the top level means much for Russians, they sense their superiority and it gives them self-reliance and assurance of success.

In *Russian dictionary of associations* [1, P. 359] we find that the word «начальник» has such associations as «дурак», «злой», «глупый», «плохой» and «грубый». So, it is evident that Russian people have no special liking for their directors and it can be caused by the fact that in Russia bosses often don't respect their subordinates thereby to confirm their appointment as the "main person", i.e. the director. Taking into account this statement one can say that Russian bosses are doomed to be alone. In America it often happens that a director and his subordinate become good friends.

Another fact that is worth paying attention to concerns the role of women as bosses. In America it is considered to be tactless to discuss whether a woman can be a successful boss or it was not stipulated by the nature. We find contrary situation in Russia. As it was written in Russian magazine «Огонек» [3, P. 22], such a question gives rise to a lot of talk among the Russians. The piece of information of great importance is that the British Consulting Company *Grant Thornton* elicited the fact that 89% of women are bosses in Russian companies. Moreover, our country is in the lead in the world according to this index.

Nevertheless, almost all Russian males are sure that women were not created to become directors and each female should know her role which is to all appearances a mother and a housewife.

For the Russians it is quite normal to think that men and women are not equal while in America it is generally known that all people are equal and there is no division into males and females especially when it comes to work or money. Thus it is difficult for American people to understand why it is unnatural from Russian point of view for woman to be a head. The only explanation of it can be that fact that women are more emotional than men and for that reason they can ruin any system.

**The fifth pair is:**

**profit — прибыль**

*Online Etymology Dictionary* [7] informs the reader that in the 14<sup>th</sup> c. the word *profit* had the meaning of *advantage, benefit, gain*.

It is evident that the word *прибыль*, though there is no entry in the *Russian etymological dictionary* by N.M. Shansky

for it, was derived from the verb *прибыть*, and thus it is of Russian origin and was not borrowed from other languages.

Modern Russian and English dictionaries have similar definitions for these words in both languages, though they do not have similar origin. It seems that they are parallel in use due to the same ideas expressed in these terms in both cultures as they are economic terms. These terms have absolutely identical meaning as they are used in book-keeping and denote the same things.

However, from our point of view there are some differences between these two terms if cultural aspects are to be taken into account. First of all, we mean negative attitudes of other people. Again it is very important to emphasize that our country hasn't still recovered from the Soviet period. That's why many people judge the society from socialistic point of view. Normally they bear in mind that everything should be shared with everybody. For this reason Russian people have negative attitude to others' profits which rouse envy in them. The other fact of great importance is that many Russians are sure that nearly all profits have not been honestly earned. Hence it appears that most Russians who often suffer from lack of money have no special sympathy for successful, especially in business, people.

In the USA if someone gets profit it means that he/she merits it for his/her hard work. No one dares to blame one for his/her achievements. In America it is considered to be discourteous and bad-mannered to interfere in others' private lives while in Russia it affords pleasure. Many Russian people want to know about the problems of others in order to feel that not only they suffer so much.

Another thing is that Americans are seriously at odds with themselves about profits. Their attitude can be explained as appreciation of the profit motive and non-admission of profits. It is the paradox that the Americans want people to work for profits but they are not at all sure that they want them to be earned. American people think that it is absurd to hold that profit is a desirable incentive but a poor achievement. Men cannot work on the basis that it is right and necessary for them to pursue a goal that, when they reach it, will prove a sterile thing at best, and at worst a harmful one.

The Russians are in no such dilemma. They want profits and not just "the profit motive".

Our survey may be concluded with some remarks concerning the origin, the use and the derivatives of these five pairs of words in both languages. The comparative analysis illustrated that some words were borrowed in both languages from different sources (e.g. salary — зарплата), some were borrowed from the same source (e.g. business — бизнес) and some derived from their own original words (e.g. прибыль, начальник).

The comparison of the cultural contexts and dictionary entries shows that the terms analyzed in our paper, first of all, helped us to understand how two countries (in our case they are Russia and the USA) can be culturally different. Second, we managed to demonstrate how these terms have developed their own additional meanings typical for their cultural and social development. The conclusion shows that similar ideas could be transformed through the prism of cultural vision of the world of different nations.

**Список литературы / References**

1. Караулов Ю. Н. Русский ассоциативный словарь / Ю. Н. Караулов, Г. А. Черкасова, Н. В. Уфимцева, Ю. А. Сорокин, Е. Ф. Тарасов. – М., – 2002. – Т. 1. – С. 56, 213, 359.
2. Ожегов С.И. Толковый словарь русского языка / С. И. Ожегов, Н. Ю. Шведова. – М., – 1997. – С. 47.
3. Огонек. – №12. – 21-27 марта 2005. – С. 22.
4. Шанский Н. М. Этимологический словарь русского языка / Н. М. Шанский. – М., – 1965. – Т.1. – Вып. 2. – С. 117.
5. Longman Dictionary of English language and culture. – 2002. – 167, 259pp.
6. The Economist. – November 6–12, 2004. – 99, 100pp.
7. Online Etymology Dictionary [Электронный ресурс] – URL: <http://www.etymonline.com> (дата обращения: 29.05.2017)

**Список литературы на английском / References in English**

1. Karaulov Ju. N. Russkij associativnyj slovar' [Russian Associative Dictionary] / Ju. N. Karaulov, G. A. Cherkasova, N. V. Ufimceva, Ju. A. Sorokin, E. F. Tarasov. – Moscow, – 2002. – V. 1. – P. 56, 213, 359.
  2. Ozhegov S.I. Tolkovyj slovar' russkogo jazyka [Explanatory dictionary of the Russian language] / S. I. Ozhegov, N. Ju. Shvedova. – Moscow, – 1997. – P. 47.
  3. Ogonek. – №12. – March 21-27, 2005. – P. 22.
  4. Shanskij N. M. Jetimologicheskij slovar' russkogo jazyka [Etymological dictionary of the Russian language] / N. M. Shanskij. – Moscow, – 1965. – V.1. – No. 2. – P. 117.
  5. Longman Dictionary of English language and culture. – 2002. – 167, 259pp.
  6. The Economist. – November 6–12, 2004. – 99, 100pp.
  7. Online Etymology Dictionary [Электронный ресурс] – URL: <http://www.etymonline.com> (дата обращения: 29.05.2017)
-



## Practical knowledge of languages (UDC 81`24)

DOI: <https://dx.doi.org/10.18454/RULB.10.17>

Савина Н.А.

Старший преподаватель, Ивановский филиал РАНХиГС

## ХАРАКТЕРИСТИКИ РЕКЛАМЫ С ТОЧКИ ЗРЕНИЯ ПРАГМАЛИНГВИСТИКИ

## Аннотация

В статье анализируется реклама как сложное, многогранное явление, изучение которого предполагает междисциплинарный подход, в котором доминирует прагмалингвистический аспект, исследующий этот процесс в целом: через коммуникативную ситуацию, речевой акт, адресата, адресанта, пресуппозицию, перлокутивный эффект и т. Д. Также здесь анализируются факторы, которые усиливают перлокутивный эффект и являются обязательными при создании рекламы, это, прежде всего, идентификация, то есть сильная связь визуального ряда рекламы с рекламируемым объектом, передающая адресату основной смысл сообщения. Не менее важным для рекламы является категория имплицитности, которая проявляется через вербальную, а также невербальную часть этой формы общения (фонация, миремика, мимика, проксемика и др.), что демонстрируется здесь при анализе рекламных кампаний парфюма, которые описывают свои продукты с помощью как словесных, так и визуальных средств (описание продукта на сайте и видео). Делается попытка показать, как в процессе восприятия рекламы происходит декодирование содержащейся в ней информации, то есть, как центральный образ видеоряда накладывается на содержание вербальной части рекламы.

**Ключевые слова:** невербальные компоненты, невербальная коммуникация, дискурс, перлокутивный эффект, прагмалингвистика.

Savina N.A.

Senior lecturer, RANEP Ivanovo branch

## ADVERTISING CHARACTERISTICS FROM THE VIEWPOINT OF PRAGMALINGUISTICS

## Abstract

The paper analyses the advertisement as a complex, multifaceted phenomenon, the study of which presupposes an interdisciplinary approach in which the pragmalinguistic aspect is dominant studying this process as a whole: via the communicative situation, speech act, adressant, addressee, presupposition, perlocutionary effect, etc. Factors that boost the perlocutionary effect and are mandatory in the creation of an advertisement are also analyzed here. They consist in strong connection of the advertising image with the advertised object that influences the ability of the addressee to understand the meaning of the message. No less important for the advertisement is the category of implicitness, which is revealed through the verbal as well as non-verbal part of this form of communication (phonation, mireemics, mimics, proxemics and others) that is being demonstrated here in the analysis of perfume advertising campaigns that describe their products with the help of both verbal and visual representation (product description on the site and a video). The attempt is made to show how in the process of perception of an advertisement a decoding of the information contained in it occurs, i.e. the concept image overlaps the concept of the verbal text.

**Keywords:** non-verbal components, non-verbal communication, discourse, perlocutionary effect, pragmalinguistics.

**Почта авторов / Author Email:** savinan-85@mail.ru

The advertisement is a complex, multifaceted phenomenon, the study of which presupposes an interdisciplinary approach in which the pragmalinguistic aspect is dominant, since it allows one to study the functioning of various linguistic means in terms of their impact potential.

It is evident today that the advertisement has already become a prominent type of discourse, which is characterized by a system of stylistic, lexical and grammatical peculiarities of its own and functions according to its own rules.

Moreover, it is already widely known that advertisements possess a great persuasive power. In this connection it would be appropriate to cite Gillian Dyer who examines advertising as a form of communication in contemporary society: "The primary function of advertising is to introduce a wide range of consumer goods to the public and thus support the free market economy, but this is clearly not its only role; over the years it has become more and more involved in the manipulation of social values and attitudes, and less concerned with the communication of essential information about goods and services. In this respect it could be argued that advertising nowadays fulfills a function traditionally met by art or religion". [2, P. 1]

In a number of research papers both Russian and foreign authors analyze the linguistic context of advertising and prove that it is a prominent discourse type in almost all

contemporary societies that can tell us a good deal about their psychology.

All these research works investigate the phenomenon of advertising from all possible angles and form their own approaches to the investigation of the persuasive power of an advertisement. They go deeply into detail as to the role of images and visual effects in the commercial and their correlation with the amount of text. They deal with the graphical signs and their effect and also observe numerous persuasive techniques that make it possible to influence the audience both emotionally and logically.

The discourse of advertising is analyzed in a very detailed way in the work by Guy Cook. He views the topic in a very broad way using such notions as «text» and «context», «co-text» and «intertext» that he distinguishes from the notion of discourse: «The study of language must take context into account, because language is always in context and there are no acts of communication without participants, intertexts, situations and gender language». [1, P. 11]

Although the discourse analysis is focused mainly on language, it is not concerned with the language alone. It also deals with the context of communication: who is communicating to whom and why; through what medium; how different types and acts of communication evolve and how they relate to each other. The breadth of this approach is justified by the belief that neither specific acts of

communication nor the internal mechanisms of language can be well understood in any other way but together. Hence discourse analysis views language and context holistically.

Nowadays the systematic approach to communication and means of communication is being broadened with the help of pragmalinguistic approach, studying this process as a whole: via the communicative situation, speech act, addresant, addressee, presupposition, perlocutionary effect, etc. In this connection it should be mentioned that advertisements are studied as a means of "life communication" both reflecting mass consciousness and forming it on a daily basis, since the pragmatic goal of any advertising message is to induce a specific action - the purchase. There are two stages of the formation of the perlocutionary effect: the first stage is the emotional reaction of the addressee to the advertising message, the second stage is the action-acquisition. Factors that boost the perlocutionary effect and are mandatory in the creation of an advertisement consist in, first of all, strong connection of the advertising image with the advertised object and the ability of the addressee to understand the meaning of the message.

No less important for the advertisement is the category of implicitness, which is revealed through the verbal as well as non-verbal part of this form of communication (phonation, mitemics, mimics, proxemics and others). To demonstrate this interrelation, it would be relevant to give the examples from the advertising campaigns that describe their products with the help of both verbal and visual representation (product description on the site and a video). In the process of perception of an advertisement a decoding of the information contained in it occurs, i.e. the concept image overlaps the concept of the verbal text. Accordingly, the interaction of the two concepts leads to the creation of a single common message. Most often in the advertisement, verbal and non-verbal means complement each other, thereby creating a more vivid, more memorable image.

This idea is very vivid in perfume advertising, as it very much depends on the way the perlocutionary effect is realized through the product image and description.

In its new generation on fragrances Dior has created an advertising campaign devoted to several new J'adore products, combining the key ideas in the movie starring Charliz Theron. All the fragrances (J'adore Injoy, J'adore Eau de Toilette and Eau de Parfum) are united by the same images and ideas expressed both in product descriptions at the site and the advertisement text of the movie.

*J'adore Injoy is a perfume that literally "smells" of joy. A new, instant pleasure, an exclamation that springs forth like a declaration of love for life: J'adore Injoy!*

*J'adore Eau de Toilette has an extraordinary temperament. There is something attractive and sparkling about it. It is an immediate explosion, a direct road to pleasure.*

*"J'adore is an extraordinary fragrance because it achieves the feat of being an original signature that easily appeals. Sensual without being too heavy. It is a composition that brings opposites together, that makes iconic floral notes into an alluring, unique and mysterious ensemble. J'adore invents a flower that doesn't exist, an ideal."*

These descriptions, containing lots of adjectives that facilitate the transfer of evaluation information, for example: "instant pleasure", "extraordinary temperament", "attractive and sparkling", "unique and mysterious ensemble" alongside with noun and verb combinations, giving the idea of motion "exclamation that springs forth", "immediate explosion", "a direct road to pleasure", "composition that brings opposites

together" etc. are compressed in some simple phrases, pronounced by the actress, while she is running forward towards the light, playing with the splashes of water, illuminated by the sun:

*"I touch the rain, I see the sun and it says "run" I watch it all turn into water. The earth, the sun and me...we are gold"*.

Her mimics, gestures and voice, pronouncing the text, especially in the echo-phrase "J'adore", which means "I just love it" and, at the same time, is the name of the product, clearly demonstrate pleasure and, in combination with the non-verbal part of the movie manifest a greater emotional impact.

In "Miss Dior Absolutely Blooming" movie, starring Natalie Portman, another idea of femininity is presented. The fragrances (Miss Dior, Miss Dior Silky Body Mist and Miss Dior Original) in their product description bring out the image of youth and freedom, expressed by a different set of nouns and adjectives: "positive and joyful harmony", "playful and irresistible Miss Dior", "exquisite femininity", "delicate trail":

*Miss Dior Absolutely Blooming is an instant present for you. It is a beautiful gift that strikes you immediately. A positive and joyful harmony for a playful and irresistible Miss Dior.*

*I created this perfume to clothe every woman in exquisite femininity, as though each of my gowns were emerging, one by one, from the bottle.*

*The silky texture of Miss Dior Silky Body Mist creates a delicate trail, full of nuance. A moment in the beauty ritual to truly connect with oneself.*

However in the movie the idea of fragrance being a "dress" and "beauty ritual", which is expressed verbally in the text and realized in the visual part via the image of the actress wearing a wedding gown, while getting ready for the ceremony (the ritual).

There is no much information expressed verbally, only when the heroine asks to call her "miss", not "madam", which clearly expresses her evident reluctance to get married. The emotional effect is intensified by the use of such non-verbal means as the color: the black-and-white picture becomes colorful when the girl flees from the ceremony and changes her dress. So the message of this advertisement is expressed mostly by non-verbal means, but it well correlates with the product description at the site.

In men fragrances product range Sauvage created a series of movies called "Tales of the wild" about strong men living in harmony with nature. The main movie starring Johnny Depp portrays a rock star, who leaves the big city and goes into the desert to find the new inspiration.

The Slogan of the campaign "Sauvage. Raw and Noble" as well as product description depict the character of the brand: strong, free and natural:

*A radically fresh composition, dictated by a name that has the ring of a manifesto. That was the way François Demachy, Dior Perfumer-Creator, wanted it: raw and noble all at once.*

The perlocutionary effect here is achieved mostly by non-verbal means: the images of wild nature, animals, the sound of rock music and desert life. The text in the movie appeals to the feelings and sounds like a dialogue as it uses brisk abrupt syntax as well as interrogative and elliptical sentences.

*I have to get out of here. Which way? I don't know. What am I looking for? Something I can't see. I can feel it. It's magic. Sauvage.*

Nowadays quite a large number of studies is devoted to the issue of the ratio of verbal and non-verbal components in advertising, but at the same time, non-verbal patterns seem to be insufficiently studied. However, the basic manipulative

tactics are implemented not least with the help of non-verbal methods of influence that boost the impact of an advertisement and create a perlocutionary effect as it is quite clear from the examples.

#### **Список литературы / References**

1. Ганина В.В. Эмоции человека и невербальное поведение: гендерный аспект / В.В. Ганина, Ф.И. Карташкова. – Иваново: Иван. гос ун-т, 2006
2. Cook G. The discourse of advertising / G. Cook. – London, New York, Routledge, 2001.
3. Dyer G. Advertising as Communication / G. Dyer. – London, 1995.

#### **Список литературы на английском / References in English**

1. Ganina V. V. Emozii cheloveka i neverbal'noe povedeniye [Human emotions and non-verbal behavior: the gender aspect] / V. V. Ganina, F. I. Kartashkova. – Ivanovo: IvSU, 2006. [in Russian]
  2. Cook G. The discourse of advertising / G. Cook. – London, New York, Routledge, 2001.
  3. Dyer G. Advertising as Communication / G. Dyer. – London, 1995.
-

## General questions relating to both linguistics and literature. Philology (UDC 80)

DOI: <https://dx.doi.org/10.18454/RULB.10.16>Нефедова Л.А.<sup>1</sup>, Деулин Д.А.<sup>2</sup><sup>1</sup>ORCID: 0000-0003-3105-766X, профессор, доктор филологических наук, <sup>2</sup>ORCID: 0000-0002-1241-0774, аспирант, Челябинский государственный университет

Статья подготовлена при поддержке гранта РФФИ 15-04-00455а.

## РОЛЬ ИНДИВИДУАЛЬНОГО МИРОВОЗЗРЕНИЯ АВТОРА В ОБРАЗОВАНИИ МИФОНИМОВ

## Аннотация

В статье приведен пример влияния языковой личности автора и авторского мировоззрения на пространство художественного текста при помощи авторских вымышленных имен собственных (мифонимов) на материале произведений О.Н. Громыко. Целью исследования является подчеркнуть зависимость процесса словотворчества автора и выбора словообразовательных моделей от индивидуального мировоззрения автора. В статье приводится разбор «говорящих» имен собственных (характеронимов), который представляет интерес с точки зрения прагматики художественного текста, его способности воздействовать на читателя. Приведены примеры мифонимов, созданных автором. Подводится теоретическое обоснование функционирования мифонимов в ономастическом пространстве художественного текста. Выбор цели исследования мотивирован низкой изученностью предмета, а материала – популярностью данного автора в выбранной языковой среде.

**Ключевые слова:** мировоззрение, поэтическая ономастика, мифоним, вымышленные имена собственные, лингвистика текста.

Nefedova L.A.<sup>1</sup>, Deulin D.A.<sup>2</sup><sup>1</sup>ORCID: 0000-0003-3105-766X, Professor, PhD in Philology; <sup>2</sup>ORCID: 0000-0002-1241-0774, Postgraduate student, Chelyabinsk State University

The research was supported financially by Russian Foundation for Basic Research (Project No 15-04-00455a "Analogue and cognitive processes in linguocreative activity of the personality").

## THE ROLE OF INDIVIDUAL AUTHOR'S WORLDVIEW IN MYTHONYMS CREATION

## Abstract

The article provides an outline of the influence of the linguistic personality of an author and author's worldview on fiction text with the help of author's fictitious proper names (mythonyms). The article is based on the material of works by O.N. Gromyko. The aim of the research is to emphasize the dependence of the author's word-creation process and the choice of word-building models on the individual worldview of the author. The article provides an analysis of the charactonyms, which is of interest from the point of view of the pragmatics of a fiction literature text, its ability to influence the reader. Examples of mythonyms created by the author are given. A theoretical basis of mythonym functioning in the onomastic space of a fiction composition is presented. The choice of the research is motivated by the fact that the sphere is not studied well enough. The material is chosen according to the popularity of this author in the language environment.

**Keywords:** worldview, poetic onomastics, mythonym, fictitious proper names, text linguistics.

**Почта авторов / Author email:** lan2@mail.ru, addeulin@gmail.com

A literary work, which is a result of the creative process, is one of the variants of interpersonal communication which possesses a number of significant distinctive features. According to the article of A.S. Komarov this type of communication is of a virtual nature, carried out through a text that acts as a materialized form of this communication. Interlocutors in this type of communication are the author, the characters, and the reader [6].

Considering the role of the author's personality in this system of relationships it should be noted that the author creates a virtually new world that reflects the inner world of the author's personality as the implementation of the creative process. Onomastic space of the fiction composition is a part of this world and one of its subsystems. Onomastic space of a fiction text reflects the peculiarities of author's creativity, its genre and stylistic differences, as well as the attribution of the work itself to the epoch depicted in it, or the era it was created in. Onomastic space is a reflection of the linguistic personality of the author manifestation of his will and creative intention. Peculiarities onomastic space of a fiction text can be traced with the outmost clarity with an analysis of a big, epic composition or a successive analysis of several works of one and the same author.

Authors working in the fantasy genre often create a new world for their narration. According to L.A. Nefedova text perception can be regarded as a correlation of the world

model in the subject's head (the picture of the world) with one displayed in the text. In this perspective onomastic space of a fiction text gains special significance as it provides the necessary images of the author's model of the world, and we perceive the surrounding us objective world as a whole entity only on the condition that it contains supporting elements reflected in our consciousness in the form of visual images. They are images of individual objects included into a single reality and constant in comparison with the image of the whole world. In the process of perception of the text, the role of images of objects in it is fulfilled by the image of the content [8. P. 173-174].

It is worth mentioning the system-forming role of onyms for onomastic space of a fiction text. According to V.N. Mikhailov onyms themselves play the organizing role for onomastic space [7]. The systematic nature of this phenomenon allows us to identify the motives of onym selecting as well as to reveal their stylistic possibilities in a specific text.

Such features as static character, insularity and anthropocentricity of onomastic space of a fiction literature work make it possible to regard it as an independent, autonomously functioning phenomenon where the role of the author as a creator is significant. Being in the process of creation, the author manifests will in the initial creation of poetonyms, mainly relying on the national onomasticon. One of the important features is that the author is not allowed to

alter the onomastic space of the fiction literature composition after its completion.

There is a special method of charactonyms which is widely used in fiction literature. These proper names have a special position in the text: a proper name is enriched by the author with the variety of associative connections and the depth of meaning that is revealed in the context of the work.

According to E.A. Yushkova and N.V. Labunets charactonyms comprehension can serve as a key 'to the entire fiction literature text comprehension' [10].

A.V. Superanskaya allocates two categories of proper names: natural proper names and literary proper names [9]. There are both types of proper names used in fiction literature: natural names that were transferred by the author to the work and literary names. Mythonyms are a special category of proper names which also functions in the onomastic space of a fiction text describing the name of any sphere of onomastic space in myths, epics, fairy tales and folk epic stories [1].

Onym functioning in the text has its own specific features, so names, being the result of the writer's language identity work, create artistic images and become an integral element of the form of the story. Onyms can carry a remarkably expressed semantic load, have an unusual sound image and have a hidden associative background. It is included in the task of proper names of a fiction literature text to be stylistically correct and accurate, they must correspond the entire spirit, the idea and the aims of the work. They must bear the specific colour of the work and fully convey the author's idea.

Onyms are of particular interest for the study of the pragmatics of the literary text. Under the pragmatic function of a fiction text is understood the ability to evoke certain emotions, assessments, excitements, motivations from readers and listeners. According to scientists O.A. Biriukova and N.F. Sandina pragmatism of an artistic text is the ability to evoke a communicative effect which will reflect the author's intention, his communicative strategy and the conceptual picture of the world [2].

Proper name pragmatism and charactonyms pragmatism become interesting for research from the aspect mentioned above. The pragmatism of an onym assumes the correlation of it with a certain psychological essence, represented in the mind of the speaker or the listener. Onyms are attached to the object and acquire a reference only in the process of naming.

It is worth emphasizing that the discourse of a fiction text is a special sphere of onym functioning. Words used in the text are correlated with "real and represented reality, with modern literary language and the language of the work of art [10]. This contributes to the fact that the reader forms associative links of the word independently which may lead to a reconsideration of its semantisation. Onyms invented by the author are one of the most valuable components in the system of means of artistic expressiveness in literature.

The works of the Belarusian writer Olga Nikolaevna Gromyko will be a good example to outline how an author's worldview influences the selection and usage of proper names in fiction literature. O. N. Gromyko having begun to publish in 2003, quickly gained popularity in the genre of fantasy literature, was awarded with prestigious literary prizes "Sword without a name" and "Star Bridge", and the circulation of books in Russia is amounted to be about 300,000 copies. O.N. Gromyko was born in Vinnitsa, a city in west-central Ukraine. She graduated from Belarus State University and now lives and works in the Republic of Belarus. Although her work-language is Russian, her

personality (and through this works) is also featured by Ukrainian and Belarus cultures. It can be easily traced through authorial mythonyms which bear clear resemblance of Slavic culture. So, for example, the name of Gromyko's native town Vinnitsa was transformed by her into the name of a country Vinessa where people speak with an accent similar to Ukrainian [3]. The action of most of the writer's works unfolds in a fictional world with a single onomastic space that is composed of onyms in an idealized Slavic style: Vladstok, Beloria, Opadischa, claden, grayun-grass, etc. [3]. Even outside this series the author adheres to the chosen style while composing various onyms including mythonyms or charactonyms. The whole system of authorial mythonyms is influenced by Gromyko's language personality which helps her to depict characters with the outmost clarity. The following examples are indicative.

Charactonyms are widely used by O. N. Gromyko to compose her mythotoponyms and mythopersonyms. One of the characters of the book "Year of the Rat" is called Невралий (eng. Neverlie). According to the story, he is a storyteller and a wandering wizard who has seen much in his way and therefore never lies in his stories. In this context, his name, being a charactonym, emphasizes his qualities and gives a positive characterisation, helping to understand the reader why all people in the book treat him respectfully.

– *Знаменитый странствующий мудрец Невралий, – благоговейно ответила та. – Он знает одиннадцать языков, владеет шестью видами оружия и пешком обошел восемь стран! Книги с его творениями хранятся в доме у каждого богача, и любой менестрель почитает за честь сложить песню на его стихи!*[4. P. 13]

However in the course of the narrative the reader becomes aware that Невралий deceives people by presenting other people's stories as his own, and the attitude to the character is changing. The meaning of the charactonym is changed without changing the form. The reader sees that the very name of the character is lying and this allows the author to characterize him more.

*Невралий быстро это просек и, заверив почтенную публику, что сейчас «поведает ей удивительнейшую историю, которая исторгнет смех и слезы даже из самых черствых душ!», сделал мальчишке-ученику знак тихонечко подыгрывать на флейте и начал «творить». Тут-то Рыска и допила вино, как воду. Мудрец рассказывал ее сказку.*[4. P. 160]

Charactonyms are also widely used by O. N. Gromyko to describe the terrain where the actions unfold. Fictional toponyms (mythotoponyms) allow the reader to imagine where the characters are at this or that time. It also gives the author possibility to realize her creative intention. Through mythotoponyms, the author informs the reader about a city, river or fortress or other geographical objects of the world invented by her. Thus the desired communicative effect is achieved.

The fortress of Йожиг got its name from the distorted Russian word "hedgehog" or "ёжик". The reader can easily imagine this animal which is able to defend itself by curling into a ball its needles outwards. During the war that took place in the fictional kingdom this fortress had to be the first to stand on the defensive.

– *Маленький? – Теперь удивилась Рыска. Судя по рассказам дедка, Йожыг был единственным оплотом Ринтара в прошлой войне.*

– *В четверть Макополя. Фактически крепость, обросшая веской. А сейчас от него вообще одни развалины остались, он же вечно из рук в руки*

переходит: *Йожыг* первым сражением берут, а последним сдают.[4. P. 85]

Mythotoponym Зайцеград (Eng. Harecity) can also be considered as charactonym. The main activity for this city is hare fighting, which brought fame to the city. Location and appearance are the distinctive features of another fictional settlement Макополе (Eng. Poppyfield). According to the author's description the hills around the city are covered with poppy fields, and the inhabitants paint the roofs in red "poppy" colour. Mythotoponyms allow the reader to imagine the city by giving clues to the imagination.

*Рыска думала, что городом ее уже не удивить, но Зайцеград отличался от Макополя, как веска от хутора. Крыши и сами дома тут были ярко-рыжими по-настоящему, без крашеной соломы, – глины в округе хватало. Весело зеленели деревья, редкие, но оттого высокие и раскидистые. Ветер привольно гулял по широким улицам, выметая с них спертый городской дух.*[4. P. 10]

*С опушки на город открывался такой вид, что Рыска замерла от робости и восхищения. Конец весны раслил холмы маками, как старательная невеста – свадебное полотенце: густо и с душой. В центре огромным караваем лежал такой же алый город. Крыши*

*смыкались плотно-плотно, словно шляпки опят; отсюда казалось, что они вовсе срослись. Понятно теперь, почему его Макополем кличут!*[5. P. 85]

To conclude this it should be said that the role of an author's language personality in word building process is not studied well enough. Various researches are dedicated to this theme; e.g. the doctoral dissertation of Laszlo Toth based on the works by Istvan Szilagyi [11]. There are still points to be discussed.

Judging by the examples provided above, one can see how the author's language personality and worldview influence the process of a new world creation. Mythonyms which can be found in the text possess additional descriptive force for a reader due to the similarity of reader's and author's language personalities. Function within the framework of a fiction literature text; where interpersonal communication occurs between the author and the reader, during which the communicative tasks of the author are achieved with the creation of literary images and their transfer using author's mythonyms. Creative thinking is realized as a higher level of the author's analogue-cognitive thinking in the process of creating mythonyms and an onomastic space of the text of literature works.

#### Список литературы / References

1. Артемова А. Ф. Английские имена собственные и пополнение словарного состава / А. Ф. Артемова, О. А. Леонович // Иностранные языки в школе. – 2005. – № 1. – С. 101-106.
2. Бирюкова О. А. Парадигматическая структура индивидуально-авторского ономастикона в художественном тексте / О.А. Бирюкова // Текст как объект литературоведческого анализа : Сб. науч. ст. – Чебоксары: Чувашский гос. инст. 2010. – С. 89-93.
3. Громыко О. Н. Верховная ведьма: Фантастический роман / О. Н. Громыко. – М.: «Издательство АЛЬФА-КНИГА», 2014. – 411с.: ил.
4. Громыко О. Н. Год крысы. Путница / О. Н. Громыко. – М.: «Издательство АЛЬФА-КНИГА», 2010. – 506с.:ил.
5. Громыко О. Н. Год крысы. Видунья / О. Н. Громыко. – М.: «Издательство АЛЬФА-КНИГА», 2009. – 344с.: ил.
6. Комаров А. С. Межличностное взаимодействие читателя, автора и персонажа художественного текста / А. С. Комаров // Вестник МГИМО университета №5 (26). – М.: ФГОБУ ВПО «МГИМО МИД РФ», 2012. – С.215 – 220.
7. Михайлов В. Н. Роль ономастической лексики в структурно-семантической организации художественного текста / В. Н. Михайлов // Русская ономастика. – Одесса: ОГУ, 1984. – С.101-109.
8. Нефедова Л.А. Восприятие текста как активный когнитивный процесс / Л. А. Нефедова // Слово, высказывание, текст в когнитивном, прагматическом и культурологическом аспектах. – Челябинск: Издательство «РЕКПОЛ», 2008. – С. 172-176.
9. Суперанская А. В. Структура имени собственного / А. В. Суперанская. – М.: Наука, 1976. – 200 с.
10. Юшкова Е. А. Имя собственное в контексте фантастического произведения [Электронный ресурс] / Е. А. Юшкова, Н. В. Лабунец // Language and Literature. – № 6. – 2006. – URL: <http://frgf.utmn.ru/last/No6/journal.htm>
11. Toth Laszlo, Theory and methodology in literary onomastics. Proper names in István Szilagyi's novels (in particular in Hollóidő /Time of ravens)/Laszlo Toth. Theses of doctoral (PhD) dissertation. – Pázmány Péter Catholic University, Piliscsaba. – 2014. – 10 с.

#### Список литературы на английском / References in English

1. Artemova, A. F. Angliiskie imena sobstvennye i popolnenie slovarnogo sostava [English proper names and ways of lexis enrichment] / A. F. Artemova, O. A. Leonovich // Inostrannye yazyki v shkole [Foreign languages for school journal]. – 2005. – № 1. – P. 101-106. [in Russian]
2. Biryukova, O. A. Paradigmaticheskaya struktura individualno-avtorskogo onomastikona v khudozhestvennom tekste [Paradigmatic structure of individual author's onomasticon in fiction literature] / O.A. Biryukova // Tekst kak objekt literaturovedcheskogo analiza [Text as an object for literary analysis] : Sb. nauch. st [Collection of scientific articles]–Cheboksary: Chuvash State Institute, 2010. – P. 89-93. [in Russian]
3. Gromyko O.N. Verkhovnaya Vedma: fantasticheskii roman [The Supreme Witch]/ O. N. Gromyko. – M.: Alpha-book publishing house, 2014. – 411 p. [in Russian]
4. Gromyko O. N. God krysy. Putnitsa [Year of the Rat. The Journey girl] / O. N. Gromyko. – M.: Alpha-book publishing house, 2010. – 506 p. [in Russian]
5. Gromyko O. N. God krysy. Vidunia [Year of the Rat. The Prophet]/ O. N. Gromyko. – M.: Alpha-book publishing house, 2009. – 344 p. [in Russian]
6. Komarov A. S. Mezhlchnostnoe vzaimodeistvie chitatelya, avtora i personazha khudozhestvennogo teksta [Interpersonal interaction of reader, author and character of a fiction literature text]// Vestnik MGIMO №5 (26) [MSIIR Bulletin. Series 5.]. – M.: MGIMO, 2012. – P. 215 – 220. [in Russian]

7. Mikhilov V. N. Rol onomasticheskoi leksiki v strukturno-semanticheskoi organizacii khudozhestvennogo teksta [The role of onomastic lexis in structural-semantic organization of a fiction text] / V.N. Mikhailov // Russkaya Onomastika [Russian Onomastics]. - Odessa: OSU, 1984. – P.101-109. [in Russian]
  8. Nefedova L. A. Vospriyatie teksta kak aktivniy kognitivniy process [text perception as an active cognitive process]//Slovo, vyskazivanie, tekst v kognitivnom, pragmaticheskom i kulturologicheskom aspektakh [Word, utterance, text in cognitive, pragmatic and cultural aspects]. Chelyabinsk: Rekol' publishing house, 2008. P. 172-176. [in Russian]
  9. Superanskaya A. V. Struktura imeni sobstvennogo [Structure of proper names] / A.V. Superanskaya. – M.: 'Nauka' publishing house, 1976. – 200 p. [in Russian]
  10. Jushkova E. A. Imya sobstvennoe v kontekste fantasticheskogo proizvedeniya [Proper names in a fantasy book context] [Electronic resource] / E.A. Jushkova, N.V. Labunets // Language and Literature. - № 6. - 2006. – URL: <http://frgf.utmn.ru/last/No6/journal.htm> (accessed: 01.06.2017) [in Russian]
  11. Toth Laszlo, Theory and methodology in literary onomastics. Proper names in István Szilágyi's novels (in particular in Hollóidő /Time of ravens/)/Laszlo Toth. Theses of doctoral (PhD) dissertation. - Pázmány Péter Catholic University, Piliscsaba. – 2014. – 10 c.
-

DOI: <https://dx.doi.org/10.18454/RULB.10.14>Азначеева Е.Н.<sup>1</sup>, Мамонова Ю.В.<sup>2</sup><sup>1</sup>ORCID:0000-0003-2437-3859, профессор, доктор филологических наук, <sup>2</sup>ORCID:0000-0001-5614-3930, доцент, кандидат филологических наук,

Челябинский государственный университет

*Работа выполнена при финансовой поддержке РФФИ, грант 15-04-00455, проект «Аналогово-когнитивные процессы лингвокреативной деятельности личности».***КОГНИТИВНО-СЕМИОТИЧЕСКИЕ АСПЕКТЫ ИЗУЧЕНИЯ ПРОФЕССИОНАЛЬНОГО ДИСКУРСА****Аннотация**

В статье рассматривается профессиональный дискурс как семиотическая система, элементами которой являются метаязык и процесс коммуникации. Описываются лингвистические аспекты изучения профессионального сознания, содержание профессиональной картины мира и структура профессионального сознания. Раскрывается роль концептуальной метафоры и метонимии как средств категоризации и концептуализации профессиональной коммуникации. Предложены некоторые подходы к когнитивно-семиотическому анализу профессионального дискурса.

**Ключевые слова:** семиотика, когнитивная лингвистика, профессиональный дискурс, терминология, концептуальная метафора.

Aznacheeva E.N.<sup>1</sup>, Mamonova I.V.<sup>2</sup><sup>1</sup>ORCID:0000-0003-2437-3859, Professor, PhD in Philology, <sup>2</sup>ORCID:0000-0001-5614-3930, Associate professor, PhD in Philology,

Chelyabinsk State University

*The research is supported by Russian Foundation for Basic Research, grant № 15-04-00455 "Analogue and cognitive processes in linguocreative activity of the personality".***SEMIOTIC AND COGNITIVE ASPECTS OF PROFESSIONAL DISCOURSE STUDY****Abstract**

The article deals with the aspects of professional discourse. Linguistic aspects of professional consciousness study are disclosed; the contents of professional worldview and the structure of professional consciousness are described. Background of semiotic research of professional discourse is analyzed on the level of metalanguage and speech communication. The role of conceptual metaphor and metonymy as means of world categorization and conceptualization in professional communication is revealed. Some perspectives of cognitive and semiotic approach towards professional discourse study are suggested.

**Keywords:** semiotics, cognitive linguistics, professional discourse, terminology, conceptual metaphor.

**Почта авторов / Author Email:** [aznacheeva.elena@yandex.ru](mailto:aznacheeva.elena@yandex.ru), [kalina5771@mail.ru](mailto:kalina5771@mail.ru)

**1. Introduction**

The fact that discourse has been the subject of researchers' interest for several decades can be explained by the central position it holds in the language functioning as well as by its complex nature involving all spheres of the person's life. This intertwinement can also be the reason for the multidisciplinary character of discourse studies and application of different approaches towards its research in the framework of pragmatics, psycholinguistics, sociolinguistics, functional stylistics, and semiotics. While initially the main aim of the discourse study was to differentiate the discourse from the text, nowadays investigators look into the specific character of various types of discourse and the description of their structural, cognitive and pragmatic characteristics. Moreover, widening of the range of problems in discourse studies goes along with greater differentiation and classification of the language matter which contributes to analyzing new types of discourse. Among them professional discourse is the less studied one in spite of it being socially and heuristically important.

Professional discourse is the one which functions in the context of professional communication. It can be analyzed from different points of view, such as philosophical, epistemological, sociological, pedagogical, etc. We believe that professional discourse is a combination of the corpus of texts united by the theme, thesaurus and professional worldview together with extralinguistic factors which are determined by the person's professional activity.

Professional discourse intertwines with scientific, workplace, institutional or some other types of discourse. Scientific discourse of a particular domain constitutes part of general scientific discourse and is included in the core of

professional discourse. Workplace discourse comprises texts relating to people's activity in various organizations. Institutional discourse is presented by texts and talks determined by the set of social roles [8]. Professional discourse comprises institutional discourse as it is not only role-determined communication but informal one as well. We can apply here the definition of discourse given by A. J. Greimas and J. Courtes [19, P.488], who state that discourse as "the semiotic process appears as a set of **discursive practices**: linguistic practices (verbal behavior) and non-linguistic practices (signifying somatic behavior manifested by the sensory orders)".

**2. Professional worldview and professional consciousness**

Professional worldview, as L.A. Chernyshova [13] defines, is part of scientific worldview, a substantial invariant of universal scientific knowledge in a particular sphere of the person's activity. N.F. Alefirenko states that scientific worldview reflects phenomenological reality, not ontological; scientific worldview is just approximation of truth, more or less successful model of the world, which is real and ever changing. Thus, "worldview before Copernicus and after, before Newton and after, Einsteinian and quantum are fundamentally different" [1].

Along with being part of scientific world view professional worldview incorporates practical knowledge necessary for carrying out practical activity. In professional communication E.I. Golovanova [5] distinguishes two basic formats: theoretical, based on rational thinking, and practical, connected with peculiarities of intuitive and imaginative thinking, which relies on sense perception of the environment. Besides these two formats there can be



identified naïve (commonplace) one in some discourse types (such as medical, legal, etc.) where specialist vs. non-specialist communication takes place and thus professional and everyday ideas interact.

Professional worldview is the basis for professional consciousness, which can be defined as the phenomenon which reflects definite professional activity and whose function is regulation of the person's social activity in some professional sphere.

A.A. Angelovskii [2] studying the structure of professional consciousness distinguishes three components: epistemological, practical and axiological. Theoretical and historical scientific knowledge necessary for the type of professional discourse; basic ideas of the professional activity, its importance; functions and principles of the profession constitute the epistemological component. The practical component comprises practical skills, professional norms and regulations reflecting peculiarities of this professional activity. The axiological component is the basis for professional ethics, such as behavior norms and patterns of the person as a member of the professional community.

The list of components can be further developed and we can add ethnocultural component. For instance, there exist ethnic variants of medical professional worldview of a Western or Eastern representative, which differ considerably. In the West, medicine is called "medicine of separate organs" as the fundamental method of the therapy is the treatment of disease symptoms, while in the East, the object of the cure is the person's body in the whole: consideration is given to the physical as well as psychological state.

### **3. Semiotic approach to the professional discourse study**

The phenomenon of semiotics as the science is witnessed in the gap between its practical application and theoretical apprehension. On the one hand, the semiotics theory appeared in the 20<sup>th</sup> century only and one of its founders F. de Saussure [21] while formulating the principles of language semiotic research wrote that semiotics as a science does not exist yet. These days A. Solomonik [12] believes that general semiotics in contrast to special semiotics is still in the process of its development. On the other hand, we witness the expansion of the semiotic method onto more and more objects of study, there appear new methodologies targeted not only at social and cultural phenomena but at animal life and inorganic nature as well. What is more, this tendency extends to some former scientific achievements, which in hindsight are acknowledged as semiotic studies. For instance, Mendeleev periodic system is viewed as an ideal semiotic system by A. Solomonik [12], and all genuine thinkers of pre-revolutionary Russia in the Humanities are considered to be semioticians or their foregoers [7], [11]. Such extended understanding of semiotics falls into line with Pierce's opinion [10] who postulates pan-sign, stating that any object in the Universe can be studied as a sign. U. Eco, one of the most outstanding semiotics researchers, says that semiotics is interested in anything that can be seen as the sign [15, P. 7]. Consequently, any phenomenon is potentially semiotic and whether to study it as a semiotic system element depends on the recipient's willingness to acknowledge it as the result of conscious perception and further formalization. As a result, the notion of semiosphere, as the formalized knowledge, introduced by Y. Lotman [9] spreads to noosphere [22] and even biosphere [6]. Any phenomena characterized by the systematic character and consistency, which is semiosphere characteristics, may be seen as semiotic system components.

We state that the study of professional discourse should be carried on the primary level (metalanguage) and the secondary level (speech communication). The sign character of professional discourse on the metalanguage level is represented by the language for specific purposes; the main body here is compiled by special terminology. Special terms have been deeply studied in the framework of systematic and epistemological school in terminology, which has a long history and has impressive results. Terminological systems studied in this school possess all characteristics of a semiotic system and thus are actually semiotic.

On the level of speech communication the systematic character is witnessed in the organization of speech genres, functioning of intertextual incorporations and precedent texts, recurrence of discursive patterns, etc. Thematic relations and the structure of terminological systems present a regular hierarchical system, iconically reflecting part of reality profound organization in the person's consciousness in a particular professional sphere. Thus, the terminological system of a particular professional sphere functions both as a system of signs and as a model reflecting a corresponding cognitive macrostructure, which means it is a kind of an icon.

Semiotic approach is not restricted to classifications and systematization but takes into account the subjective nature of cognition and social communication. The foundation for this was laid in Ch. Peirce's semiotics conception according to which the main element in the semiosis is an interpreter, as it is he who is responsible for something to be treated as a sign or non-sign and consequently for the semiosis itself [10]. A. Solomonik [12] postulates the importance of differentiation between ontological and semiotic reality. He believes that the humanity has not direct access towards ontological reality and thus semiotic reality arising in the process of ontological reality cognition serves a guideline in the person's practical activity.

The subjective aspect of semiotic research fully manifests itself in R. Barthes' connotative semiotics [4], one of whose purposes is semiotic analysis of bourgeois ideology mechanisms and methods of its propaganda. Connotative semiotics, which places high emphasis on revealing explicit and implicit meaning, has a lot in common with cognitive linguistics, which analyzes fundamental mechanisms of the person's cognitive activity as well as substantial categories presupposing all types of his social and cultural activity.

The subjective character of cognition reveals itself on the level of terminology, which is proved by lingvo-cognitive terminological research that unlike traditional studies is not descriptive but explanatory. The object of cognitive terminology is language for specific purposes in relation to processes of linguistic categorization and conceptualization as well as cognitive structures of knowledge. Key terminology functions as scientific cognitive units, whose thematic relations and structure form conceptual worldview as part of professional worldview.

Speech organization of professional discourse has a field structure and contains corresponding fragments of scientific, pedagogical, mass media and other discourses. For instance, scientific medical texts, texts of institutional formal and informal communication constitute the core of medical discourse; on the close periphery we find educational mass media materials; the further periphery is occupied by publicist articles, everyday medical talks, etc. This combination of different discourses and speech genres iconically reflect functioning of corresponding social institutes.

#### 4. Cognitive mechanisms of professional communication

One of the basic means of conceptualization and categorization in professional communication is analogy and metaphor as analogy's manifestation. Cognitive linguistics postulates that metaphor is not just a trope, but also a cognitive mechanism, allowing conceptualization of new ontological phenomena in analogy with already existing state of things. That is the reason why metaphor is given the central position, not periphery one, in the cognitive language model.

The development of the cognitive metaphor theory and description of metaphorical models is one of the most promising research in contemporary cognitive linguistics [20], [3], [14]. One of the latest achievements in cognitive linguistics is the theory of conceptual integration developed by M. Turner and G. Fauconnier [18], who understand metaphor as mental mapping of conceptual source domain onto target domain. At the same time short-term memory preserves blends which are later, at the moment of speech, incorporating into knowledge structure and serve as a fundamental component of cognitive process. The source domains may be connected by different types of relations, such as, analogy and metaphor projection, metonymy transfer, correspondence between function and meaning, etc.

An advantage of conceptual integration model is the fact that it allows to infer and analyze metaphorical dominant ideas in different spheres including professional discourse, which promotes understanding of the world perception by specialists in different professional spheres. For instance, the conceptual analysis of educational medical texts shows that professional consciousness is characterized by biocentrism, and such metaphors as "Person's body – Battle field", "Person's body – Sentient being" are dominant in the process of the person's body conceptualization. Astrological

discourse dominant metaphors are "Sky – Clock", "Horoscope – Theatre stage", "Horoscope – Life Map" [16].

Another fundamental cognitive mechanism in professional discourse is metonymy. A. Burkhardt [17] studying the football language distinguishes three semantic spheres: "game language", "position language", "table/list language". In "game language" metonymy is the leading cognitive mechanism, which helps to represent the whole game situation in one element of it, for instance, "corner kick", "penalty kick", "indirect free kick". The study of astrological forum [www.astropro.ru](http://www.astropro.ru) by professional astrologers allows us to state that one of the fundamental discourse mechanisms in astrological professional discourse is metonymical transfer from time to place characteristics. For example, "Most interesting will be the period when Uranus goes across Chiron in the 10 house."

#### 5. Conclusion

In spite of the differences between semiotics and cognitive linguistics they share some peculiarities. First, they are not pure scientific disciplines, rather scientific approaches which can be applied to different objects, though mainly in social sciences and Humanities. Moreover, both disciplines have interdisciplinary character, moderate phenomenology, interest to metaphor and metonymy. Besides, their common tendency is seen in the interest to dynamic aspect of phenomena functioning, denotation and meaning generation process.

While analyzing professional discourse, such as medical, astrological and sport, in the linguistic framework we believe it is promising to study it in a larger context taking into account non-verbal and extralinguistic factors, for instance, systematic study of presuppositions, implications together with such non-verbal elements as gestures, proxemics, oculesics.

#### Список литературы / References

1. Алефференко Н.Ф. Научное и обыденное в языковой картине мира / Н.Ф. Алефференко // Вестник Челябинского государственного университета. – 2011. – №. 24 (239). – С. 11-14.
2. Ангеловский А.А. Анализ понятий профессия, профессиональное сознание, профессиональная деятельность, профессионализм / А.А. Ангеловский // Известия Самарского научного центра Российской академии наук. – 2010. – Т. 12. – №. 5-2. – С. 306-314.
3. Баранов А.Н. Русская политическая метафора (материалы к словарю) / А.Н. Баранов, Ю.Н. Караулов. – М.: Ин-т русского языка РАН. – 1991. – 193с.
4. Барт Р. Избранные работы: Семиотика. Поэтика / Р. Барт. – М.: Прогресс, 1989. – 616 с.
5. Голованова Е.И. Профессиональный дискурс, субдискурс, жанр профессиональной коммуникации: соотношение понятий / Е.И. Голованова // Вестник Челябинского государственного университета. – 2013. – №. 1 (292). – С. 32-35.
6. Гумилев Л.Н. Этногенез и биосфера земли / Л. Н. Гумилёв. – М.: Айрис-пресс, 2011. – 560 с.
7. Иванов Вяч. Вс. Очерки по истории семиотики в СССР. / Вяч. Вс. Иванов. – М.: Наука, 1976.
8. Карасик В. И. О типах дискурса / В.И. Карасик // Языковая личность: институциональный и персональный дискурс: сб. науч. тр.–Волгоград: Перемена. – 2000. – Т. 1. – С. 5-20.
9. Лотман Ю.М. О семиосфере / Ю.М. Лотман // Избранные статьи в трех томах. Т. 1. – Таллин: Александра. – 1992. – С. 11-24.
10. Пирс Ч.С. Логические основания теории знаков / Ч.С. Пирс. – СПб.: Алетейя. – 2000. – Т. 2. – 352 с.
11. Почепцов Г.Г. История русской семиотики: до и после 1917 года. / Г.Г. Почепцов. – М.: Лабиринт, 1998. – 336 с.
12. Соломоник А.Б. Очерк общей семиотики / А.Б. Соломоник. – Минск: МЕТ, 2009. – 191 с.
13. Чернышова Л.А. Профессиональная языковая картина мира: общее и национально-обусловленное / Л.А. Чернышова // Вестник Московского государственного областного университета. Серия: Лингвистика. – 2011. – Т. 2. – №. 6. – С. 98-102.
14. Чудинов А.П. Политическая лингвистика (общие проблемы, метафора) / А.П. Чудинов. – Екатеринбург. – 2003. – 194 с.
15. Эко У. Отсутствующая структура: Введение в семиологию. / У. Эко. – СПб.: ТОО ТК" Петрополис", 1998.
16. Aznacheeva E. Linguistic personality of an astrologer in professional communication / E. Aznacheeva, Y. Mamonova // Scientific Enquiry in the Contemporary world: Theoretical Basics and Innovative Approach. Vol.7, 2012. – P. 119-121.

17. Burkhardt A. Der deutsche Fußball und seine Sprache. Nebst Kurzporträt eines Wörterbuchprojekts [Электронный ресурс] / A. Burkhardt// 2011 – URL:[http:// www.dirk-kemper.de](http://www.dirk-kemper.de) (дата обращения: 23.07.2016).
18. Fauconnier G. Conceptual integration and formal expression / G. Fauconnier, M. Turner // *Journal of Metaphor and Symbolic Activity*, Vol. 10, 3, 1995. – P. 183-204.
19. Greimas A. J. *Semiotics and Language: An Analytical Dictionary*. / A. J. Greimas, J. Courtes. - Bloomington: Indiana University Press, 1979. – 278 p.
20. Lakoff G. *Metaphors We Live By* / G. Lakoff, M. Jonson. - Chicago: University of Chicago Press, 1984. – 242 p.
21. Saussure Ferdinand de. *Course in General Linguistics* (trans. Roy Harris) / F. Saussure. – London: Duckworth, 1983.
22. Vernadskii V.I. The biosphere and the noosphere / V.I. Vernadskii. – *American Scientist*, 1945. - Vol. 33 (1) – P.1-12.

#### Список литературы на английском / References in English

1. Alefirenko N.F. Nauchnoye i obydennoye v yazykovoi kartine mira [Scientific and commonplace in linguistic worldview] / N.F. Alefirenko // *Vestnik Chelyabinskogo gosudarstvennogo universiteta. Philologiya. Iskustvovedeniye* [Bulletin of Chelyabinsk State University]. – 2011. – № 24 (239). – P. 11-14. [in Russian]
2. Angelovskii A.A. Analiz ponyatii professiya, professionalnoye soznanie, professionalnaya deyatelnost, professionalism [Analysis of the notions profession, professional consciousness, professional activity, professional competence] / A.A. Angelovskii // *Izvestiya Samarskogo nauchnogo tsentra Rossiiskoi akademii nauk* [Proceedings of the Samara Scientific center of the Russian Academy of Sciences]. – 2010. – Vol. 12. - № 5-2. – P. 306-314. [in Russian]
3. Baranov A.N., Karaulov Y.N. Russkaya politicheskaya metaphora (materialy k slovaru) [Russian political metaphor] / A.N. Baranov, Y.N. Karaulov. – M.: Institute of the Russian language RAS. – 1991. – 193p. [in Russian]
4. Barthes R. *Izbrannyye raboty. Semiotika. Poetika* [Selected works. Semiotics. Poetics] / R. Barthes. – M.: Progress. – 1989. – 616p. [in Russian]
5. Golovanova E.I. Professionalnii diskurs, subdiskurs, zhanr professionalnoy kommunikatsii: sootnosheniye ponyatii [Professional discourse, subdiscourse, genre of professional communication: interrelation of the notions] / E.I. Golovanova // *Vestnik Chelyabinskogo gosudarstvennogo universiteta. Philologiya. Iskustvovedeniye* [Bulletin of Chelyabinsk State University]. – 2013. – № 1 (292). – P. 32 – 35. [in Russian]
6. Gumilev L.N. Etnogenez i biosfera zemli [Ethnogenesis and the Biosphere] / L.N. Gumilev. – M.: Airis-press. – 2011. – 560 p. [in Russian]
7. Ivanov Vyach. Vs. Ocherki po istorii semiotiki v SSSR [Essays on the history of semiotics in the USSR] / Vyach. Vs. Ivanov. – M.: Nauka. – 1976. [in Russian]
8. Karasik V.I. O tipakh diskursa [On the types of discourse] / V. I. Karasik // *Yazykovaya lichnost, institutsionalnii i personalnii diskurs* [Linguistic personality, institutional and personal discourse]. – Volgograd: Peremena. – 2000. – Vol. 1. – P. 5-20. [in Russian]
9. Lotman Y.M. O semiosphere [On semiosphere] / Y.M. Lotman // *Izbrannyye statyi v trekh tomakh* [Selected papers in three volumes]. – 1992. – Vol 1. – Tallin: Aleksandra. – P. 11-24. [in Russian]
10. Peirce Ch. *Logicheskiye osnovaniya teorii znakov* [Logical Foundations of the Theory of Signs] / Ch. Pierce. – Sankt-Peterburg, Izd.: Altea. – 2000. – Vol. 2. – 352 p. [in Russian]
11. Pocheptsov G.G. *Istoriya russkoi semiotiki do i posle 1917 goda*. [History of the Russian semiotics before and after 1917] / G.G. Pocheptsov. – M.: Labirint. – 1998. [in Russian]
12. Solomonik A. Ocherk obschei semiotiki [An essay on the general semiotics] / A. Solomonik. – Minsk: MET. – 2009. – 191p. [in Russian]
13. Chernyshova L.A. Professionalnaya yazykovaya kartina mira: obshee i natsionalno-obuslovlennoye [Professional linguistic worldview: common and nationally determined] / L.A. Chernyshova // *Vestnik MGOU* [Bulletin of MSRU]. – 2011. – Vol. 2. – № 6. – p. 98-102. [in Russian]
14. Chudinov A.P. Politicheskaya linguistika (obschiye problemy, metaphora) [Political linguistics (general problems, metaphor)] / A.P. Chudinov. – Ekaterinburg. – 2003. – 194 p. [in Russian]
15. Eco U. Otsutstvuyushchaya struktura. Vvedeniye v semiologiyu [The absent structure. Introduction to semiology] / U. Eco. – TOO TK "Petropoli". – 1998. [in Russian]
16. Aznacheeva E. Linguistic personality of an astrologer in professional communication / E. Aznacheeva, Y. Mamonova // *Scientific Enquiry in the Contemporary world: Theoretical Basics and Innovative Approach*. Vol.7, 2012. – P. 119-121.
17. Burkhardt A. Der deutsche Fußball und seine Sprache. Nebst Kurzporträt eines Wörterbuchprojekts [The German football and its language. Together with a short discription of the dictionary project] [Electronic resource] / A. Burkhardt// 2011. – URL: [http:// www.dirk-kemper.de](http://www.dirk-kemper.de) (Accessed: 23.07.2016) [in German]
18. Fauconnier G. Conceptual integration and formal expression / G. Fauconnier, M. Turner // *Journal of Metaphor and Symbolic Activity*, Vol. 10, 3, 1995. – P. 183-204.
19. Greimas A. J. *Semiotics and Language: An Analytical Dictionary*. / A. J. Greimas, J. Courtes. - Bloomington: Indiana University Press, 1979. – 278 p.
20. Lakoff G. *Metaphors We Live By* / G. Lakoff, M. Jonson. - Chicago: University of Chicago Press, 1984. – 242 p.
21. Saussure Ferdinand de. *Course in General Linguistics* (trans. Roy Harris) / F. Saussure. – London: Duckworth, 1983.
22. Vernadskii V.I. The biosphere and the noosphere / V.I. Vernadskii. – *American Scientist*, 1945. - Vol. 33 (1) – P.1-12.

## Literature (UDC 82)

DOI: <https://dx.doi.org/10.18454/RULB.10.15>

Писчурникова Е.П.

Ассистент, Санкт-Петербургский государственный университет

**МЕТАФОРИЧЕСКАЯ МОДЕЛЬ «ЛЮБОВЬ - ВОЙНА» В ГАЗЕЛЯХ АФГАНСКОГО ПОЭТА 'АБД АЛ-ХАМИДА МОМАНДА (УМ. ОК. 1732/33 Г.)****Аннотация**

В статье анализируется реализация концептуальной метафоры «любовь – война» в газелях афганского классика конца XVII – начала XVIII вв. 'Абд ал-Хамида Моманда. В поэтической традиции эта метафора посредством сферы-источника «война» структурирует чувственную, не связанную с непосредственным эмпирическим опытом сферу-мишень «любовь», что подразумевает раскрытие отношений между лирическим героем и его возлюбленной через ситуацию войны или военных действий. Благодаря ассоциативным связям на базе данной концептуальной модели возникает множество метафор, в которых причудливо переплетаются образы военной и любовной сфер. В газелях Хамида Моманда в рамках модели «любовь – война» лирический герой, как правило, страдает от любви. Эти страдания конкретизируются в разных ситуационных метафорах. Анализ функционирования концептуальной метафоры «любовь – война» в газелях Хамида Моманда позволяет сделать вывод о том, что поэт целенаправленно разрабатывал данную метафорическую модель. Многочисленные поэтические образы являются элементами образной картины поэтического мира Хамида, которая сложилась в процессе метафорической проекции сферы-источника «война» на сферу-мишень «любовь».

**Ключевые слова:** Хамид Моманд, классическая афганская литература, поэзия на пашто, метафора.

Pischurnikova E.P.

Assistant lecturer, Saint-Petersburg State University

**“LOVE IS WAR” METAPHOR IN GHAZALS OF AFGHAN POET 'ABD AL-HAMID MOHMAND (DIED APPROX.1732/33)****Abstract**

The article analyses the conceptual metaphor 'love is war' in the ghazals of 'Abd al-Hamid Mohmand, an Afghan classical poet of the late 17th-early 18th century, and showcases its versatile manifestations. In poetic tradition this metaphor is utilized to map the source domain of 'war' to the sensual and non-empiric target domain of 'love', which means that the relationship between the lyric hero and his Beloved is conceptualized in terms of war or a battle. This conceptual pattern relies on associations to produce a myriad of metaphors where military and love concepts are amazingly intertwined. In Hamid's ghazals 'love is war' pattern would imply that it is the lyric hero who is suffering from love. His suffering is meticulously displayed by various situation metaphors. The investigation into the conceptual metaphor 'love is war' and its use in Hamid Mohmand's ghazals yields the conclusion that the poet did not develop this metaphoric pattern without any purpose. Jointly, numerous poetic images create Hamid Mohmand's impressive poetic landscape that emerges through metaphorical mapping of the source domain of 'war' to the target domain of 'love'.

**Keywords:** Hamid Mohmand, classic Afghan literature, Pashto poetry, metaphor.

**Почта авторов / Author Email:** [katyasun86@mail.ru](mailto:katyasun86@mail.ru)

**A**bd al-Hamid Mohmand, an Afghan classical poet of the late 17th-early 18th century, was a unique phenomenon of his time. As a sophisticated and broadly educated person, Hamid Mohmand enriched the Afghan literature with his unique intricate style that was in tune with preferences of the Afghan elite and encapsulated the best of Classical Afghan and Persian literature.

The development of the Afghan written poetry largely relied on the Persian Classical literature; more so, it also echoed some hallmarks of the late Classical Persian literature of the 16<sup>th</sup> – 18<sup>th</sup> centuries. Afghan poets ambitiously mastered Persian poetic forms and contents in order to adapt it to their national ethnic and cultural environment. Khushhal Khan Khattak (1613 – 1689) is considered the father of original Afghan literature who inspired fresh national interpretations in traditional Classical Persian literature by adjusting the latter to Afghan tribal reality and thereby expressing his own identity of an author [1, P. 111-112]. 'Abd ar-Rahman (d. ca. 1711), another Classical Afghan poet and Hamid's senior contemporary, also followed the traditions of Classical Persian literature. Some of his poems have a lot in common with ghazals by Hafiz (ca. 1315 – 1389) or are, in fact, their interpretations in Pashto. Thanks to simple and musical language Rahman Baba's lyrics provokes emotional response with Afghans of whatever social status or educational background. Hamid Mohmand's manner is

different. His poetry is recognizable for its sophisticated syntax, semantic gaps, deliberate subjectivity of emotions, and symbolic notions that often refer to some routine concepts [2, P. 238]. Well-educated Pashtuns were the ones who highly valued Hamid's works. Many of such well-educated Afghans copied Hamid Mohmand's manner in their works and became his followers, including Kazim Khan Shaida, a prominent poet of the second half of the 18<sup>th</sup> century, Mirza Hanan Barakzai, a poet of the late 19<sup>th</sup> century, and so many others.

Ghazal was Hamid Mohmand's favorite literary genre. In his poetry collection ghazals account for 98% of all poetic items. These ghazals belong either to love poetry or to didactic poetry. Hamid's poetic language is highly metaphoric. In his poetry metaphors are crucial ingredients of the text artistic structure, as well as mere poetic decoration.

This article addresses metaphors as a key device of poetic text generation and modeling. The analysis is based on the cognitive approach to metaphors established by G. Lakoff [3].

The analysis of all metaphors in Hamid's lyrics pointed to Hamid's favorite and most productive metaphors; those are 'love is commerce', 'love is hunting', 'love is war', 'love is sickness'. According to G. Lakoff, commerce, hunting, war, and sickness are source domains, that share a common target domain – i.e. love. Metaphorization initiates interaction

between source domains and the target domain. As a result of metaphorical mapping of a source domain to the target domain, the source domain encapsulating personal life experience is utilized to structure the less clear target domain – this mechanism builds up the cognitive potential of metaphors [4, P.245].

*Conceptual metaphors* are routine correlations between the source domain and the target domain that have solidified in language and culture of a society. All the above-mentioned patterns are conceptual metaphors borrowed from Persian classical literature and established in Afghan literature very well.

This paper analyses ‘love is war’ pattern and its metaphors; this pattern is in tune with Afghan culture and is abundant in the works of all prominent Afghan poets and Hamid Mohmand’s predecessors.

‘Love is war’ metaphoric pattern refers to war or military action to convey the love story of the lyric hero and his lover. It is always the lover who unleashes war, whereas the lyric hero has to protect himself, however, sometimes he is reluctant to do so. Metaphoric associations expand this pattern into myriads of metaphors that amazingly intertwine love with combat.

The hero in love is subject to constant ‘*love attacks*’ (*tāxt-u bāxt dā muhabbat*): ‘I’m exhausted by love attacks, / And nowhere can I seek consolation’ [5, P. 254]. ‘*The troops of love*’ (*dā ‘išk fawj*) deprives the lyric hero of any reasoning: ‘When the troops of love in black garment arrive, / Emotions, sense, and reason are bound to escape’ [5, P. 130]. Hamid’s lyric hero is attacked by ‘*the troops that make lovers separate*’ (*fawjūna dā judāyī*): ‘The troops that make lovers separate have besieged us / With voices from everywhere shouting ‘Fire, fire!’ [5, P. 105]. ‘*The army of sorrow*’ (*dā ḡam laḡkar*) make the lyric hero cry: ‘The army of sorrow is amplifying my crying and pleading voice, / A combat leader is leading an army inside my head’ [5, P. 21].

In his love ghazal ‘*The entire world is saturated with grievous pleas...*’ ‘*the troops that draw lovers apart*’ (*dā hijrān fawj*) destroy ‘*the city of reunion*’ (*dā wisāl xahr*) between the lyric hero and his Beloved: ‘The city of reunion is in ashes, / Where have the troops arrived from to draw us apart’ [5, P. 292]. These troops are horsemen who throw stones in the house of the lyric hero and destroy it: ‘From there the horsemen threw stones that fell from the sky / And hit my house only to draw us apart’ [5, P. 292].

The lyric hero is attacked and robbed by love, sorrow, grieve, and – more so – by the beautiful face of his Beloved; and this is expressed by the metaphor of ‘*an attack of the beautiful face*’ (*dā xā māk tāxta*). Hamid’s hero is seeking shelter to escape from ‘attacks of the beautiful face’ in ‘*the castle of patience*’ (*dā sabr kalā*), but he fails to find any: ‘Even if I surrounded myself by hundreds of castles of patience, / I would still be unable to escape the attacks of the beautiful face’ [5, P. 179]. The image of a castle is also seen in Hamid’s didactic lyrics; in ghazal ‘*In the turmoil of averse eternity [of destiny] do be able to discern...*’ the castle is rendered by the metaphor of ‘*a castle of virtue*’ (*dā ihsān ḡal’a*): ‘You will not find salvation from enemies if you are at war, / Rather surround yourself by castle of virtue’ [5, P. 278].

The beautiful face attacks the lyric hero with ‘*arrows of its lashes*’ (*dā baṇō ḡāṣī*) and ‘*arrows of glances*’ (*ḡāṣī dā nazar*). These metaphors are the most frequent in Hamid’s divan. Love ghazal ‘*With or without you I feel no better...*’ the Beloved is targeting ‘*the target of his heart*’ (*nāḡē dā zrā*) with ‘*arrows of lashes*’: ‘No matter how curved the arrows of

[your] lashes are / None of them fails to hit the target of [my] heart’ [5, P. 15]. This beit highlights the unique property of the lashes: though curved, they are still able to hit the target. The ‘curved lashes’ metaphor emerged on the basis of the routine comparison ‘lashes are like arrows’ that was popular in Persian classical literature. In his ghazal ‘*Do not dream of a medicine to cure the pain of love to your lover...*’ Hamid combines in one of the beits the set comparison ‘lashes are like arrows’ and the metaphor ‘the target of heart’. However, in this ghazal the idea that the lashes of the Beloved hit the target of the heart has a different interpretation: ‘*If all the lashes of my Beloved are sharp arrows, / May none of them fail to hit the target of my heart*’ [5, P. 293]. If earlier the poet emphasized the property of curved lashes to hit ‘the target of his heart’, in this beit he is determined not to miss any of these arrows. A similar motif, related to the lyric hero’s intention to be wounded with the arrows of lashes, appears in Hamid’s ghazal ‘*I love it, when I’m chained by the curvy hair of my Beloved*’; the lyric hero is ready to sacrifice his dignity for the sake of love: ‘*However unwilling is dignity, / May I rather be wounded to death by the arrows of lashes*’ [5, P. 209].

The lyric hero of the ghazal ‘*Flowers cannot convey the beauty of your face...*’ complains that ‘*on the battlefield*’ (*janga*) where his sweetheart is fighting no one has a chance to escape ‘the arrows of lashes’: ‘*You are so skilled in targeting the arrows of your lashes, / That none has left this battlefield safe and sound*’ [5, P. 308]. Nothing would protect from these arrows, even ‘*a chain armor of patience and asceticism*’ (*bāxtarpōx dā sabr-u zuhd*): ‘Those who are covered by a chain armor of patience and asceticism will also fail to escape as well, / When [beauties] place sharp arrows of their lashes between the thumb and index finger’ [5, P. 224].

The metaphor ‘*arrows of a glance*’ (*xadang dā nazar*) has much in common with ‘arrows of lashes’ and creates a similar effect in the text. In love ghazal ‘*When red garments are put on to ride a horse...*’ the lyric hero claims that it is impossible to escape ‘the arrows of lashes’ of his Beloved: ‘*I wonder if anyone is able to escape from these eyes alive / When the glances [of the beautiful Beloved] wound you with their arrows*’ [5, P. 39]. Another Hamid’s love ghazal points to the metaphor of ‘*a battle of a date*’ (*dā didan jang*) accompanied by ‘arrows of a glance’ metaphor, that also stems from the pattern ‘love is war’: ‘*My heart rushed to the battle of the date [with my Beloved] / [Who] throws arrows of glances to the left and right*’ [5, P. 244].

The image of an arrow is typical in Hamid’s didactic lyrics as well. Opposite to his love ghazals where this image is associated with such metaphors as ‘arrows of lashes’ and ‘arrows of glances’, in didactic lyrics those are such metaphors as ‘*arrows of torment*’ (*dā āzār ḡāṣī*) and ‘*the arrow of belief*’ (*dā bāwar ḡāṣay*). In didactic ghazal ‘*Patience develops the ability to breath with fire...*’ the hero is trying to persuade the tyrant: ‘*Arrows of torments thrown by the abused ones flawlessly hit the target / None would fly astray*’ [5, P. 125]. The motif of the arrow hitting the target is found both in love poetry, and in didactic lyrics; however, it is rendered by means of two different metaphors: ‘arrows of lashes / a glance’ vs. ‘arrows of torments’. In didactic ghazal ‘*If anyone pulls the bow of doubt, / the arrow of belief will fail to hit the target*’ [5, P. 299] the poet explores an opposite motif of the arrow failing to hit the target. In this beit the idea that doubt is incompatible with belief is articulated by two echoing metaphors – ‘the bow of doubt’ and ‘the arrow of belief’.

In Hamid's divan we may also identify a group of metaphors based on the image of **'arrowhead'** (*tūbray*). Their meaning and contexts echo other metaphors based on the image of an arrow; however, even insignificant modifications of the basic metaphoric image allow Hamid to tap its unexplored metaphoric potential ('an arrow' vs. 'an arrowhead'). In the love ghazal *'Those who have eyes of a deer have robbed me of my heart...'* the poet uses the metaphor **'arrowhead of separation'** (*tūbray dā hijr*): *'The one who has taken an arrowhead of separation out of the arm of a loving one, / Has taken out [this] scarlet seed of hope without intension'* [5, P. 137]. This *beit* compares two metaphors – 'the arrowhead of separation' and **'the scarlet seed of hope'** (*dā umēd zəray*). The idea of the *beit* is that the loving man is missing his sweetheart and is cherishing the hope to see his Beloved again; unless the arrowhead is taken out, he will not be deprived of hope. To convey this idea Hamid invented a complicated metaphor that allowed him to render this idea in a unique artistic, emotional, and literary way.

The ghazal *'This is how I'm submerged in the thoughts about my Beloved...'* tells us about the destiny of lovers if their heart is wounded with 'the arrowhead of separation': *'Those were buried holding a burning candle, / If their heart had been wounded with an arrowhead of separation'* [5, P. 53]. This means that after death the way of those who have died from the arrow of separation will be lit by candle light.

The love ghazal *'God, may my Beloved treat me well...'* features the metaphor **'the arrowhead of love'** (*dā 'išk tūbray*): *'My heart has transformed into the arrowhead of love as far as my Beloved is concerned, / Therefore I cannot have this arrowhead taken out'* [5, P. 225]. The lyrical hero's heart is compared to the arrowhead of love and cannot be taken out as if it were a regular arrowhead – otherwise it would be fatal for the lover. This is another typical example of Hamid's reversed artistic reality where life with an arrowhead in one's heart becomes a true grace.

In the ghazal *'Why are you blaming me of ignorance...'* the arrowhead is a metaphoric equivalent of **'the arrowhead of eyewink'** (*tūbray dā gamzō*): *'If the arrowhead of eyewinks is not in my heart / But for this lamp, there is nothing else to light my house'* [5, P. 261]. The lyric hero claims that even eyewinks that his Beloved is talking about change things for the better and 'light his house'; without these eyewinks his house is deprived of this vital source of light.

The metaphoric pattern 'love is war' in Hamid's love lyrics often refers to the image of the dagger that produces numerous metaphors: **'the dagger of the eyes'** (*tēg dā stərgō*), **'the dagger of curly hair'** (*tēg dā zulfō*), **'the dagger of injustice'** (*tēg dā nāhakī*), **'the dagger of love'** (*dā 'išk tēg*), **'the dagger of curses'** (*dā bad du 'ā tēg*).

**'The dagger of the eyes'** is yet another metaphor in Hamid's love ghazal with a redif 'blood' (*wīnē*): *'You have sharpened the dagger of your eyes using the grindstone of sufferings / And I'm at a loss again whose blood you are going to shed'* [5, P. 388]. **'The grindstone of sufferings'** (*dā ranjō bāt*) is a metaphor, that refers to artifacts; it is amazingly expanded and amplified by 'the dagger of eyes'. By torturing lover the Beloved is sharpening the 'dagger of the eyes'.

By combining the image of a dagger and one of the beautiful properties of his Beloved the poet invented the metaphor **'the dagger of curly hair'**. The ability of a dagger to murder is extrapolated to the hair of his Beloved: *'I will gracefully die stabbed by the dagger of your black curly hair / So that my grave will scent with musk'* [5, P. 249]. In this

*beit* the lyric hero is ready to be stabbed to death by 'the dagger of curly hair'; in addition, the poet emphasizes that the hair of his Beloved scent with musk. The scent is so strong that if the hero is stabbed to death with 'the dagger of curly hair', his grave will emanate the scent of musk.

It is not 'the dagger of eyes' and 'the dagger of curly hair' that make the Beloved dangerous for the hero. The bias of the Beloved is expressed by the metaphor **'the dagger of injustice'** (*tēg dā nāhakī*): *'The lips of my Beloved are smiling gently / Or she has uncovered the blood-stained dagger of injustice'* [5, P. 138]. This *beit* skillfully combines the metaphor 'the dagger of injustice' with an implied comparison of colors: 'lips of the Beloved – a blood-stained dagger'.

Both the beauty and personality of the Beloved, as well as the feeling of love are associated with a dangerous dagger; this is where the metaphor **'the dagger of love'** stems from (*dā 'išk tēg*): *'Though all my heart is wounded with the dagger of love, / You have not cast a single glance on any of my wounds'* [5, P. 15]. In a different love ghazal instead of highlighting the ignorance of his wounds manifested by his Beloved, Hamid emphasizes the reaction of the loving ones whose heart had been wounded by 'the dagger': *'When someone's heart is massively wounded by the dagger of love / He would inevitably cry like a zurna'* [5, P. 11].

In Hamid's ghazal *'While he was painfully looking in the face of every beautiful Beloved...'* the lyric hero is wounded by separation – not by love – which uses **'the dagger of curses'** (*dā bad du 'ā tēg*): *'Separation with my sweetheart has been continuously stabbing my chest with the dagger of curses / And has rendered Hamid stubborn when he is facing death'* [5, P. 102]. The metaphoric pattern 'love is war' is utilized to create 'some parallel reality' for this poetic text: results and consequences of all actions are drastically different from what one would expect in reality. Thus, being stabbed in his chest with 'the dagger of curses', the lyric hero is not bound to die; quite opposite – he has become stronger in resisting death.

Hamid's metaphoric pattern 'love is war' refers to *the saber* (*tūra*), another type of popular Afghan cold weapons. In the ghazal *'If [my Beloved] with a birth mark and down on the skin helps me, the ailing one...'* the lyric hero believes that he has died of **'the sabre of love'** (*dā 'išk tūra*): *'The sabre of love transformed me to a shahid / I was unable [to] reach the veil of patience with my arm'* [5, P. 121]. Shahids are martyrs who died fulfilling a religious commandment in the military expansion of Islam; in Muslim tradition they are buried in their garments, and their bodies are not washed or covered with a veil. In the second hemistich of the *beit* the author uses the metaphor 'the veil of patience', but the logics is different – the lyric hero failed 'to reach the veil of patience with his arm' (i.e. to overcome his passion) and therefore he became 'a shahid hit by the sabre of love'.

In Hamid's poetry the sabre is also associated with such a manifestation of female beauty as downy lips. In one of the *beits* of the love ghazal *'No one would accept such torture from their sweetheart...'* the Beloved has drawn from-under the girdle **'the sabre of down'** (*dā xat tūra*): *'Unless spongers turn away from the beautiful face / Unless [the beauty] draws the sabre of down from-under the girdle'* [5, P. 29]. Here Hamid later refers to a popular Persian classical motif of the Beloved being deprived of beauty by the appearance of black down above the upper lip. The metaphor 'the sabre of down' is a tool to express the idea that those who are just admiring the Beloved's beauty in vain without any passionate feeling

will turn their faces away as soon as they see the down above the lip of the Beloved.

In the love ghazal *'The tenderness in the kiss of my sweetheart was and will be missing...'* Hamid's lyric hero has **'the sabre of sighs'** (*də āh tūra*) in his hands, which he uses to defeat his rival, but he fails: *'I thought I would stab my rival to death with the sabre of sighs, / But my attack was not [strong] enough and will never be'* [5, P. 296].

The last beït of the ghazal *'May no one consider me weak in love...'*, that exposes motifs of the author glorifying himself (*fāxr*), persuades the lyric hero to cast **'the sabre of thought'** (*də fikr tūra*) away, i.e. to finish the poetic contest with his rivals because he does not have any equals in Pashto verse: *'Now cast the sabre of your thought away, oh, Hamid, / Because you do not have any [rivals] in Pashto'* [5, P. 163].

The metaphoric pattern 'love is war' includes references to armor, as well as the tradition of taking captives. In one of love ghazals the lyric hero is depicted as a captive: *'I like it being among those held in captivity by the curly hair of my sweetheart / I would better be taken captive by Hindu, than by Islam'* [5, P. 209]. In addition to the metaphor **'the captive of the curly hair'** (*bandīwān də zōlfō*), this beït implicitly compares the curly hair of the Beloved with Indians by color and uses the traditional motif of a lover denying his faith – i.e. Islam – in favor of *paganism* (*kufr*).

The metaphor *'captive of the curly hair'* (*bandīwān də zōlfō*) appears in Hamid's love ghazal *'Even if you lose your head on your way to love, do not get upset...'*. But now it [is]

not the lyric hero who is held captive by the curly hair of the beauty, but a *hermit* (*zāhid*), who is usually a negative hero: *'The hermit spoke a lot about my disadvantages, and he did a good job / Why is he then among those held in captivity by the curly hair'* [5, P. 103]. In this beït the author addresses the traditional motif of even most religious ones being unable to resist the passion of love.

The ghazal *'When I look at the cheeks of beauties...'* uses a set of echoing military images – the shield and the sword. Separated with his Beloved, the lyric hero is wounded by the sword 'Zulfiqar' in his heart; the lyric hero is not trying to protect himself from attacks by **'the shield of virtue'** (*də mīhr sipar*) on purpose: *'Even if my heart is split in two parts by sorrow, / I'm not going to protect myself from the sword 'Zulfiqar' with the shield of virtue'* [5, P. 247]. The point of the blade of prophet Muhammad's legendary sword Zulfiqar is split in two; therefore, the heart of the lyric hero is split in halves as well. The beït implicitly compares separation with sword Zulfiqar; thus, Hamid gives a hint that like from sword Zulfiqar, one cannot escape from the sorrow of separation.

The analysis allows us to conclude that in the metaphoric pattern 'love is war' the poet uses the source domain of 'war' to structure the sensual target domain of 'love' which cannot be explained empirically. Such analysis allows us to observe metaphorization of the surrounding environment in action; this mechanism is the cornerstone of poetry and relies on the principle of poetic associations.

#### Список литературы / References

1. Пелевин М.С. Классический традиционализм в афганской литературе и творчество афганских поэтов из племени Моманд. / М.С. Пелевин // Вестник Санкт-Петербургского Университета. Серия 9, Филология. Востоковедение. Журналистика. – 2009. – Вып. 2. Ч. I. – С. 111-123.
2. Пелевин М.С. Афганская литература позднего средневековья. / М.С. Пелевин. – СПб.: Изд-во Санкт-Петербургского Университета, 2010. – 368 с.
3. Лакофф Д. Метафоры, которыми мы живем. / Дж. Лакофф, М. Джонсон; пер. с англ. А.Н. Баранова и А.В. Морозовой под ред. и с предисл. А. Н. Баранова - Изд.2-е. – М.: URSS Изд-во ЛКИ, 2008. – 252 с.
4. Lakoff G. The contemporary theory of metaphor / G. Lakoff // Metaphor and thought / Ed. By A. Ortony. – Cambridge: Cambridge univ. press, 1993. – P. 202-251.
5. Də Abd al-Hamīd Mūmand dīwān. Də Afġānistān də 'ulūmō ākādēmī. / Collection of Momand's poetical works. Academy of Sciences of Afghanistan. – Kabul, 1361 (1983). – 344 p.

#### Список литературы на английском / References in English

1. Pelevin M. S. Klassicheskiy traditsionalizm v afganskoj literature i tvorchestvo afganskih poetov iz plemeni Momand. [Classical Traditionalism in Afghan Literature and the Works of the Afghan Poets from the Momand Tribe] / M.S. Pelevin // Vestnik Sankt-Peterburgskogo Universiteta. Serija 9, Filologija. Vostokovedenie. Zhurnalistika [Bulletin of the Saint-Petersburg University. Series 9, Philology. Oriental studies. Journalism]. – 2009. – Vol. 2. Part I. – P. 111-123. [in Russian]
2. Pelevin M. S. Afganskaja literatura pozdnego srednevekovja. [Late Medieval Afghan literature] / M. S. Pelevin – St.Petersburg: SPU Publishing, 2010. – 368 p. [in Russian]
3. Lakoff G. Metaphory kotorymi my zhivem. [Metaphors we live by] / G.Lakoff, M. Johnson; translated and edited by A.N. Baranov – 2nd editon – M.: URSS Publishing LKI, 2008. – 252 p. [in Russian]
4. Lakoff G. The contemporary theory of metaphor / G. Lakoff // Metaphor and thought / Ed. By A. Ortony. – Cambridge: Cambridge univ. press, 1993. – P. 202-251.
5. Də Abd al-Hamīd Mūmand dīwān. Də Afġānistān də 'ulūmō ākādēmī. [Collection of Momand's poetical works. Academy of Sciences of Afghanistan] – Kabul, 1361 (1983). – 344 p. [in Pashto]

DOI: <https://dx.doi.org/10.18454/RULB.10.05>

Коржова Е.

Профессор, доктор психологических наук, Российский государственный педагогический университет им.

А.И. Герцена

**ВЗАИМОСВЯЗЬ ХУДОЖЕСТВЕННОГО И НАУЧНОГО ПОЗНАНИЯ ЧЕЛОВЕКА В ТВОРЧЕСТВЕ Ф. М. ДОСТОЕВСКОГО И А. А. УХТОМСКОГО****Аннотация**

В статье на примере творчества Ф.М. Достоевского и А.А. Ухтомского показано переплетение и единство художественного и научного способов познания человека. Русская художественная литература отличается глубиной передачи мироощущения человека и его духовных устремлений. Творчество великого русского писателя Достоевского послужило одним из источников научного наследия великого русского ученого Ухтомского в открытии им закона доминанты, а также законов двойника и заслуженного собеседника. Достоевский-мыслитель психологически точно раскрыл противоречивость человеческого бытия, закономерности борьбы добра и зла в душе человека. Ухтомский использовал глубокие прозрения о человеке Достоевского и органически связал естественнонаучные представления о поведении с разработанными им законами нравственного поведения, которые выводят смысл жизни человека за природные, сугубо физиологические пределы. Доминанты определяют направление внутренней активности и восприятия мира в целом. Законы двойника и заслуженного собеседника отражают духовно-нравственное самоопределение личности.

**Ключевые слова:** целостное познание, искусство и наука, знание и вера, мировоззрение, доминанта, личность.

Korjova E.

Professor, PhD in Psychology, Herzen State Pedagogical University of Russia

**THE RELATIONSHIP OF ART AND SCIENTIFIC HUMAN COGNITION IN THE WORKS OF F. DOSTOEVSKY AND A. UKHTOMSKY****Abstract**

The paper analyses the intertwining and unity of artistic and scientific ways of human cognition on example of the F. Dostoevsky and A. Ukhtomsky of creativity. Russian literature is characterized by a depth of the person transfer attitude and spiritual aspirations. The works of the great Russian writer Dostoevsky have become one of the sources of scientific heritage of the great Russian scientist Ukhtomsky in discovery of the law of dominants as well as the laws of double and honored companion. Dostoevsky not only the writer but the thinker psychologically accurately has revealed the contradictory nature of human existence, the patterns of the struggle between good and evil in the human soul. Ukhtomsky has used a deep insight about the person of Dostoevsky and organically has bound natural-scientific ideas about behavior with the laws of moral behavior deriving the meaning of human life beyond the natural, purely physiological limits. Dominant determine the direction of internal activity and perception of the world as a whole. The laws of double and honored interlocutor reflect moral self-identity.

**Keywords:** holistic cognition, art and science, knowledge and faith, worldview, dominant, person.

**Почта авторов / Author Email:** elenakorjova@gmail.com

Human cognition is a process of objective reality reflection in human consciousness obtaining new knowledge about the inner world. Scientific knowledge seeks to identify common patterns of life, while art is focused on the unique personality, author's subjective vision of the world. In contrast to the imaginative and emotional nature of artistic works science is inherent in intellectualism and rationalism. However, these differences are often rather arbitrary. Many scholars have emphasized the role of imagery and esthetic experiences in the process of scientific creativity. Science often opened new facets to the possibilities of the artistic world development and art often gave the immediate impetus to scientific thought about a person [2–5].

Down the narrow streets crossing the Nevsky prospect in St. Petersburg the great writer Fyodor Dostoevsky in the XIX century and the great scientist Alexey Ukhtomsky in the XX century daily walked as we now. Living in a different time they became very close to each other due to their common needs to solve the riddle of human life. We can clearly see how artistic and scientific ways of cognition are interlaced through the unity of the worldview and spiritual communion.

Today we increasingly understand the value of reading in the personality development. Reading of literature can and should be meaningful, enriching experience of self-discovery, helping to vital self-determination. Life history characters of world literature provide an opportunity to reflect on the essence of human life. We may compare them with our own

life and mentally "try on" seeing firsthand the ugliness of "dead-end" paths [2].

First and foremost this applies to domestic literature. The features of Russian literature are associated primarily with the fact that it is the power of art recreates the Russian worldview. Russian inner world is diverse, but the need for harmony in the integration of opposites in the higher integrity of more intuitive understanding of life associated with belief and acceptance of spiritual values. Perhaps the most vivid opening of the life spiritual context was reflected in Russian literature of the XIX century. Here can be called by many wonderful names. However, the inexhaustibility and the depth of Dostoevsky remain unsurpassed.

Literature is an inexhaustible storehouse of psychological knowledge. We are going through a difficult time mentioned by A. Ukhtomsky in highlighting the history of periods when it is easier to a person easier to appeal to art in order to quench the spiritual thirst than to religious traditions. The modern person has to them such a path: the integrity of vision of the life-span, depth of attention to life situations and actions in literature, in its best examples have becoming classics. Unfortunately, today it is often perceived as a form of entertainment, kind of fun, although it requires a serious relationship. "The power of art is in the personality open mastering; the personality case is to develop and further prepare the ground for the perception of certain ideas. Abstract idea, abstract sermon, "scientific truth" will be perceived only when the soil has already been prepared,



when it has deeply mastered the idea," – A. Ukhtomsky, the great Russian scientist and a deeply religious person, uniquely combining knowledge and faith, science and religion, wrote in his "Marginal Notes" [8, 283]. He said this is no accident: his fascination with Dostoevsky contributed to the scientific discovery of the universal law of dominant – leading areas of domestic activity operating at all levels of existence – from the physical to the spiritual [9].

Dostoevsky is open to all who can perceive spiritual phenomenon, since it describes in detail the mechanism of their development, the ambivalence, the contradictory nature of existence, the struggle between good and evil in the human soul. According to Dostoevsky a person is multidimensional reaching the moral plane, and is evaluated in accordance with its laws. The purpose of Dostoevsky is to show the possibilities of spiritual growth, that is why he pays special attention to the positive beginning of a person. However, he depicts the struggle of good and evil in a person and the victory of good [1].

A. Ukhtomsky is one of the few scientists managed to realize the approach to a person cognition in unity of spirit, soul and body. The concept of a person based on the principle of dominance is worked out by A. Ukhtomsky on the intersection of different scientific disciplines of physiology, psychology, philosophy, sociology, ethics, theology, literature and history. He organically linked the natural science understanding of behavior with the laws of communication developed by him about moral behavior deriving the meaning of human life beyond the natural, purely physiological limits.

The basis of the dominant existence evidence has become the physiological laboratory research. However, the dominant principle was not limited to the domain of physiological processes, but extend to mental, personality, existence and cognition. According to the ideas of A. Ukhtomsky a person is not passive in the reality perception; the dominant is the direction of internal activity, the main behavior orientation. The world perception is determined by us and our dominants. The dominants stand between us and reality. Only when you overcome yourself and your individualism, while cultivating dominant to another person as the most precious for a person, it is revealed to a person, and from that moment he first deserve to speak about him as about the person.

This means the ability to find the approach to each individual, to be able to enter his shell to heal his life. Life for others gives meaning to the lives of their own. In this regard, A. Ukhtomsky suggested the principle of the "creative embellishment", according to which a person should carry out a constant search and a positive forecast for development of the best in the world and people. A.A. Ukhtomsky analyzed in terms of the dominant the works of art, Russian and world history. A number of psychological problems that today seem to be unresolved because of its complexity, has received an original and convincing solution in the works of the scientist.

The concept of a person based on the principle of dominance was worked out by A. Ukhtomsky on the intersection of different scientific disciplines of physiology, psychology, philosophy, sociology, ethics, theology, literature, and history. The scientist was fascinated by Dostoevsky's works, especially "The Double", "The notes from underground" and "The Karamazov Brothers". These works of Dostoevsky from the point of a scientist view are internally linked. A scientist quoted in communicating with students individual pages and whole chapters of "The

Karamazov Brothers". It is known that A. Ukhtomsky turned to the literature to verify the applicability of the dominant principle for the higher manifestations of a person.

The novel of Dostoevsky "The Karamazov Brothers" was the source of the psychological concept by A. Ukhtomsky (the Law of the Honored Interlocutor) believed that in the whole of Western philosophy is nothing more profound. "For me, hence it opened to me at the time the law of the honored interlocutor – as one of the most consistent and the most inevitable companions of a person in all his ways. There's also a look that a normal human worldview is a complex organic molecule, and we don't know why it was formed, we do not know why nature moves from the simple primitive equilibrium and builds complex fragile molecules. On the contrary is the smashing worldview, mental confusion and, finally, madness is the transition to the decay of a complex molecule – the transition "with the release of energy", the transition to the equilibrium with "low heat input". We know one thing: when the human worldview at its height – it is a slender and complex molecule. The normal unifying principle is the idea and sense of God. Why this is so, we do not know. We grasp quickly the meaning and the reasons for the collapse of this "dynamic equilibrium" [8, 299]. Literature prefers to describe manifestations of this decay and supplies its examples mainly with the sign «minus», «nothing» [3], [4]. And the images of Fyodor Pavlovich, Mitya, Ivan and even Alyosha in «The Karamazov Brothers» are isolations and withdrawals, but the elder Zosima had the prototypes by St. Tikhon of Zadonsk and the St. Ambrose of Optina and was a responsive interlocutor with the dominant feature on the face of another [7]. A. Ukhtomsky believed that such dominance is inherent in the Russian people because of their inherent aspiration to the spiritual vector of being.

He recommended to the all his friends to read "The Double" considering that it is a "philosophical-psychiatric treatise on solipsism and self-centeredness as the main features of a typical representative of European culture" [8, 401-402]. On the small insignificant official example F. Dostoevsky brilliantly demonstrates how self-absorption leads to the fact that a person around and everyone sees only himself. There are no others for him because only himself exists.

In accordance with the law of the Double, the Double is situational, justified psychophysiological state of a person. However, according to the Law of the Honored Interlocutor, a person is need in the ideal carrying the idea of dynamics. The ideal of moral perfection and is Honored Interlocutor. Behavior is a work, and a person is not an observer and participant of life. If somebody turned bad sides, a person has earned it a bad, for others he may be a good. Communication with the partner is a living process of mutual evaluation and understanding, the rebuilding of the image in which the other person is seen as valuable. And moral "standards of life" are manifested through individual awareness of the existence meaning through his own life dominants [7].

In order to change not acceptable behavior, it is not necessary to attack somebody dominant "in a forehead" that will only strengthen them. It is more useful to look for conditions to support the new dominant. However, the symptoms of the defect cannot be removed without encroaching on the main root of the blemish inside a person. In this regard, A. Ukhtomsky took the main role for religion and related higher emotions, affecting updatively a person. "Where the tradition of the Church of Christ is broken, the humanity is quickly slipping into the animal condition" [9, 270], «swine in man» [ibid, 313]. Not leaving University

until his death, in 1921, he secretly took monastic vows with the name Alimpiy becoming a monk in the world [5].

Thereby we can make a valid conclusion about the unity of artistic and scientific ways of human cognition on example of the F. Dostoevsky and A. Ukhtomsky works. Russian literature of XIX century is characterized by the depth of a person transfer attitude and spiritual aspirations. The works of the great Russian writer Dostoevsky have become one of the sources of scientific heritage of the great Russian scientist Ukhtomsky in discovery of the law of dominants (the direction of internal activity and perception of the world as a whole) as well as the laws of double and honored companion (reflected moral self-identity). F. Dostoevsky, not only the writer but the thinker, psychologically accurately has

revealed the contradictory nature of human existence, the patterns of the struggle between good and evil in the human soul. A. Ukhtomsky has used a deep insight about the person of Dostoevsky and organically has bound natural-scientific ideas about behavior with the laws of moral behavior deriving the meaning of human life beyond the natural, purely physiological limits.

Cognition of a person as a spiritual being, in unity of spirit, soul and body, is the most complex task to be solved by scientists, and the A. Ukhtomsky legacy can play the important role in it. The F. Dostoevsky creativity has become for him one of the connection links of cognition together in anticipation of the integral human sciences ideas and fundamental scientific principles in the dominant doctrine.

#### Список литературы / References

1. Достоевский Ф. М. Полное собрание сочинений: В 30 тт. / Ф. М. Достоевский. – Л.: Наука, 1972–1990.
2. Коржова Е. Ю. Путеводитель по жизненным ориентациям: Личность и ее жизненный путь в художественной литературе / Е. Ю. Коржова. – СПб.: Общество памяти игумении Таисии, 2004. – 480 с.
3. Коржова Е. Ю. Поиски прекрасного в человеке: Личность в творчестве А. П. Чехова / Е. Ю. Коржова. – СПб.: Бионт, 2006. – 500 с.
4. Коржова Е.Ю. Духовная лестница Н.В. Гоголя: Личность и творчество / Е. Ю. Коржова. – СПб.: Общество памяти игумении Таисии, 2009а. – 614 с.
5. Коржова Е. Ю. Творческий лик русских мыслителей / Е. Ю. Коржова. – СПб.: Общество памяти игумении Таисии, 2009б. – 507 с.
6. Меркулов В. Л. О влиянии Ф.М. Достоевского на творческие искания А.А. Ухтомского / В. Л. Меркулов // Художественное и научное творчество. – Л., 1972. – С. 170–178.
7. Ухтомский А. А. Интуиция совести: Письма. Записные книжки. Заметки на полях / А. А. Ухтомский. – СПб.: Петербургский писатель, 1996. – 528 с.
8. Ухтомский А. А. Доминанта души: Из гуманитарного наследия / А. А. Ухтомский. – Рыбинск: Рыбинское подворье, 2000. – 569 с.
9. Ухтомский А. А. Доминанта / А. А. Ухтомский. – СПб.: Питер, 2002. – 448 с.

#### Список литературы на английском / References in English

1. Dostoevskij F. M. Polnoe sobranie sochinenij: V 30 tt. [The complete works in 30 volumes] / F. M. Dostoevskij. – Leningrad: Nauka, 1972–1990 [in Russian].
2. Korjova E. Yu. Putevoditel' po zhiznennym orientatsiyam: Lichnost' i ee zhiznennyy put' v khudozhestvennoj literature [Guide to the life orientations: Personality and life-span in literature] / E. Ju. Korjova. – St.Petersburg: The abbess Taisia Community, 2004. – 480 p.
3. Korjova E.Ju. Poiski prekrasnogo v cheloveke: Lichnost' v tvorchestve A.P. Chekhova [The search for beauty in a person: Personality in the works of A.P. Chekhov] / E. Ju. Korjova. – St.Petersburg: The abbess Taisia Community, 2006. – 500 p. [in Russian]
4. Korjova E. Ju. Duhovnaja lestnica N.V. Gogolja: Lichnost' i tvorchestvo [Spiritual ladder of N.V. Gogol: Personality and creativity] / E. Ju. Korjova. – St.Petersburg: The abbess Taisia Community, 2009a. 614 p. [in Russian]
5. Korjova E.Ju. Tvorcheskij lik russkih myslitelej [The creative face of Russian thinkers]. – St.Petersburg: The abbess Taisia Community, 2009b. – 507 p. [in Russian]
6. Merkulov V. L. O vliyani F.M. Dostoevskogo na tvorcheskije iskaniya A.A. Ukhtomskogo [On the influence of F.M. Dostoevsky in creative search A.A. Ukhtomsky] / V. L. Merkulov // Khudozhestvennoe i nauchnoe tvorchestvo [Artistic and scientific creativity]. – Leningrad, 1972. – P. 170–178. [in Russian]
7. Ukhtomskij A. A. Intuitsiya sovesti: Pis'ma. Zapisnye knizhki. Zametki na polyakh [Intuition of conscience: Letters. Notebook. Field notes] / A. A. Ukhtomskij. – St.Petersburg: Peterburgskij pisatel', 1996. 528 p. [in Russian]
8. Ukhtomskij A.A. Dominanta dushi: Iz gumanitarnogo naslediya [Dominant of soul: humanitarian heritage] / A. A. Ukhtomskij. – Ribinsk: Rybinskoe podvor'e, 2000. – 569 p. [in Russian]
9. Ukhtomskij A. A. Dominanta [Dominant] / A. A. Ukhtomskij. – St.Petersburg: Piter, 2002. – 448 p. [in Russian]

DOI: <https://dx.doi.org/10.18454/RULB.10.04>

Асратян З.Д.

Кандидат филологических наук, Набережночелнинский государственный педагогический университет  
**НЕКОТОРЫЕ ЛИНГВОКУЛЬТУРНЫЕ КОНЦЕПТЫ В СОВРЕМЕННОЙ БРИТАНСКОЙ ЛИТЕРАТУРЕ****Аннотация**

Статья посвящена анализу некоторых аспектов британского концептуального мира на примерах из современной художественной литературы. Концепт в художественной литературе рассматривается как индивидуально-авторское видение окружающего мира, как предикация темы к ее авторской интерпретации. Анализируются концепты, отражающие коллективное бессознательное страны, нации, народа, превращаясь, таким образом, в концепты лингвострановедческие. В работе через призму причинно-следственных отношений между преступлением и наказанием рассматривается концепт толерантности. Также затрагиваются проблемы отцов и детей в британской мусульманской культуре. Показаны различия в некоторых базовых лингвострановедческих концептах в Британии и России.

**Ключевые слова:** современная британская художественная литература, концепт, понятие, лингвострановедческий концепт.

Asratyan Z.D.

PhD in Philology, Naberezhnye Chelny State Pedagogic University

**SOME LINGUO-CULTURAL CONCEPT IN CONTEMPORARY BRITISH LITERATURE****Abstract**

The article deals with the analysis of some aspects of the British conceptual world on the basis of contemporary imaginative literature examination. Concept is understood as the individual author's vision of the reflected world, as a predication of the topic to its author's interpretation. The work analyses concepts reflecting the collective unconscious of the nation which turns them into linguo-cultural ones. The article examines the concept of tolerance through cause-effect relations of crime and punishment. The problems of children-parents relations in the British Muslim culture are also touched upon. The work shows the differences of some basic linguo-cultural concepts in Britain and in Russia.

**Keywords:** contemporary British imaginative literature, concept, notion, linguo-cultural concept.

**Почта авторов / Author Email:** asratyan@mail.ru

The concept theory in our home linguistics started to develop in the second half of the previous century and up to the present moment has achieved certain results. Yet this trend in the form it exists in our linguistics has practically failed to develop in foreign linguistics with the exception of some works on Slavonic studies (A. Vezhbitskaya). We can find serious reasons for this phenomenon the main of which is the coincidences of the terms 'notion' (*ponyatie*) and 'concept' (*kontzept*) in many European languages.

It is not likewise in our home linguistics. The difference between these two terms is underlined by almost all the investigators who are working in this field (N.D. Arutyunova, Yu.S. Stepanov, S.G. Proskurin, V.A. Maslova and many others). Thus S.G. Vorkachev admits that concept (*kontzept*) 'in its most general meaning is a notion (*ponyatie*) understood as a whole set of its most essential features **within the framework of culture**' (*underlining is ours*) [1, P. 12]. However, as it was truly marked by Yu.S. Stepanov and S.G. Proskurin, notions (*ponyatiya*) reflect only essential and necessary features while concepts (*kontzepty*) may include unessential characteristics as well [2, P. 14-30]. The immersion into the national culture is very important for a concept.

We define concept as some view on, an idea about a subject or phenomenon. This view is nationally and individually determined and reflects the world picture of the nation and/or the person.

Concept is formed as a predication of a topic to its interpretation by the author. In works of fiction the reflected world is interpreted through its author's perception and thus is conceptualized. Concepts represent author's language world picture which is usually emotionally coloured and thus may be expressed not only as a rational, logically complete idea but very often as an image or series of images. Author's interpretation of the reflected world is frequently imaginative, metaphoric. And though writers reflect their own ideas they

can't but represent the ideas which are characteristic for his or her culture, for his or her nation. In this case we see not only the individual author's concept but the linguo-cultural concept of the whole nation.

A text may comprise several topics that are united into macro-topics which in their turn form the global topic of the whole creation. And consequently concepts can also be multiple. We can distinguish micro-concepts, macro-concepts, and the global concept of the whole work for the sake of which it is created.

This investigation will analyze linguo-cultural concept of tolerance in the contemporary British literature through cause-effect relations: crime and punishment.

In our national culture since the times of F.M. Dostoevsky crime always associates with punishment. And the long Gulag history of the country alongside with the contemporary exaggerated and not always fair system of punishment intensifies emotionality of the problem in the public consciousness.

That's why when our higher educational establishments became able to get acquainted closer with the contemporary British literature some aspects of British life reflected in this literature caused moral perplexities for Russian readers.

Thus, in Hilary Mantel's novel *An Experiment in Love* [3] during a fire in a hostel one student, Lynette, perishes because she didn't manage to leave the burning building. Another student, Carmel, who is a narrator in this novel, sees a key fall from Karina's pocket. It is the key to the room where Lynette and Karina lived. Carmel realizes that Karina had locked the door with Lynette in and the girl was unable to leave the room and burnt alive. Meanwhile Karina 'had saved' Lynette's fox fur coat. However the following speculations of Carmel look at least strange for our reader: "She knew I would not give her away. After all, I said to myself, I don't know that she is a murderer. Just because she has the key, it doesn't mean she turned it in the lock." [3, P. 246]. And Carmel doesn't make any attempts to clarify what

has really happened. Such behavior could have been explained if Carmel and Karina were close friends but Carmel doesn't like Karina and almost adores Lynette. The question if there had been a crime remains open, without any attempts to clarify the situation. A Russian reader is certain to ask, if it is tolerance or indifference.

In Julia Darling's novel *The Taxi Driver's Daughter* [4] a fifteen year old girl, Caris, together with her boyfriend George go into other people's empty houses and enjoy themselves as they like. And not until Caris realizes that George is able to commit a murder does she come to her senses. George is arrested by the police. Yet Caris having surrendered him to the police doesn't feel any remorse because of their deeds in other people's houses.

The protagonist of Sebastian Faulks' novel *A Week in December* [4] Hassan al-Rashid, the son of one of the richest British people, becomes a terrorist. He goes to France to fetch constituents of a bomb, brings them to London and is preparing to blast a bomb at one of the city's hospitals. The bombs should be brought to the hospital by other terrorists, Hassan is to fetch detonators. And though he is to some extent embarrassed by the fact that the explosion should take place at a hospital it is not this that stops him. A bicycle with no lights on shot past him on the bridge of a gloomy, evening London, making him leap: "*Hassan stood back against the parapet of the bridge, with his heart hammering his ribs in a huge lumping rhythm. Shit. He had thought for a second he was going to die*" [4, P. 380]. It was that horror at the edge of death that brought him back to reality. He throws the detonators into the Thames. But again we see that they were not moral considerations that prevented Hassan from the crime but an elementary animal fear.

It looks as if concepts of 'crime' and 'punishment' in the British culture are not so closely connected with each other as in the Russian one.

There is one more aspect in the British Muslim culture we'd like to pay attention to. It is the difference between Islam of parents and children.

Hassan's family has very successfully integrated into the British life: his parents are invited into the most famous houses of London and even to Buckingham Palace. Hassan's father considers that faith, Islam, is a way of living, a deeply private matter, and he is not willing to impose his beliefs on other people. Hassan is another matter. Being born in Britain

he doesn't associate himself with the British society but under the influence of radical islamites is preparing himself for jihad. For him any person who doesn't share his ideas is *kafir* which means for him enemy. Whole nations become enemies. Even his father who doesn't share radical islamites' views is considered by him stupid: "*He had been on the verge of saying things he would have regretted. Thank God the old fool had gone to bed.*" [4, P. 261]. Such an attitude towards the father looks strange for Muslim culture where one can observe very reverent attitude to senior people especially to parents. It is sufficient to recall the words of the Chechen leader R. Kadyrov who said that if his father had told him to jump from a high-rise building he would have done that immediately.

We may doubt if the narrator in the S. Faulks' novel is reliable taking into consideration the fact that the author doesn't belong to the Muslim culture himself and thus may be not quite correct in creating his character. However a story of another British writer, Hanif Kureishi, who has Eastern roots, depicts a similar picture. The narrator's son Ali in the story *My Son the Fanatic* is also contemptuous and pitiless towards his father: "*Ali had a horrible look, full of disgust and censure. It was as if he hated his father. ... In a low, monotonous voice, the boy explained that Parvez had not, in fact, lived a good life. He had broken countless rules of the Koran.*" [6, P. 102].

Thus, we can see that young people who were born in Britain are much more inclined to radicalism than their parents. At the same time a family with its values as the basis of moral criteria moves to the background. It is obvious wherein that somebody has very seriously worked with these young people. The concept of radical Islam in the contemporary British literature is certain to include such (a) tutor/s.

The concept of tolerance isn't a global one in either of the cited works. And as it can be seen neither is it an individual author's concept because all the authors mentioned above reflect a certain tolerance to some moral misdeeds and even to criminal ones. Such an attitude doesn't coincide with the Russian concept of crime which is closely connected with the idea of punishment. Thus, we may treat this concept of tolerance in the British literature which reflects the British society and its life as a *linguo-cultural* one.

#### Список литературы / References

1. Воркачев С. Г. Лингвокультурная концептология и ее терминосистема / С. Г. Воркачев // Политическая лингвистика. - № 3. - 2014. - Екатеринбург. - С. 12-20.
2. Степанов Ю. С. Константы мировой культуры / Ю. С. Степанов, С. Г. Проскурин. - М.: Наука. - 1993. - 158 с.
3. Mantel H. An Experiment in Love / H. Mantel. - London: Harper Perennial. - 2004.
4. Darling J. The Taxi Driver's Daughter / J. Darling. - Penguin Books. - 2004.
5. Faulks S. A Week in December / S. Faulks. - London: Vintage. - 2010.
6. Kureishi H. My Son the Fanatic / H. Kureishi. In: Hewitt K. (ed.). A New Book of Contemporary British Stories. - Perspective Publications. - 2001. - P. 96-107.

#### Список литературы на английском / References in English

1. Vorkachov S. G. Lingvokul'turnaya kontseptologiya i eyo terminosistema [Linguocultural Theory of Concept and its Terminological System] / S. G. Vorkachov // Politicheskaya lingvistika [Political Linguistics]. - № 3. - 2014. - Ekaterenbourg. - P. 12-20 [In Russian]
2. Stepanov Yu. S., Proskurin S. G. Konstanty morovoy cul'tury [Konstants of World Culture] / Yu. S. Stepanov, S. G. Proskurnin. - M.: Nauka. - 1993. - 158 p. [In Russian]
3. Mantel H. An Experiment in Love / H. Mantel. - London: Harper Perennial. - 2004.
4. Darling J. The Taxi Driver's Daughter / J. Darling. - Penguin Books. - 2004.
5. Faulks S. A Week in December / S. Faulks. - London: Vintage. - 2010.
6. Kureishi H. My Son the Fanatic / H. Kureishi. In: Hewitt K. (ed.). A New Book of Contemporary British Stories. - Perspective Publications. - 2001. - P. 96-107.

*Статья направлена на изучение возможностей применения наглядных средств в обучении студентов языковых вузов приемам аналитического чтения англоязычных текстов. В первой части автор анализирует связанные с объектом исследования категории техники чтения, задачи обучения чтению как таковому и аналитическому, в частности. Обосновывается необходимость повышения мотивации и межкультурной компетентности изучающих язык за счет использования визуализации и аутентичных текстов. Аргументируется прикладной характер парадоксальных утверждений для демонстрации примеров концептуального разбора языкового материала. Далее подробнее рассматривается техника анализа парадоксальных высказываний с помощью составления структурных схем, выявляющих основные идеи текста и характер взаимосвязи между ними. В заключение приведены примеры и интерпретация анализа известных высказываний на английском, даны рекомендации по использованию на уроке.*

**Ключевые слова:** анализ, парадоксальные утверждения, схемы, противоречия, взаимосвязь.

Belyaeva E.A.

ORCID 0000-0001-7009-2498, Associate professor, PhD in Philosophy, Kazan (Volga Region) Federal University

## THE ANALYSIS OF PARADOXICAL ENGLISH STATEMENTS BY USING SCHEMES

## Abstract

*The article is aimed at studying the opportunities of implementing visual aids in teaching analytical reading methods to students at language colleges. In the first part the author analyses the category of reading technique, the tasks of teaching basic and analytical reading which are related to the object of the research. The necessity to enhance motivation and cross-cultural competence of learners due to the use of visual aids and authentic texts is being justified. The author argues the applicability of paradoxical statements for demonstration of the conceptual analysis cases. The technique of paradoxical statements' analysis, allowing to define the key text concepts and the character of their interrelation by making up structural schemes, is being considered. In conclusion of the article examples of the analysis with interpretation and practical recommendations are provided.*

**Keywords:** analysis, paradoxical statements, schemes, contradictions, interrelations.

It is necessary to clarify the key terminology used in the article. On the modern stage of the development of language education a substantial theoretical corpus on teaching reading in a foreign language has been accumulated and is reflected in the works of the researches: V.A. Buchbinder, M.L. Weisburd, Z.I. Klychnikova, A.A. Leontieva, E.I. Passova, S.R. Plotnikova, O.A. Rozova, G.V. Rogova, S.K. Folomkina and others [4, P. 133]. The task of teaching reading as an independent communicative skill is to teach learners to extract sufficient amount of information for solving a specific communicative problem, using certain reading technologies [1, P. 5, 6]. Under reading technology we understand a succession of operations, conditioned by the aim of reading and characterized by specific combination of semantic and perceptive processing of the visual material. We consider analytical reading as a kind of reading serving a means of understanding more complex texts with linguistic analysis elements. [4, P. 135]. Speaking about the sets of such reading, it is worth mentioning A.A. Miroljubov [3, P. 8], stating the rethinking of visual information, discovery of semantic ties and understanding of the text message as the purposes of reading.

Unfortunately, it is analytical reading that presents essential difficulty for students due to misunderstanding of the abstract logic and tools of analysis, which results in the lack of motivation. According to A.V. Fakhruddinova and A.T. Khusainova [6, P. 330], it is crucial to create a situation of success while teaching a language, stimulating the motivation development with the help of visual aids and exercises among other things. And in case with analytical reading supportive notes in the form of reference schemes, expressing information units, various interrelations between them and a set of signs specifying abstract material, can be particularly instrumental for learners [1, P. 17].

As we know, the full understanding of the text suggests analyzing of the 3 kinds of textual information: factual (presented directly within the text), connotational (implied ideas) and conceptual (main concepts). Working with schemes trains the skill of outlining main concepts, fosters the development of logical thinking. This method is mostly justified within the post-reading analysis – the stage of information transforming and presenting it as an algorithm expressed in the interrelation of parts of the text. [5, P. 205].

Alongside with the adequate choice of graphic means of processing information the effectiveness of teaching analytical reading is, to a great extent, influenced by the right selection of the material for analysis. Thus we propose that a teacher of English should use the principle of cultural congruity, meaning that the culture of the English-speaking countries should be incorporated into the study tasks. Famous sayings, proverbs, catchphrases of distinguished native speakers are not only an endless source of practical wisdom, but an insight into the mentality and traditions of the nation, effective means of enhancing country-study competence of learners. Moreover, the use of authentic utterances by foreign authors, poets, journalists pursue several aims at once: fostering learning motivation and emotional feedback, developing communicative skills and inspiring crosscultural competence that is in line with the modern humanitarization trend in education.

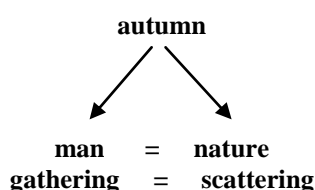
In the present article we have chosen 3 statements by prominent representatives of British and American culture, united by the usage of the same stylistic device – paradox. That was done on purpose, as we view the analysis of paradoxical utterances as the most evident and applicable variant to demonstrate the technique of making up reference schemes. What differentiates paradox from other stylistic expressive means? Among the distinctive features of paradox

above all is presence of a contradiction, possibility to solve the contradiction, finding common characteristics of specific notions. E.N. Zabolina points out, that the dialectical triad of paradox structure “thesis-antithesis-synthesis”, where contrasting features of an object act as thesis and antithesis and synthesis shows their interrelation, contributes to the adjustment of the differences [2, P. 38]. Consequently, the paradox is resolved with a new sense, quality and relation.

Let us present an example of schematic analysis of several paradoxical quotations in English.

**«For man, autumn is a time of harvest, of gathering together. For nature, it is a time of sowing, of scattering abroad».** Edwin Way Teale (an American naturalist and author) [7]

The verbs “gathering” and “scattering” alone have diametrically opposed meanings: to congregate and to disperse, being 2 poles of the unity, expressed by the notion “autumn”. That is the structural analysis of the statement:



The illustrativeness of the chart due to the positioning ideas in two (on the scheme) or more dimensions allow language learners to find out that “autumn” is the main concept of the utterance; “man” and “nature” – two specific notions, tied with the key uniting concept of “autumn” and coordinated with each other, thus presenting equal in importance notions. Since analytical reading focuses on structural analysis of language units and exact understanding of the author’s idea, it is worthwhile to search for the covert question to the answer given by the statement. For the above given phrase the implied question is:

- What is autumn for man and nature?

OR

- What is appropriate to do for man and nature in autumn?

Man as a part of nature displays opposite characteristics in a particular season, namely in autumn. Nevertheless the utterance is true, reflecting the eternal course of nature. The following components of paradoxical utterances’ analysis may be singled out:

- 1) Statement = The text and its meaning
- 2) Structure = The ties between general and specific concepts; coordination and subordination.
- 3) Strategies = Revealing the relations between ideas; questions to the answers given in the text.
- 4) Underlying idea = What is implied but not announced.
- 5) Analogy = Metaphoric, figurative likeness of elements, not literally resembling.

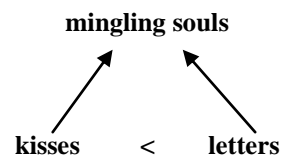
6) Conclusion = Deductions based on facts (and implications)

7) Metaphors = True figurative statement.

8) Size = Small texts consist of the same elements as bigger ones.

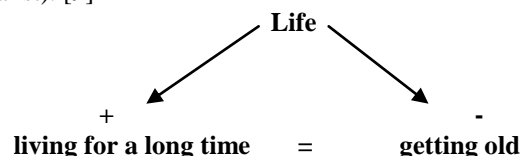
To prove with reasons we will provide the schematic analysis of additional 2 quotes:

1. **«More than kisses, letters mingle souls».** John Donne. (an English poet and preacher)[8]



Though the concepts “kisses” and “letters” are on the same level of generalization, as shown in the chart, “letters” is a stronger factor, influencing the idea of “mingling souls” (joining souls together). Besides, such elements as analogy and metaphor are vividly demonstrated in the utterance. Thus “kisses” and “letters” are being figuratively compared as two analogous notions contributing to the same process of “bringing souls together”. The poetic assumption of the mingling effect of kissing and correspondence for people is true being a genuine metaphor.

2. **«It’s paradoxical, that the idea of living a long life appeals to everyone, but the idea of getting old doesn’t appeal to anyone».** Andy Rooney. (famous American journalist). [9]



One more paradox: “living for a long life” is unthinkable without “getting old”, being two equal in importance manifestations of “life”, positioned on the same level in the scheme. Though, by all means, longevity is a positive one and ageing is a negative aspect of life. The passage with “appealing to everyone or no one” is compressed in two simple notions with opposite signs which repeatedly illustrates the summarizing options of the schemes as a means of working on the text.

In conclusion of the article we would give some practical recommendations referring to the implementation of the method in its different variations. We suggest that it should be used in groups with Intermediate (and higher) level of English during Home Reading lessons in order to minimize possible lexical difficulties and allow a substantial amount of time for preparation activities at home and in class. The individual analysis of English proverbs, catchphrases, poems and prosaic texts using the scheme technique, comparing English texts with Russian analogues and according reference charts, writing essays based on the suggested conceptual charts may serve as examples of tasks for language students.

### Список литературы / References

1. Борецкая Н. С. Использование современных технологий при работе с текстом на уроках английского языка [Электронный ресурс] / Н. С. Борецкая. – С.1-30. – URL: [http://nsportal.ru/shkola/inostrannye -yazyki/angliiskiy-yazyk](http://nsportal.ru/shkola/inostrannye-yazyki/angliiskiy-yazyk) (дата обращения: 29.01.2017)
2. Заботина Е. Н. К вопросу о когнитивных аспектах парадокса / Е. Н. Заботина // Вестник Ленинградского государственного университета им. А.С. Пушкина. – Санкт-Петербург, 2010. – Выпуск 1, Т.5. – С. 34-42
3. Миролюбов А.А. Обучение иностранным языкам в свете реформы школы/ А.А. Миролюбов //Иностранные языки в школе.-1996.-№2.-С.4-11.

4. Пласкина М. В. Анализ современных теорий обучения чтению на иностранном языке / М. В. Пласкина // Проблемы и перспективы развития образования: материалы V Международной научной конференции (Пермь, 20-23 марта 2014 г.). – Пермь: Меркурий, 2014. — С. 133-136.
5. Светлакова Е. К. Использование опор при обучении иноязычному чтению / Е. К. Светлакова, И. А. Андреева // ПЕРСПЕКТИВЫ НАУКИ-2016: Материалы III Международного заочного конкурса научно-исследовательских работ (Казань, 29 апреля 2016 г.) – Казань: Изд-во: ООО «Рокета Союз», 2016.- Т. 1: Социально-гуманитарные науки. – С. 204-206.
6. Хусаинова А. Т. Межпредметная интеграция при обучении студентов вузов на примере изучения иностранного языка/ А. Т.Хусаинова, А. В. Фахрутдинова // Ученые записки Казанской государственной академии ветеринарной медицины им. Н.Э. Баумана. – Казань, 2014. - №3- С.328-332.
7. Edwin Way Teale Quote – URL: <http://izquotes.com/quote/287648>. (accessed: 31.05.2017)
8. John Donne Quote – URL: <http://izquotes.com/quote/224886> (accessed: 31.05.2017)
9. Andy Rooney Quote - URL: <http://izquotes.com/quote/157763> (accessed: 31.05.2017)

#### Список литературы на английском / References in English

1. Boretskaja N. S. Ispolzovanie sovremennyh tekhnologij pri rabote s tekstom na urokah anglijskogo jazyka [Using modern technologies working on the text at English lessons] / N. S. Boretskaja [Electronic resource] P.1-30 – URL: <http://nsportal.ru/shkola/inostrannye-yazyki/angliiskiy-yazyk> (accessed: 29.01.2017) [in Russian]
2. Zabolina E. N. K voprosu o kognitivnykh aspektakh paradoksa [The issue of cognitive aspects of paradox] / E. N. Zabolina //Vestnik Leningradskogo gosudarstvennogo universiteta im. A. S. Pushkina [Bulletin of Leningrad State University n.a. A.S. Pushkin]. – Saint-Petersburg, 2010. – Issue 1, Vol. 5. – P. 34-42 [in Russian]
3. Miroljubov A. A. Obuchenije inostrannym jazykam v svete reformy shkoly [Teaching foreign languages in the light of the school reform] / A. A. Miroljubov //Inostrannye yazyki v shkole [Foreign languages at school]. – 1996. – №2. – P.4-11. [in Russian]
4. Plaskina M. V. Analiz sovremennyh teorij obuchenija chteniju na inostrannom jazyke [The analysis of modern theories of teaching reading in a foreign language] / M. V. Plaskina // Problemy i perspektivy razvitiya obrazovanija [The Problems and Perspectives of Education Development]: Materialy V Mezhdunarodnoj nauchnoj konferencii (Perm, Mart 20-23, 2014) [The Proceedings of V International Scientific Conference (Perm, March 20-23, 2014)]. – Perm: Mercurij, 2014. – P. 133-136. [in Russian]
5. Svetlakova E. K. Ispolzovanie opor pri obuchenii inozazychnomu chteniju [The use of reference aids in teaching reading in a foreign language] / E. K.Svetlakova, I. A. Andreeva //Perspektivy nauki-2016[Scientific Perspectives-2016]:Materialy III Mezhdunarodnogo konkursa nauchno-issledovatel'skih rabot (Kazan', Aprel' 29, 2016)[The Proceedings of the III International Distance Contest of Scientific Papers (Kazan, April 29, 2016)] – Kazan: Publishing house: “Roketa Sojuz”, 2016.- Vol.1: Social'no-gumanitarnye nauki [Social and Humanitarian Sciences]. – P.204-206. [in Russian]
6. Khusainova A.T. Mezhpredmetnaja integracija pri obuchenii studentov vuzov na primere izuchenija inostrannogo jazyka [Intersubject integration while teaching students a foreign language] / A. T.Khusainova, A. V. Fakhrutdinova//Uchenye zapiski Kazanskoj gosudarstvennoj akademii veterinarnoj medicyny im. N.E. Bauman [Scientific Journal of Kazan State Academy of Veterenarian Medicine n.a. N.E. Bauman]. – Kazan, 2014. – №3. – P.328-332. [in Russian]
7. Edwin Way Teale Quote – URL: <http://izquotes.com/quote/287648>. (accessed: 31.05.2017)
8. John Donne Quote – URL: <http://izquotes.com/quote/224886> (accessed: 31.05.2017)
9. Andy Rooney Quote - URL: <http://izquotes.com/quote/157763> (accessed: 31.05.2017)



DOI: <https://dx.doi.org/10.18454/RULB.10.03>

Черкашина Е.И.

Доцент, Кандидат филологических наук, Московский городской педагогический университет  
**МОДЕЛЬ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ СПЕЦИАЛЬНОСТИ В ТЕХНИЧЕСКОМ  
 УНИВЕРСИТЕТЕ**

**Аннотация**

В статье представлена новая модель лингвообразовательного процесса, которая может быть реализована в практике преподавания иностранного языка в техническом университете. Предлагаемая модель учитывает характерные особенности мышления студентов технических специальностей и представляет собой матрицу с бинарной оппозицией. Заполненные клетки матрицы в наглядном виде представляют собой структуру содержания знаний об изучаемом языке. Знания о системной организации языка, представленные в виде матрицы, открывают обучающимся возможности осмысления «языка в действии» в системе координат, близкой их левополушарному типу мышления. Знание особенностей работы доминантного полушария студентов технических специальностей (инженеров-физиков) позволило нам смоделировать лингвообразовательный процесс в техническом университете. Сложное переплетение составляющих лингводидактики обязывает преподавателей иностранного языка принимать во внимание результаты исследований в области функциональной межполушарной асимметрии мозга. Акцент на возможности левого полушария, как доминирующего у этой категории обучающихся, должен изменить подход преподавателей иностранного языка к построению лингвообразовательного процесса в техническом университете. А также учитывать, что качества, определявшие жизнь в информационном веке, остаются необходимыми, но их одних уже недостаточно для личностной самореализации в новом концептуальном веке.

**Ключевые слова:** модель, процесс обучения, матрица, левополушарное мышление.

Cherkashina E.

Associate Professor, PhD in Philology, Moscow City Teachers Training University

**THE MODEL OF TEACHING A FOREIGN LANGUAGE FOR SPECIFIC PURPOSES IN A TECHNICAL  
 UNIVERSITY**

**Abstract**

The article presents a new model of a linguistic educational process that can be implemented in the practice of teaching a foreign language in a technical university. The proposed model takes into account the characteristic features of mindset of students of technical universities and faculties, and it constitutes a matrix with a binary opposition. Filled-in matrix cells represent a structure of the language knowledge content in a visual form. Knowledge of the system organization of a language helps the students to understand "language in action" in the way that corresponds to their left hemisphere mindset. The knowledge of the dominant hemisphere cerebration peculiarities of the students of technical specializations (engineering physicists) lets us model a lingvo-educational process in a non-linguistic university. A complex linking of lingvo-didactic components makes the teachers of foreign language take into consideration the results of the research in the field of functional interhemispheric asymmetry of the brain. The emphasis on the abilities of the left hemisphere dominating among the students has to change the approach of the teachers of foreign languages to the organization of the linguistic educational process in a technical university. It is also important to consider that the skills which led the life in the information age remain necessary, but they alone are no longer sufficient for personal self-realization in the new conceptual age.

**Keywords:** a model, teaching process, a matrix, a left-hemisphere mindset.

**Почта авторов / Author Email:** elena\_chere@inbox.ru

It has already become obvious that the extent and rate of changing thing and social human environment will increase. Education does not have a right to ignore the problem of the world variability, knowledge outdated, stereotypes in thinking and acting patterns, obsolescence of common forms, methods and work practices, the ways of their organization etc. This means that it is not enough just to develop ways of adaptation to the changing environment and the achievements of scientific and technological progress.

The well-known American expert in the sphere of socio-economic trends Daniel Pink notes that the past 100 years of Western society in general and American in particular were in the power of highly specialized and rigorously analytical mindset and world perception. It was the epoch of "knowledge workers" – highly educated specialists, capable of information processing and making expert conclusions. We agree with the concept of D. Pink that nowadays the features of the left-hemispheric mindset, that defined the previous era, are still relevant, but not enough by themselves. These days to achieve professional mindset and personal self-realization both individuals and organizations have to develop an integral mind.

The changes that take place in the modern world suppose a revision of ideas and approaches affecting the process of

education. It firstly deals with training specialists for the new epoch which requires creative, global mindset. In the perspective of the upcoming transformations the process of teaching foreign languages to the students of non-linguistic faculties requires careful thought and rational organization.

Teaching specialists it is important to consider that a foreign language for them is a tool for cross-cultural communication and a way to improve their professional competence. In this case learning the language of one's professional sphere becomes the major element for the development of his/her professional competence.

Training specialists (engineers, doctors, tourism personnel) for working in France has allowed us to conclude that to teach French for specific purposes there have to be different models for linguistic educational process organization. We offer 3 models of teaching a foreign language, where each model takes into account the field of specialization, the peculiarities of lateral thinking and professional awareness of students. The model of organizing a language for specific purposes course is focused on the final goal of training – the ability and willingness to perform as a specialist when speaking a foreign language.

Modern pedagogic research has used the method of modelling more and more often as projecting new models of



educating process provides us with new information about the object under study and, as A.N. Dakhin supposes, “pedagogic modelling works for model-goals, i.e. ideals which pedagogic practice tries to reach” [1]. Consequently, “the aim of modelling is to transfer the received new knowledge about the features and behaviour of the model to the real object” [2]. The aim of our research is to implement the suggested models in the foreign language teaching practice in technical universities.

Questionnaire survey of students in non-linguistic universities has showed that the main difficulty for them in the process of learning a foreign language is represented by the system of the language or, in their understanding, its absence. For the majority the language presents a chaotic set of elements, structures where the rules are not strict and there are many exceptions for them. The variety of language forms and lexical material, the richness of language in general leads to overwhelming mistakes made by the students of technical specialization. In our opinion, the difficulties in teaching foreign languages to the students of non-linguistic universities lie in the fact that the teachers of foreign languages do not consider the following:

- the difference between the system of language and the system of STEM sciences;
- the quality of professional mindset and professional consciousness of students of this profile;
- psycho-physiological peculiarities of the students associated with interhemispheric brain asymmetry.

An important aspect, as we see it, is the consistency of the foreign language as the object of study because the linguistic knowledge to be acquired reflects the theoretical basics of the language as the system. We suppose that it is possible to create a “matrix” of the language system which will serve to the students as a “guide” in the system. Filled cells of the “matrix” will visually represent the general structure of linguistic knowledge. The knowledge of the language system provides the students with the opportunities to understand “the language in action” and, as the result, adequately use linguistic means in their speech to express the thoughts about the subject.

One of the most important parameters of linguistic competence and linguistic identities typology is directly connected with the asymmetric structure and functioning of the brain cortex – its left and right hemispheres– which demonstrate the different degree of activity. It has been proved that memory which influences the usage of ready units is connected with the functions of the right hemisphere, while the left hemisphere is “responsible” for analysis and synthesis, the creation of linguistic units. The right hemisphere keeps the units, the left – the rules, the right deals with the mechanisms of actualization, the left – with the ones of derivation. The right hemisphere mostly determines nominative activity, the left – syntagmatic. There is no need to oppose the hemispheres in the axiological aspect. They are different in quality and they “need” each other. For example, intuition or heuristics exist both in logical and image-associative variants, and they both have their advantages and limits. Being different, left- and right-hemispheric qualities of linguistic ability as well as the bearers with different degree of left- and right-hemispheric components’ activity require different methods of developmental influence [3].

Students of physico-mathematical universities and faculties are in most cases the representatives of left-hemispheric type of mindset, and it means that the left-hemispheric formal-logic components of mindset organize any sign material in such a way that a strictly ordered and

unambiguous context is created, which is necessary for successful communication between people. The elements of the unambiguous context can be represented not only by words but also by other signs, symbols and even images. The left hemisphere is responsible for conceptual, convergent (aimed at the only possible solution) mindset, it identifies one figure from the background and works with the information in the focus of attention.

The left hemisphere contains a discrete model of the world, divided into separate elements. The left-hemispheric mindset is considered to be abstract-logic, predictable, rational and two-dimensional (on the subspace). The predominance of the left-hemispheric functions is revealed in the language by the units which contain more general, abstract notions, reflecting basic functional characteristics of the objects of the real world. Consequently there is a tendency for the binary form of modelling. One should take into account that “the images of the right hemisphere are also characterized by certain abstraction, but the left controls pure notion analysis and generalization (can operate with abstract philosophic categories, mathematical notions without figurality, such as integral, cosine)” [4].

Having analyzed much evidence about the nature of the functional asymmetry of the brain [8], [9], [10], [11], [12], based on the research results from the fields of neuropsychology and psychophysiology, we have concluded that the basic model for learning the language system of a foreign language (French) by the students of physico-mathematical universities and faculties represents a matrix (Fig. 1).

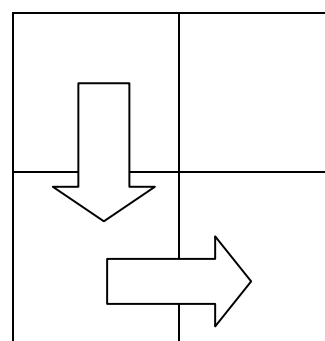


Fig. 1 – Matrix with binary opposition

The preference is given to the binary opposition as the matrix should not be overloaded with elements. As we have mentioned before, the left hemisphere comprises the discrete model of the world divided into separate elements. The amount of the elements should correspond to the structure of the matrix: 2x2, 3x3, etc. The matrix as the model can be filled in with various linguistic material (grammatical, lexical). The key word for completing the task is algorithm, a stepwise choice of elements. It's important to remember that to process the information the students with the left-hemispheric mindset need time to think the information over consequently and linearly.

Let's consider how this model works for teaching the system of tenses and moods of the French verb. Firstly we suggest introducing the system in the levels of a table (Table 1):

Table 1 – The table of levels

Zero level	Infinitif	
I level	Impératif	Présent
II level	Passé immédiat	Futur immédiat
III level	Passé composé	Futur simple
IV level	Imparfait	Conditionnel présent
V level	Plus-que-parfait	Conditionnel passé
VI level	Subjonctif	

In the given table (Table 1) the form of representing tenses and moods corresponds to the model of the matrix with binary opposition (Fig. 1). The vertical columns present 5 levels, including the basic forms of Past and Future tenses of the verb from the easy to the complex. Horizontally each level presents the formation of the verb forms to produce an utterance, from the learned form to the new.

We find it rational to begin learning the system of French verb from Impératif as in the future these forms help students to learn verb conjugation in Present without rote memorization (Table 2)

Table 2 – Matrix

<i>Impératif</i>	<i>Présent</i>	
Parle!	<b>Je</b>	parle
	<b>Tu</b>	parles
	<b>Il, Elle, On</b>	parle
	<b>Ils, Elles</b>	parlent
Parlons ! Parlez !	<b>Nous</b>	parlons
	<b>Vous</b>	parlez

These forms of Impératif of the French verb will let the students derive 3 forms of Present tense, but not the 6 forms the way they exist in the traditional grammar. The 3 learned forms of Impératif help the students to logically move to conjugation of these forms in Present indicative tense, paying attention only to the endings of the 2<sup>nd</sup> and 3<sup>rd</sup> person plural forms.

The given matrix presents the conjugation of French verbs of the 1<sup>st</sup> group in Present indicative tense in the system of coordinates which is comprehensible for the students with the left-hemispheric mindset. The matrix as the model is not overloaded with elements, it is based on the familiar units of the verbal system (the first column presents the forms of the Imperative). There are only two new elements to learn and acquire: the doer of the action and the endings of two verb forms. It is necessary to mention that the verb endings that appear in the Present tense are more important for the written form of the language. In oral speech these 4 verb forms sound the same.

Taking into consideration that the students with the left-hemispheric mindset process the information consequently and linearly, we suggest teaching the verb system of the French language by levels, following the linear principle and algorithm. The choice of elements (verb forms) that are necessary to construct an utterance is made step-by-step: at the zero level one defines the notional meaning of the verb (infinitive), then the tense or the mood is chosen in the table of levels, afterwards one follows the scheme of forming the tense at this level.

For example, to produce an utterance in Present Indefinite tense the speaker follows the scheme, at zero level chooses the necessary verb, its infinitive. To use the verb in the utterance one has to go to the first level and form Imperative, which serves as the base for the necessary form of Present Indefinite (Fig. 2).

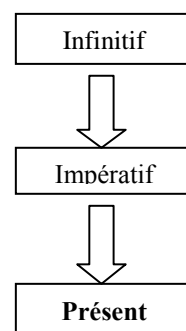


Fig. 2

But if the aim of the speaker is to mark the action that has happened recently or is expected in the future, he/she selects the second level. At this level the creation of the necessary tense form happens horizontally, within the level (Fig. 3).

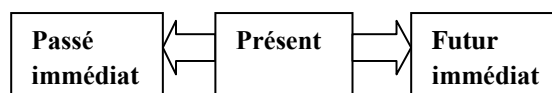


Fig. 3 – Level 2

As we see, the formation of the given tenses of the French language presents 2 different levels, vertical and horizontal, this does not let them overlap with each other and mix the levels either with verb formation or their further usage. The formation of the tenses (Futur immediate и Passé immédiat) can be also presented as the matrix, where the studied forms of the verbs “aller” and “venir” in the Imperative help not to complicate the construction and refer to the studied verb forms. The suggested matrix as a model of learning the system of conjugation of the French verb takes into consideration the peculiarities of information processing by the left hemisphere and helps the students to acquire this system using the possibilities of the left-hemispheric mindset.

Everything mentioned above is important for organizing the process of teaching a foreign language as there are 2 parties in it. They are the teacher and the student who are the outstanding representatives of 2 different mindsets: the teacher of foreign language – the artistic type (the right hemisphere dominates), the student – the intellectual type (the left hemisphere dominates). They are diametrically opposite due to the mindset, the world perception and categorization, the notions conceptualization. We believe it is the main problem in creating an effective process of teaching a foreign language to physicists and mathematicians by teachers who are linguists.

The scientists note the interconnection between the lateral brain organization and aptitude to a certain type of professions. “It has been stated that in the human mental activity the dominance of a particular hemisphere determines the choice of profession and the success of its realization, so that early detection of these peculiarities helps to optimize person’s life path” [5, P. 57]. The above mentioned fact is very important for the organization of teaching a foreign language as there are two participants in this process: the teacher and the student, who represent two different mindsets. In her research A.L. Sirotuk gives a detailed description of representatives of different mindsets and provides a list of professions which are chosen by people with the dominance of the left or right hemisphere. A teacher

of foreign language usually presents the right-hemispheric mindset and has a spatial-imaginary way of thinking. "He/she operates mainly by images, event-situational presentation of information dominates, the way of thinking is associative-empirical, metaphorical. A student of a technical university is the representative of the left-hemispheric mindset with a logical-verbal way of thinking. He/she processes information that is presented only in verbal-sign form, the presentation and usage of information is "net-like" based on formal-logical way of thinking" [6, P. 156].

Based on the characteristics of the representatives of different types of mindset one can say that the teacher of a foreign language is an artistic type (the right hemisphere dominates), the student – a thinking type (the left hemisphere dominates). We suppose that they are diametrically opposed in the type of the mindset, world perception and categorization, notion conceptualization. And this constitutes the main problem of constructing an effective process of teaching a foreign language to the students of technical specializations by teachers-linguists.

In the conclusion we would say that much evidence about the nature of functional brain asymmetry, about the existence of the individual profile of asymmetry allows us to

use the results of the scientific research from different fields to create the process of teaching foreign language in non-linguistic universities. In our research [7] we analyze the basic approaches to teaching the French language in the system of training the specialists of technical profile, study the methods of organizing the process of teaching foreign language for specific purposes and suggest a new model of teaching future engineers and architects. The given model would be variable and oriented on the final aim of specialist training – having a good command of a foreign language in the sphere of professional communication and fulfilling professional tasks with the help of a foreign language in the professional sphere. But to solve this problem the teacher of foreign language has to acknowledge that firstly it's important to change one's opinion about and the perception of psycho-physiological peculiarities of the students of technical professions and to understand the difficulties that they face in the process of learning a foreign language. We consider that the teacher of foreign language in a technical university when modelling and organizing the process of education should assume the students' understanding and processing the language material under the influence of the usually dominant left hemisphere.

#### Список литературы / References

1. Дахин А. Н. Моделирование в педагогике / А. Н. Дахин // Идеи и идеалы. – 2010. – № 1 (3). Т. 2. – С. 11-20.
2. Кашеева А. В. Перспективы использования метода моделирования в педагогической системе / А. В. Кашеева // Вестник ТГУ. – 2007. Выпуск (5). – С. 130-135.
3. Лингвоперсонология: типы языковых личностей и личностно-ориентированное обучение: Монография / под ред. Н.Д. Голева, Н.В. Сайковой, Э.П. Хомич. – Барнаул; Кемерово: БГПУ, 2006. – 435 с.
4. Дойдж Н. Пластичность мозга. Потрясающие факты о том, как мысли способны менять структуру и функции нашего мозга / Н. Дойдж // [пер. с англ. Е. Виноградовой]. – М.: Эксмо, 2013. – 544 с.
5. Силина Е. А. Межполушарная асимметрия и индивидуальные различия: Монография / Е. А. Силина, Т. В. Евтух; Пермский гос. пед. ун-т. – Пермь, 2005. – 132 с.
6. Сиротюк А. Л. Нейропсихологическое и психофизиологическое сопровождение обучения: Монография / А. Л. Сиротюк. – М.: ТЦ «Сфера», 2003. – 288 с.
7. Черкашина Е. И. Моделирование лингвообразовательного процесса в системе высшего профессионального образования / Е. И. Черкашина // Профессиональное образование: модернизационные аспекты: коллективная монография. Том 4. Ростов-на-Дону: Изд-во Межд. исслед. центра «Научное сотрудничество». – 2014. – С. 230-262.
8. Bogen J. E. The Other Side of the Brain, VII: Somme Educational Aspects of Hemispheric Specialization / J. E. Bogen. – UCLA Educator, 17, 24-32 (1975).
9. Galin D. Implications for Psychiatry of Left and Right Cerebral Specialization / D. Galin. – Archives of General Psychiatry, 31, 572-583, (1974).
10. Gazzaniga M. S. The bisected brain / M. S. Gazzaniga. – N.Y., 1970.
11. Porac C. Lateral preferences and human behavior / C. Porac, S. Coren. – N.Y.; Heidelberg; Berlin: Springer-Verlag, 1981.
12. Sperry R. W. Brain Bisection and Consciousness / R. W. Sperry // In: Brain and Conscious Experience, ed. J. Eccles, New York, Springer-Verlag. 1966.

#### Список литературы на английском / References in English

1. Dakhin A.N. Modelirovanie v pedagogike [Modelling in pedagogy] / A.N. Dakhin // Idei i ideal'y [Ideas and ideals], 2010, vol. 2, № 1 (3), pp. 11-20. [in Russian]
2. Kashcheyeva A.V. Perspektivy ispol'zovaniya metoda modelirovaniya v pedagogicheskoy sisteme [The perspectives of using modelling method in the pedagogical system] / A.V. Kashcheyeva // Vestnik TGU [TSU Bulletin], 2007, no (5), pp. 130-135. [in Russian]
3. Lingvopersonologiya: tipy yazykovykh lichnostey i lichnostno-orientirovannoe obuchenie: monogr [Linguistic personology: types of linguistic identities and learner-centered education] / Goleva N.D., Saykovoy N.V., Khomich E.P. – Barnaul; Kemerovo, BGPU Publ., 2006. 435 p. [in Russian]
4. Doidge N. Plastichnost' mozga. Potryasayushchie fakty o tom, kak mysli sposobny menyat' strukturu i funktsii nashego mozga [The Brain That Changes Itself: Stories of Personal Triumph from the Frontiers of Brain Science] / N. Doidge. – Moscow, Eksmo Publ., 2013. – 544 p. [in Russian]
5. Silina E.A. Mezhpulusharnaya asimetriya i individual'nye razlichiya: monogr. [Interhemispheric asymmetry and individual diversity: monograph] / E.A. Silina, T.V. Evtukh. – Permskiy gos. ped. un-t. Perm', Publ., 2005. 132 p. [in Russian]
6. Sirotyuk A.L. Neyropsikhologicheskoe i psikhofiziologicheskoe soprovozhdenie obucheniya: monogr. [Neuropsychological and psychophysiological support of education: monograph] / A.L. Sirotyuk. – Moscow: TTs «Sfera» Publ., 2003. 288 p. [in Russian]

7. Cherkashina E.I. Modelirovanie lingvoobrazovatel'nogo protsessa v sisteme vysshego professional'nogo obrazovaniya [Modelling linguoeducational process in the system of professional higher education] / E.I. Cherkashina // Professional'noe obrazovanie: modernizatsionnye aspekty: kollektivnaya monogr. Vol. 4. Rostov-on-Don: Izd-vo Mezhd. issled. tsentra «Nauchnoe sotrudnichestvo» [Professional education: modernization aspects: collective monogr. Vol. 4. Rostov-on-Don: International Research Centre "Scientific cooperation"], 2014. pp. 230-262. [in Russian]
  8. Bogen J. E. The Other Side of the Brain, VII: Somme Educational Aspects of Hemispheric Specialization / J. E. Bogen. – UCLA Educator, 17, 24-32 (1975).
  9. Galin D. Implications for Psychiatry of Left and Right Cerebral Specialization / D. Galin. – Archives of General Psychiatry, 31, 572-583, (1974).
  10. Gazzaniga M. S. The bisected brain / M. S. Gazzaniga. – N.Y., 1970.
  11. Porac C. Lateral preferences and human behavior / C. Porac, S. Coren. – N.Y.; Heidelberg; Berlin: Springer-Verlag, 1981.
  12. Sperry R. W. Brain Bisection and Consciousness / R. W. Sperry // In: Brain and Conscious Experience, ed. J. Eccles, New York, Springer-Verlag. 1966.
- 
-

## Rhetoric of speech. Art or technique of oral expression (UDC 808.5)

DOI: <https://dx.doi.org/10.18454/RULB.10.09>

Демина М.

Кандидат филологических наук, Московский государственный лингвистический университет

## ВАРИАТИВНОСТЬ МЕЛОДИЧЕСКИХ ХАРАКТЕРИСТИК РЕЧИ В СОВРЕМЕННОМ НОВОСТНОМ ДИСКУРСЕ

## Аннотация

*В последнее время в новостных выпусках на российском телевидении наблюдается переход к более разговорным речевым формам, которые затрагивают интонационно-просодический аспект новостного дискурса. Мелодические модели, звучащие в речи ведущих, все чаще напоминают англоязычные интонационные образцы. Статья ставит своей целью определить и описать модифицированные интонационные модели в речи русских дикторов современных выпусков новостей на основе перцептивного и акустического анализа. В центре внимания находятся мелодические модификации в предупредительной части интонационного контура.*

**Ключевые слова:** новостной дискурс; предупредительная часть интонационного контура; шкала; предшкала; терминальный тон.

Demina M.

PhD in Philology, Moscow State Linguistic University

## VOCAL SHIFTS IN THE MODERNIZATION OF RUSSIAN NEWS PRESENTATION STYLE

## Abstract

*Russian TV newsreaders have moved from a didactic to a more conversational mode of discussing news. This shift involves the overall change of mass media language which has become less authoritative in tone. Russian news presenters now read scripts using more casual and conversational patterns of speech largely associated with the English vocal manner. The present research examines the major evolving vocal patterns in modern Russian news reading style. The results are based on perceptive and acoustic analyses of a vast corpus of authentic recordings from Russian TV news programmes. The melodic patterns discussed in this paper concern mainly and primarily the pre-nuclear part of an intonation unit.*

**Keywords:** news discourse; pre-nuclear contour; head; pre-head; nuclear tone.

**Почта авторов / Author Email:** malvinademina@rambler.ru

News reporting and reading are designed for communicating information to a broad audience in the form of established facts delivered in a precise form for ease of understanding by the audience. The full style of pronunciation, clear articulation, clear-cut paragraphs and pausation help to make public speech comprehensible. They also convey a sense of the relative importance of the information being delivered, to impress a sense of priority upon time-pressed viewers. News presenters and reporters actively use intonation to influence the audience by triggering positive or negative emotions and thereby provoking the desired attitude towards the news item.

Modern Russian mass media speech is being modified under the enormous influence of English vocal patterns. In a globalizing information environment, where viewers can turn to any number of sources for news via the Internet and satellite television, the dominance of English as the international language is influencing the presentation style of domestic news services. Certain English intonation contours are being borrowed by Russian media reporters. This change of prosodic patterns in news reading and reporting on Russian television and radio has been noticed by some linguists, in particular in Demina (2017) [4].

The present research seeks to establish the major vocal patterns in modern news reading style. The results are based on the analysis of a vast corpus of authentic recordings obtained from Russian TV news programmes. The narrow corpus included speech samples of five female speakers whose speech was affected by the English news reading manner. The recordings were subjected to thorough perceptive and acoustic analyses.

**The contour approach to intonation analysis**

English intonation analysis has long recognised that utterances are divided into chunks, or sense-groups [2]. House (1990) specifies that such groups tend to be associated with units of grammatical distribution, such as the

clause, or the noun phrase, though not in a strictly predictable way [8]. From the phonetic perspective, sense-groups are variously described as tone groups (O'Connor and Arnold, 1973) [10], intonation phrases (Wells, 2006) [13], intonational phrases (Cruttenden, 2008) [7], tone-units (Roach, 2009) [12], intonational groups (Vasilyev, 2009) [2], prosodic phrases (Bürning, 2016) [6], etc. Although accounts differ in terminology, phoneticians generally agree that an intonation unit has a certain structure. Within each intonation unit there is an obligatory 'nucleus', an accented syllable marked by rhythmic, dynamic and pitch prominence.

The study of intonation went through many changes in the twentieth century, and different theoretical approaches emerged. As Roach (2009) explains, in the earlier part of the last century, a common approach was to treat all pitch movement in the intonation unit as a single 'tune' [12]. Tune 1 was typically descending and ending in a fall, while Tune 2 ended up rising [5], [11]. A similar account of Russian melodic and rhythmic patterns was developed by Bryzgunova (1977) and has generally adopted the sentence as the unit of analysis for both intonational and syntactic phenomena, recognizing only one primary stress per sentence [1]. According to Roach (2009), with time different theoretical approaches to intonation became gradually more elaborate and difficult to use. Thus in English no particular tone was recognized to have a unique 'privilege of occurrence' in a particular context [12].

In more modern phonetic accounts, an utterance is presented as a sequence of tonal and non-tonal stressed syllables. Within the British contour, or 'tonetic' approach to an intonation unit, accented material preceding the nucleus indicates the presence of a head, while any initial unaccented syllables constitute a 'prehead' [8].

Defining intonational 'meanings' doesn't become any easier with time, though. According to Gimson (1980), "Intonation changes are the most efficient means of rendering

prominent for a listener those parts of an utterance in which the speaker wishes to concentrate attention” [9, P. 264]. House (1990) notes that the close links between pitch and stress in English have long highlighted the important role played by intonation in structuring information, its accentual function, associated with the distribution of accents across an utterance [8]. The accentual function of intonation alongside its attitudinal one are of vital significance in the presentation of news and therefore of the vocal style of the newsreaders.

This paper applies the conventions of the British intonation tradition to Russian speech patterns. The British contour approach goes into more detail and scrutinizes not only nuclear tones but also subtle varieties of pre-nuclear pitch movement within an intonation unit. The research looks at some typical occurrences in the speech patterns, which are annotated using tonetic marks derived from O'Connor and Arnold (1973) [10] and Vereninova (2012) [3].

### Types of Heads in Russian newsreaders' speech

In news reading intonation units usually comprise long heads accommodating two or more accented syllables. According to our data, affected Russian news presenters' speech quite often comprises modified English pre-nuclear pitch contours, and thus develops new 'hybrid' intonation patterns. They are distinguished further according to the changes of the pitch movement: Descending Head (Zigzag or Level), Ascending Head, Sliding Head, and Scandent Head.

### 1. Descending Zigzag Head

According to Roach (2009), “Some writers on intonation claim that the intonation pattern starting at a fairly high pitch, with a gradual dropping down of pitch during the utterance, is the most basic, normal, “unmarked” intonation pattern; this movement is often called declination” [12, P. 140]. The claim that declination is universally unmarked in all languages has strong support in phonetics. However, for Russian conversational speech the zigzag pitch movement of the pre-nuclear part of the intonation unit is generally considered to be traditional, the first stressed syllable in a phrase being pronounced at a relatively low pitch level and then rising [2]. Besides, the rising pitch direction is usually performed in a wide range.

The data obtained by acoustic measurement prove the presence of the Zigzag Head in the selected speech samples but in a modified, descending form. This 'hybrid' pattern presumably results from imitation of English speaking manner with its descending movement. Thus, in a Descending Zigzag Head, successive accented syllables form a series of zigzag steps, each one lower pitched than the preceding. This intonation pattern dominates in Russian news discourse, e.g.

(1) Среди выставок лучшей стала нашумевшая экспозиция Серова...

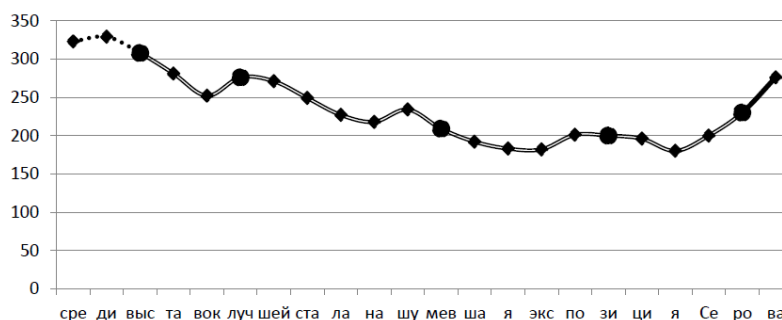


Fig. 1 – Descending Zigzag Head in the phrase: “Среди выставок лучшей стала нашумевшая экспозиция Серова...” (Hz, pitch range 10 st)

Figure 1 illustrates a pitch track for rendering of (1). The pitch track shows the frequency of the vibration of the vocal chords of the speaker, as it changes over time in Hertz. A solid grey line during the segments shows the pre-nuclear pitch pattern, i.e. the Head. A dotted line preceding the Head shows the pitch movement within the Pre-Head, which can be either low (unmarked) or high (marked). In (1) the Pre-Head is high, which is used as an additional emphasis. A solid black line at the end of the intonation unit corresponds to the tonal change (rising).

### 2. Descending Level Head

In the Descending Level Head there is a series of accented and unaccented syllables, and each one starting at a slightly lower pitch than the preceding one. Thus the syllables form a linear, gradually declining contour (Fig. 2). This is a marked pattern in Russian news discourse as it sounds more dynamic, urgent and business-like, and stands out against the general zigzag intonation field, e.g.

(2) [...] Белоруссия беспощадно закупает российскую нефть, а взамен экспортирует бензин.

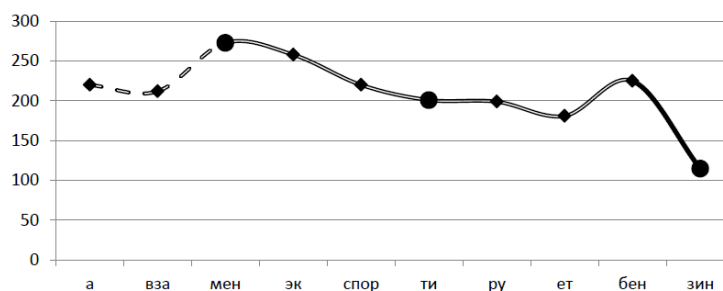


Fig. 2 – The Descending Level Head in the phrase: “...а взамен экспортирует бензин” (Hz, pitch range 11 st)

### 3. Ascending Head

The Ascending Head is formed by a series of syllables in which each stressed syllable is pitched a little higher than the preceding one [2]. The unstressed syllables between them also rise gradually (Fig. 3a). This head is sometimes known as a “complex rising head” (Wells, 2006) [13] or a ‘climbing head’ (O’Connor and Arnold, 1973) [10]. In English the head

may convey such attitudes as protest, impatience, irritation, interest and involvement in the situation. In Russian newsreaders’ speech the Ascending Head is usually followed by an emphatic high falling tone on a word, which is given particular prominence, e.g.

(3a) [Другие, впрочем, не исключают, что]  
*это произойдет уже сегодня.*

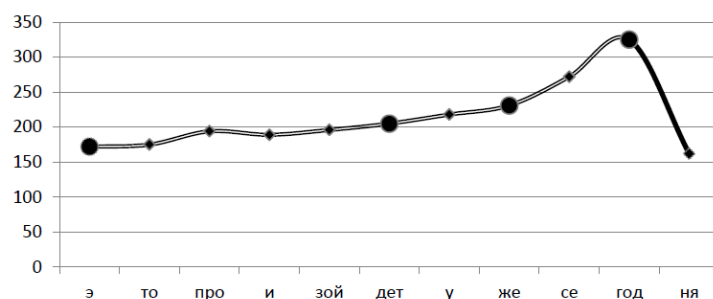


Fig. 3a – The Ascending Level Head in the phrase:

“...это произойдет уже се<sup>^</sup>годня” (Hz, pitch range 8 st)

Speakers can add even more emphasis to an intonation unit by using the Ascending Head with a ‘marked’ (distinctive) pre-head. In a high pre-head all the syllables are said on the same high pitch. As Wells (2006) notes, the unaccented beginning in such a case is “usually higher than any pitch within the rest of the intonation unit – sometimes up in the falsetto range. Thus the high pre-head is higher pitched than the onset at the start of a high head” [12, P. 215]. Wells specifies that high pre-heads are usually quite short: not more than two or three syllables (Fig. 1, Fig. 3b).

Whereas the use of an unmarked Ascending Head in Russian news reading adds prominence to the last accented word in the intonation unit, using a high pre-head adds emphasis to the whole intonation unit owing to the sudden rapid change of pitch at the start of the head, e.g.

(3b) [Среди выставок лучшей стала нашумевшая экспозиция Серова в Третьяковской галерее, куда люди буквально] *выламывали двери.*

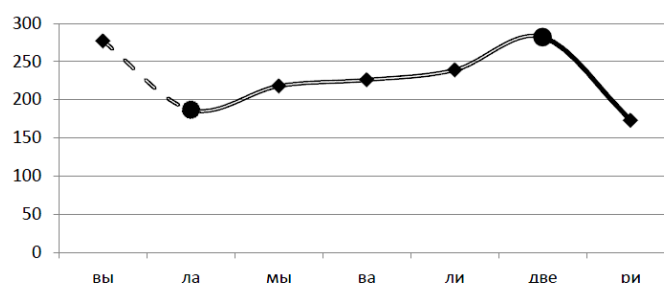


Fig. 3b – The Emphatic Ascending Scale with a High Pre-Head in the

phrase: “...вы<sup>^</sup>ламывали ^двери” (Hz, pitch range 7 st)

### 4. Sliding Head

In the Sliding Head accented syllables are pronounced with a series of downward pitch movements. Together with the following unaccented syllables they create a pattern of ‘falls’ in utterances (Fig. 4a). Each accented syllable starts at a slightly lower pitch than the preceding one. This type of head is described as a “complex falling head” by Wells (2006) [13] and it is mainly used in English conversational speech [2].

In Russian news discourse it gives additional prominence to each accented word in the intonation unit and makes the speech of the news reader sound excited, agitated, impatient, and anxious. Besides, this type of head modifies the rhythm and accelerates the tempo of the utterance, e.g.

(4) [Евросоюз перед сложным выбором:] (a) *решить миграционный кризис* (b) *и пойти на условия Турции.*

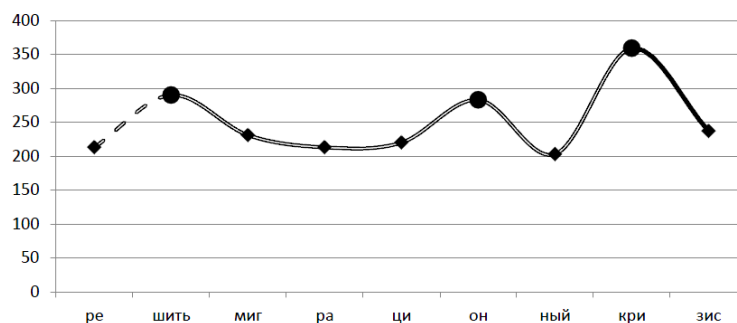


Fig. 4a – The Sliding Head in the phrase:

“... ре<sup>^</sup>шить миграци<sup>^</sup>онный <sup>^</sup>кризис...” (Hz, pitch range 6 st)

In the top diagram, pitch maxima on ‘ре<sup>^</sup>ШИТЬ’ and ‘миграци<sup>^</sup>ОНный’ are clearly visible with the latter discernibly lower than the first one. It is still possible to make

the Sliding Head even more salient by using a contrastive low pre-head (Fig. 4b).

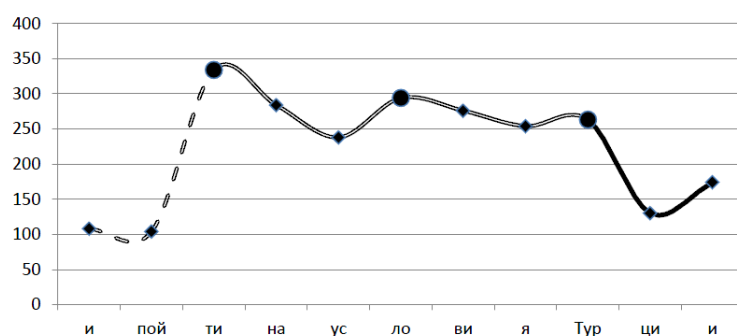


Fig. 4b – The Emphatic Sliding Head in the phrase:

“... и пой<sup>^</sup>ти на ус<sup>^</sup>ловия <sup>^</sup>Турции” (Hz, pitch range 20 st)

In the second pitch track (Fig. 4b), the perceived prominence owes to the ‘pitch leap’ from a discernible local minimum in the pre-head to the maximum of the first accented syllable.

### 5. Scandent Head

In this head each stressed syllable is pronounced with an upward pitch movement and is placed lower than the preceding and following unstressed syllables. Acoustically

this results in a succession of ‘dips’ that focus the listener’s attention on the contrast in mood, often ironic or negative, in comparison with previous news details (Fig. 5). The Scandent Head gives additional prominence to all accented words in the utterance and is used for emphasis, e.g.

(5) [Однако в январе] страна поставила меньше процента [от объема прошлого года...]

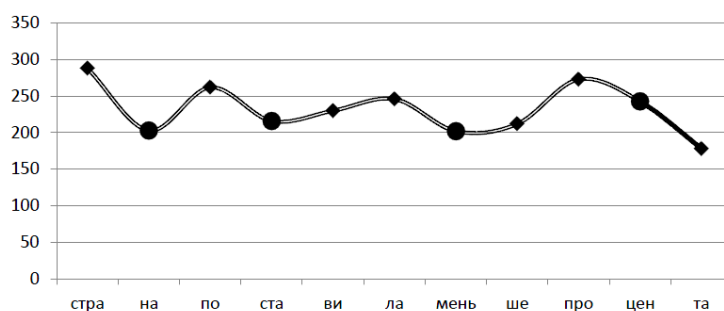


Fig. 5 – The Scandent Head in the phrase:

“... стра<sup>^</sup>на по<sup>^</sup>ставила <sup>^</sup>меньше процента” (Hz, pitch range 7 st)

At first sight the pitch track in Figure 5 resembles the wavy, staccato melodic pattern from the previous diagram. On closer inspection though, we see that local pitch maxima are placed on the unaccented syllables, whereas the accented ones look like ‘dips’ in the diagram.

In the English language the Scandent Head may convey teasing, coquettish, patronizing attitudes and is often used in

speaking to children [2]. In Russian news reading it often shows surprise or irritation and implies ulterior motives or a certain inconsistency in facts.

### Conclusion

This study presents the results of phonetic analysis aimed at establishing vivid examples of evolving melodic patterns in Russian news reading style. They show that the use of



melodic tones in news reporters' speech is conditioned by pragmatic orientation of news discourse. The selected newsreaders predominantly make use of a mix of 'hybrid' complex heads within the same intonation unit. Such head patterns enable the reader to accent more than one syllable in the pre-nuclear material and, in terms of intonational meaning, add emphasis or weightiness to the intonation unit as a whole (rather than to particular words). Naturally, phonetic analysis of polysyllabic heads runs into much greater variety than these examples suggest. However, the proposed pre-nuclear types are probably the base for building more complex contours and, therefore, can be viewed as the precursor for a more elaborate system of modern Russian intonation patterns.

In contrast with British news reading tradition, which emphasizes an absence of emotion in delivery of news, Russian presenters try to influence the audience at the level of melodic contours. This can be connected with the policy of the TV channel, influenced by the state's attitude toward events, in seeking to shape public opinion. While superficially modernizing news delivery in a more competitive international environment, then, Russian presenters are also in some sense retaining their traditional role as authoritative sources of information imparting the 'appropriate' stance toward developments for viewers.

#### Список литературы / References

1. Брызгунова Е. А. Звуки и интонация русской речи / Е. А. Брызгунова. – М.: Русский язык, 1977. – 278 с.
2. Васильев В. А. Фонетика английского языка: Практический курс. Новое издание / В. А. Васильев, А. Р. Катанская, Н. Д. Лукина и др. / Под ред. Ж. Б. Верениновой. – М.: Высшая школа, 2009. – 374 с.
3. Веренинова Ж. Б. Фонетическая база английского языка (в сопоставлении с фонетической базой русского языка) / Ж. Б. Веренинова. – М.: ФГБОУ ВПО МГЛУ, 2012. – 148 с.
4. Демина М. А. Интонационные новации в речи дикторов российского телевидения / М. А. Демина // Филологические науки. Научные доклады высшей школы. – 2017. – №2. – С. 3-9.
5. Armstrong L. E. Handbook of English Intonation / L. E. Armstrong, I. A. Ward. – Cambridge: M. Heffer & Sons LTD, 1926. – 124 p.
6. Büring D. Intonation and Meaning / D. Büring. – Oxford: Oxford University Press, 2016. – 313 p.
7. Cruttenden A. Gimson's Pronunciation of English / A. Cruttenden. – London: Hodder Education, 2008. – 360 p.
8. House J. Intonation structures and pragmatic interpretation / J. House // Studies in the Pronunciation of English: a commemorative volume in honour of A. C. Gimson. – London: Routledge, 1990. – P. 38-57.
9. Gimson A. C. An Introduction to the Pronunciation of English / A. C. Gimson. – London: Edward Arnold, 1980. – 352 p.
10. O'Connor J. D. Intonation of colloquial English / J. D. O'Connor, G. F. Arnold. – London: Longman, 1973. – 270p.
11. Palmer H. E. Grammar of Spoken English / H. E. Palmer. – Cambridge: University Printing House, 1976. – P. 1-31.
12. Roach P. English Phonetics and Phonology. A practical course / P. Roach. – 4th ed. – Cambridge: Cambridge University Press, 2009. – 231 p.
13. Wells J. C. English Intonation. An Introduction / J. C. Wells. – Cambridge: Cambridge University Press, 2006. – 276 p.

#### Список литературы на английском / References in English

1. Bryzgunova E. A. Zvuki i intonatsiya russkoj rechi [Sounds and intonation of Russian speech] / E. A. Bryzgunova. – Moscow: Russij jazyk, 1977. – 278 p. [in Russian]
2. Vasilyev V. A. Fonetika anglijskogo jazyka: Prakticheskij kurs. Novoe izdanie [Phonetics of the English language: Practical course. New edition] / V. A. Vasilyev, A. R. Katanskaya, N. D. Lukina, et al. / Edited by Zh. B. Vereninova. – Moscow.: Vysshaja shkola, 2009. – 374 p. [in Russian]
3. Vereninova Zh. B. Foneticheskaja baza anglijskogo jazyka (v sopostavlenii s foneticheskoi bazoi russkogo jazyka) [The phonetic basis of the English language (as compared to the phonetic basic of the Russian language)] / Zh. B. Vereninova. – Moscow: FGBOU VPO MGLU, 2012. – 148 p. [in Russian]
4. Demina M. A. Intonatsionnye novatsii v rechi diktorov rossijskogo televidenija [Evolving intonation patterns in the speech of Russian TV newsreaders] / M. A. Demina // Filologicheskie nauki. Nauchnye doklady vysshej shkoly. – 2017. – №2. – P. 3-9. [in Russian]
5. Armstrong L. E. Handbook of English Intonation / L. E. Armstrong, I. A. Ward. – Cambridge: M. Heffer & Sons LTD, 1926. – 124 p.
6. Büring D. Intonation and Meaning / D. Büring. – Oxford: Oxford University Press, 2016. – 313 p.
7. Cruttenden A. Gimson's Pronunciation of English / A. Cruttenden. – London: Hodder Education, 2008. – 360 p.
8. House J. Intonation structures and pragmatic interpretation / J. House // Studies in the Pronunciation of English: a commemorative volume in honour of A. C. Gimson. – London: Routledge, 1990. – P. 38-57.
9. Gimson A. C. An Introduction to the Pronunciation of English / A. C. Gimson. – London: Edward Arnold, 1980. – 352 p.
10. O'Connor J. D. Intonation of colloquial English / J. D. O'Connor, G. F. Arnold. – London: Longman, 1973. – 270p.
11. Palmer H. E. Grammar of Spoken English / H. E. Palmer. – Cambridge: University Printing House, 1976. – P. 1-31.
12. Roach P. English Phonetics and Phonology. A practical course / P. Roach. – 4th ed. – Cambridge: Cambridge University Press, 2009. – 231 p.
13. Wells J. C. English Intonation. An Introduction / J. C. Wells. – Cambridge: Cambridge University Press, 2006. – 276 p.

## General theory of signs in relation to linguistics. Semiology. Semiotics (UDC 81'22)

DOI: <https://dx.doi.org/10.18454/RULB.10.07>Сапанжа О.С.<sup>1</sup>, Ершова Д.Е.<sup>2</sup><sup>1</sup>Доцент, доктор культурологии, <sup>2</sup>аспирант,

Российский государственный педагогический университет им. А.И. Герцена

ВЕРБАЛЬНОЕ В ИЗОБРАЗИТЕЛЬНОМ: ИСПОЛЬЗОВАНИЕ ЦИТАТ, СЛОВ И ВЫРАЖЕНИЙ В  
СОВРЕМЕННЫХ АРТ-МЕМАХ

## Аннотация

Статья посвящена анализу вербальных арт-мемов как феномена современной сетевой коммуникации. На основе типологии арт-мемов (визуальных, анимационных, вербальных и синтетических) дается характеристика инструментов, использующихся при конструировании вербальных арт-мемов. Основным способом создания арт-мемов является метод апроприации. В вербальных арт-мемах ведущим приемом, создающим новые смыслы художественных образов, является включение в произведение изобразительного искусства речевых элементов. В отличие от визуального арт-мема, использующего прием профессионального искусства XX века, вербальный арт-мем является массовым по природе происхождения и наиболее понятным широкой аудитории сетевых пользователей и потребителей массового арт-контента.

**Ключевые слова:** информационные технологии, сетевая коммуникация, арт-контент, арт-мем, визуальный арт-мем, вербальный арт-мем.

Sapanzha O.S.<sup>1</sup>, Ershova D.E.<sup>2</sup><sup>1</sup>Associate Professor, PhD in Culturology, <sup>2</sup>Postgraduate Student,

Herzen State Pedagogical University of Russia

## VERBAL IN FINE ARTS: USE OF QUOTES, WORDS AND EXPRESSIONS IN MODERN ART MEMES

## Abstract

The article is dedicated to the analysis of verbal art memes as a phenomenon of modern network communication. Based on the typology of art memes (visual, animation, verbal and synthetic) we provide the characteristics of the tools used in the construction of verbal art memes. The main method of creating art memes is the method of appropriation. The main device that creates new meanings of artistic images in verbal art memes is the inclusion of speech elements in the work of art. Unlike visual art memes, using professional art of the XX century, a verbal art meme is mass scale by its origin and understandable to a wide audience of network users and consumers of mass art content.

**Keywords:** information technology, network communication, art content, art meme, visual art meme, verbal art meme.

**Почта авторов / Author Email:** sapanzha@mail.ru

Art memes have become a significant phenomenon of modern network culture and a creative part of the art-content, despite the fact that neither their definitions have been worked out nor their essential characteristics have been determined. The absence of strict definitions is due to a number of reasons: In the context of art history, an art meme is not the subject of specific art criticism because of the profane nature of its creation, while in the context of cultural studies this phenomenon can be regarded as a part of the general practices of network visual communication. However, a phenomenon associated with mass appropriation of images of fine art is worth noticing within the framework of interdisciplinary analysis at the intersection of art studies, cultural studies, and linguistics.

Given that we understand art content as a collection of web content related to visual art, modified content becomes its important component. Within the framework of this content, works of fine art undergo various changes. One of the recent features is the activation of such changes on the part of a broad network audience. At that, art content is integrated into everyday space to the greatest possible extent and is associated with mass culture. Posts with interpreted works of fine art have become a way of social and political activity, a way of expressing emotions, a means of communication, a way of actualizing classical heritage.

As there is no sustainable definition of this phenomenon, it is necessary to develop it. Most accurately, the nature of this phenomenon is reflected by the concept of "art meme." Meme is a unit of information in a networked culture, which is based on an idea or image created for the widest possible active use in network communication. For this purpose, an art meme is also known as a "cultural meme," the main

difference of which, according to R. Dawkins, is its ability to be copied and reproduced [1].

Consequently, a network art meme is a meme which contains modified art content and is the result of the Internet users' creative activity. The appropriation of canonical artistic heritage with the subsequent deconstruction of its semantics and artistic-figurative system is at the very core of art memes. At that, it is important that the method of appropriation is successfully applied by professional artists. Profane, mass nature of art memes is their distinctive feature. In the context of this profane, mass nature the network component is brought to the forefront, while an art meme itself is regarded as a means of communication. While the method of appropriation in the fine arts of the twentieth century is the subject of scientific discourse, the appropriation of artistic heritage by means of art memes as elements of mass network culture is still marginal for art history. The authors of memes have borrowed the technology of work from avant-garde artists, representatives of modernism and postmodernism, simplifying them in accordance with the tasks of mass network communication [2].

The following types of art memes can be distinguished in the network space:

- Visual art meme, associated with a change in the visual structure of an interpreted work. The most common method of visual art meme creation is replacing characters in a picture.
- Animated art meme, associated with addition of multimedia effects to the picture by means of its video animation.

- Verbal art meme, associated with the addition of text without changing the work itself.
- Synthetic art meme based on the integrated use of artwork modification techniques.

Verbal and synthetic art memes are of interest to cultural studies scholars and linguists, since they present a way of actualizing works with the help of verbal signals – quotations, retorts or dialogues.

Let's consider the main types of art memes with verbal elements and the technology of their construction in more detail.

It should be noted that verbal art memes are largely focused on communities with a certain language. For example, the group called "Medieval Reactions" has become the pioneer of verbal art memes mass construction in the Russian-language network space followed by another group called "Whimsical Aristocrat" [8], [9]. The English-language Internet is also actively engaged in the development of art memes based on Medieval European history and even addresses Persian miniatures [4], [5], [6], [7]. Usage of works that are largely unknown to a network viewer is an important feature of verbal art memes. Visual art memes typically turn to the interpretation of canonical works of art, familiar to everyone (works of classical realism of the second half of the XIX century, socialist realism). It is the recognition of images and the understanding of the substitution by every participant of network artistic dialogue that creates the necessary effect (for example, the replacement of the images of Tsar Ivan IV Vasilyevich or his son in "Ivan the Terrible and His Son Ivan" by Ivan Repin or the inclusion of unexpected characters in I. Brodsky's painting "Vladimir Lenin in Smolny").

The technology of creating verbal art memes is different. The main emphasis here is on the words, retorts or dialogue, the choice of works for its development is not limited. Completely unknown medieval miniatures become the basis for broad creativity, the creation of cultural memes of everyday, social, political nature.

The main methods of creating verbal art memes include the following:

- Title method associated with the change of the picture's name, giving it new shades of meaning.
- Commenting when the description of an action taking place in the picture causes the effect of plot distortion.
- Citation when a specially selected quote (preferably known to all the participants of the network dialogue) changes the meaning of the work.
- Dialogue method that simulates the exchange of retorts between the participants.
- Method of conveying the thoughts of a character or characters, which are often mutually exclusive. Thus a comic effect is achieved.
- Art-education, which is characterized by ironic commentary on the content of the work in terms of the fine art history development.

Obviously, the majority of the techniques of creating art memes are borrowed from comic books that have a clear

structure of visual and verbal relationships: The caption helps to communicate necessary information that cannot be conveyed through dialogues, the balloon is used for the characters' retorts and dialogues, sound effects verbalize sounds. However, the basis of comic book is the plot component and its development in the unity of the verbal and the visual, while verbal art memes are fundamentally eclectic, not systemic and ironic. An important characteristic of art memes in general and verbal art memes, in particular, is their comic, humorous nature, which enables us to make interesting observations about their social character and semantic potential.

The nature of verbal art memes can be studied with the help of semiotic philosophical concepts, for example, the concept of deconstruction by J. Derrida [3]. The use of works with gallant scenes of the chevalier's courtship for a beautiful lady, supplemented by rude comments of deliberately sexual content is a very common feature of verbal art-memes. At first glance, the comic effect is provided by the discrepancy between the elegant situation and offensive expression. However, this is only one aspect that has a direct effect. Anecdotalism of the situation and the effect of recognition suggest the typification of a standard situation. The verbal tool allows us to define a specific social problem. A significant number of similar art memes presented in the network space allows us to say that, in addition to the superficial comic effect, we are dealing with a system of binary oppositions with verbal art memes, where ethical boundaries are re-examined.

To no lesser extent, the creators of verbal art memes refer to medieval subjects (miniatures, icons) dedicated to the topics of holy martyrs suffering or all sorts of topics related to violence. Obscene or ironic comments turn the high pathos of medieval works of art to ordinary, everyday situations. They have a kind of psychotherapeutic effect for users, allowing them to relieve tension. Situations of everyday life such as work, home, family, relationships appear in the visual form of a medieval miniature and verbal form of a modern language.

It is important to note that household plots are leading in the total number of verbal art memes. Political events, questions of history and culture are of less interest to creators and recipients. It is also interesting that verbal art memes are, paradoxically, more international than visual ones. In the space of the Russian-speaking Internet, visual art memes, for the most part, use works of the Russian realism and socialist realism, and are unfamiliar for users from other countries. The replacement of characters does not tell them anything, for example, for an English-speaking user it would be incomprehensible. At the same time, translations of dialogues, retorts, thoughts of the characters of verbal art memes are quite universal and ensure the popularity of this mass technology of works of art appropriation by verbal means.

#### Список литературы / References

1. Докинс Р. Эгоистичный ген / Р. Докинс. — М. : Мир, 1993. - 318 с.
2. Ashton G. Medieval Afterlives in Contemporary Culture / G. Ashton. — Bloomsbury Academic, 2015. — 368 p.
3. Derrida J. The Truth in Painting / J. Derrida. — The University of Chicago Press. 1987. — 386 p.
4. Medieval Art Memes [Electronic resource] // Facebook [Website] — URL: <https://www.facebook.com/medievalartmemes/> (Accessed: 29.01.2017).
5. Medieval-Reactions [Electronic resource] // Tumblr [Website] — URL: <https://www.tumblr.com/search/Medieval-Reactions> (Accessed: 29.01.2017).

6. Medieval Reactions [Electronic resource] // Twitter [Website] – URL:<https://twitter.com/medievalreacts?lang=de> (Accessed: 29.01.2017).
7. MedievalThings [Electronic resource] // Reddit [Website] – URL:<https://www.reddit.com/r/MedievalThings/> (Accessed: 29.01.2017).
8. Страдающее Средневековье [Электронный ресурс] // ВКонтакте [Сайт] – URL: <https://vk.com/souffrantmittelalter> (Дата обращения: 29.01.2017).
9. Капризный Аристократ [Электронный ресурс] // ВКонтакте [Сайт] – URL: <https://vk.com/golubihkrovei> (Дата обращения: 29.01.2017).

**Список литературы на английском / References in English**

1. Dawkins R. Egoistichniy gen [The Selfish Gene] / R. Dawkins. – М.: Mir, 1993. – 318 p. [In Russian]
  2. Ashton G. Medieval Afterlives in Contemporary Culture / G. Ashton. – Bloomsbury Academic, 2015. – 368 p.
  3. Derrida J. The Truth in Painting / J. Derrida. – The University of Chicago Press. 1987. – 386 p.
  4. Medieval Art Memes [Electronic resource] // Facebook [Website] – URL:<https://www.facebook.com/medievalartmemes/> (Accessed: 29.01.2017).
  5. Medieval-Reactions [Electronic resource] // Tumblr [Website] – URL:<https://www.tumblr.com/search/Medieval-Reactions> (Accessed: 29.01.2017).
  6. Medieval Reactions [Electronic resource] // Twitter [Website] – URL:<https://twitter.com/medievalreacts?lang=de> (Accessed: 29.01.2017).
  7. MedievalThings [Electronic resource] // Reddit [Website] – URL:<https://www.reddit.com/r/MedievalThings/> (Accessed: 29.01.2017).
  8. Stradayushcheye Srednievekoviye [Medieval Reactions] [Electronic resource] // V Kontakte [Website] – URL: <https://vk.com/souffrantmittelalter> (Accessed: 29.01.2017). [In Russian]
  9. Kaprizniy Aristocrat [Whimsical Aristocrat] [Electronic resource] // V Kontakte [Website] – URL: <https://vk.com/golubihkrovei> (Accessed: 29.01.2017). [In Russian]
-

## Text linguistics, Discourse analysis. Typological linguistics (UDC 81'4)

DOI: <https://dx.doi.org/10.18454/RULB.10.06>Привалова И.В.<sup>1</sup>, Родионова Т.В.<sup>2</sup><sup>1</sup>Доктор филологических наук, <sup>2</sup>старший преподаватель, аспирант,  
Саратовский государственный медицинский университет

## К ВОПРОСУ О ПОЛЕВОЙ ОРГАНИЗАЦИИ ПРОФЕССИОНАЛЬНОГО ЯЗЫКОВОГО СОЗНАНИЯ

Аннотация

В статье представлена авторская методика исследования профессиональной детерминированности языкового сознания медиков. В качестве материала исследования использовались три вида профессионального дискурса медиков – письменной и устной научной речи, а также разговорной речи. Полученные данные были сопоставлены с данными проведенного направленного ассоциативного эксперимента среди двух групп информантов – медиков и немедиков (как контрольной группы). В результате был сделан вывод о том, что описанный материал имеет структурную представленность в виде ассоциативно-семантического поля «Болезнь». «Болезнь» является ключевым концептом медицины, отражающим патологию роста и развития живого организма.

**Ключевые слова:** языковое сознание медиков, профессиональная детерминированность, дискурс, ассоциативный эксперимент.

Privalova I.V.<sup>1</sup>, Rodionova T.V.<sup>2</sup><sup>1</sup>PhD in Philology, <sup>2</sup>Senior lecturer, postgraduate student,  
Saratov State Medical University

## FIELD STRUCTURE OF PROFESSIONAL LINGUISTIC CONSCIOUSNESS

Abstract

The article presents the author's methodology for researching such phenomenon as “professionally determined linguistic consciousness” in various groups of physicians. Three kinds of texts have been used as research material: written scientific discourse, oral scientific discourse, and colloquial speech of physicians. The obtained data have been compared with the data of the direct associative experiment which has been conducted in two groups of informants – medical workers and non-medical workers (as a control group). As a result, the described material demonstrated that it has a structural representation in the form of an associative-semantic field “Disease”. “Disease” is the key concept of medicine, reflecting the pathology of a living organism growth and development.

**Keywords:** linguistic consciousness of physicians, professional determinism, discourse, associative experiment.

**Почта авторов / Author Email:** ivprivalova@mail.ru

Interdependence of consciousness and language is best described in terms of “linguistic consciousness”. Linguistic consciousness can be effectively explored using the methodological basis of the deterministic dependence of such phenomena as: consciousness, language, culture, ethnos, and society. An individual, as a representative of a certain ethnos and community, owns a specific linguistic and cultural code which is being reflected in his linguistic consciousness. Linguistic consciousness is socially and culturally marked, since every culture has its own set of axiological components. I.V. Privalova argues: “Peculiarities of the world perception may reveal in linguistic axiological language matter” [5, P. 6]. Stereotypes and values are fixed in linguistic consciousness, and they can be qualified as “value dominants” [6, P. 97] of a certain ethno-linguistic culture. Socio-cultural theories of psychological development by V. Dilthey, J. Piaget, L.S. Vygotsky only confirm the fact of existence of a stable link between the society and the cultural heritage – on the one hand, and the language and consciousness of an individual – on the other. L.S. Vygotsky argues that any personality is socially shaped, whereas behavior and consciousness of an individual are developed under the influence of a certain set of socio-cultural relations [1]. Vygotsky was the first to speak about the duality (or dual correlation) “language – consciousness”. Later on, the methodological grounds of the theory of “linguistic consciousness” were refined in the works of Russian psycholinguists (A.N. and A.A. Leontiev, E.F. Tarasov, N.V. Ufimtseva, and Y.A. Sorokin among others).

There can be hardly any objections against the statement about the national and cultural determinism of linguistic consciousness. This theoretical premise is taken for granted. At the same time, professional determinism of linguistic

consciousness is the fact that needs to be proved. A number of convincing evidences have to be provided in favour of the statement that linguistic consciousness of an individual is professionally marked. The scope of factors that affect the development of consciousness is rather wide; among them, one can name social environment and the professional sphere in which an individual is engaged. On top of that, there can be psychological factors “... the operation of the adjustment mechanisms, such as psychological sets and attitudes that can influence the formation of consciousness” [4, P. 2]. As well, the communicative activity of an individual should be taken into consideration. As far as practical methods are concerned, the following are used for the investigation of professionally determined linguistic consciousness.

First, *associative experiment* remains the main method of research of linguistic consciousness. The target of this method is to collect the valid number of verbal associations of respondents. The data obtained as a result of the associative experiment can be used for designing associative-verbal fields and networks, their structure and the specificity of nucleus and peripheral zones. Noteworthy, the set of associates that is produced by informants may reveal the national specifics of language semantics. The second method of linguistic consciousness investigation is *discourse-cognitive analysis*. The study of various types of discourses is done with the aim of description and selection of key concepts. At the final stage of this research, the construction of conceptual and semantic fields is undertaken. The third method that is used for practical investigation of linguistic consciousness is *investigation of the structure of such linguistic entity as “communicative-thematic field”*. Based on the analysis of various discursive segments, verbal units are selected. These verbal units become the material for the

design of a certain thematic field. Namely this technique can be effective in studying the professional determinism of linguistic consciousness [3].

We suggest applying author's methodology to the study of such phenomenon as "professionally determined linguistic consciousness". Our approach is based on the combination of data obtained as a result of a three-stage analysis:

1) On the first stage, various types of medical discourse have been collected and explored: written scientific discourse (monographs and scientific articles from medical journals); oral scientific discourse (tape recordings of lectures on various medical themes read by professors and associate professors of Saratov State Medical University). Then, we have researched the conversational speech of medical workers (recordings of spontaneous informal conversations of physicians of various specializations). It was concluded that the described material has a structural representation in the form of an associative-semantic field "Disease". "Disease" is the key concept of medicine, reflecting a deviation from the norm. Therefore, all the components and elements of the given field were investigated and described.

2) On the second stage, a guided associative experiment has been conducted with two similar groups of informants (all of them are the residents of Saratov). Each group consisted of one hundred respondents. The informants have

been asked to write down their reactions to the word "Disease". The first group of respondents comprised the doctors of different specialties. In the second group, there were respondents whose occupations were not connected with medicine. They were the representatives of different professions and all of them with higher education (technical, economic, humanitarian, etc.). Such issues as gender and sex of the informants were considered to be irrelevant.

3) On the third stage, the linguistic material has been analyzed and structured. As a result, an associative-semantic field with the principle concept "Disease" has been designed (see **picture 1**). Then, the structure of this field has been analyzed. It has been concluded that the associative-semantic field "Disease" in the speech of physicians, has all the necessary attributes of a well-structured field. Among these attributes the following have been singled out: the vastness of the composition; the integrity of the field, due to inter-correlated connection of words; b) arbitrariness, which means blurring of the boundaries of the field predetermined by the continuity of an individual's vocabulary; c) intersection with other fields; the systematic character of the relationships between the elements of the field; d) "electability" of the field in the language system and speech; the existence of nuclear and peripheral zones in the structure of the field, etc. [2].

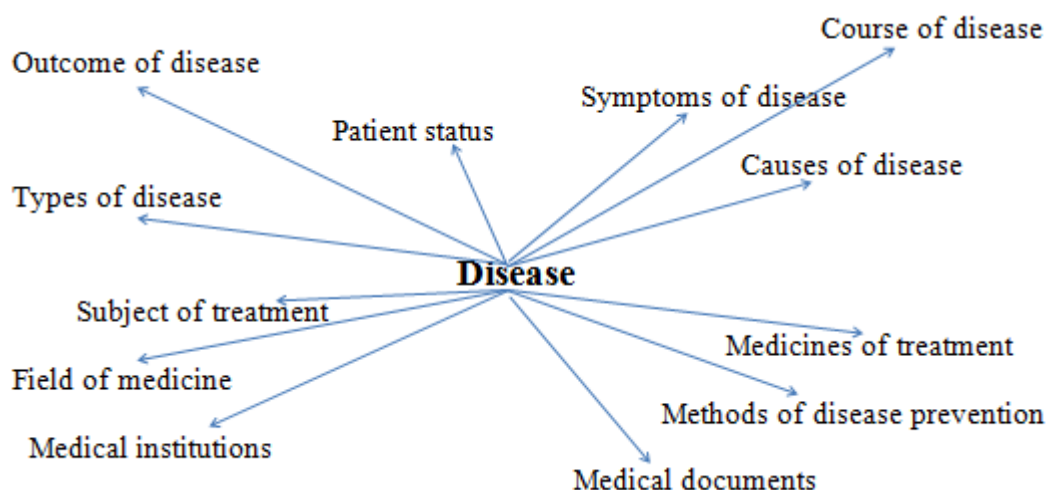


Fig.1 – Associative-semantic field with the principle concept "Disease"

To conclude, professionally determined linguistic consciousness of medical workers is a complex phenomenon, the successful study of which is possible only as a

combination of several practical techniques which are supposed to be elaborated and refined in future.

#### Список литературы / References

1. Выготский Л. С. Мышление и речь. Собр. соч. в 6-ти томах. Т. 2. / Л. С. Выготский – М.: Педагогика, 1982. – 483 с.
2. Караулов Ю. Н. Общая и русская идеография / Ю. Н. Караулов. – М.: Наука, 1976. – 356 с.
3. Мартинович Г. А. Текст и эксперимент: исследование коммуникативно-тематического поля в русском языке / Г. А. Мартинович. — СПб.: Изд-во СПбГУП, 2008. – 256 с.
4. Привалова И. В. Психологическая установка в процессе понимания иноязычного текста / И. В. Привалова. – Автореф. дис. канд. филол. наук. Саратов, 1995. – 16 с.
5. Привалова И. В. Константная вариативность (опыт лингвистического исследования национально-культурных ценностей) / И. В. Привалова // Язык. Сознание. Коммуникация. – М.: ООО Макс Пресс, 2002. – С. 5-14.
6. Привалова И. В. Национально-культурная специфика ценностных доминант рекламного дискурса / И. В. Привалова // Язык. Сознание. Коммуникация. М.: ООО Макс Пресс, 2003. – С. 97-101.

#### Список литературы на английском / References in English

1. Vygotskij L. S. Myshlenie i rech' [Thinking and speech]. Collected works in 6 vol. Vol. 2. / L. S. Vygotskij. – Moscow: Pedagogika, 1982. – 483 p. [in Russian]

2. Karaulov Yu. N. Obshchaya i russkaya ideografiya [General and Russian ideograph] / Yu. N. Karaulov. – Moscow: Nauka, 1976. – 356 p. [in Russian]
  3. Martinovich G. A. Tekst i ehksperiment: issledovanie kommunikativno-tematicheskogo polya v russkom yazyke [Text and experiment: the study of the communicative and thematic fields in the Russian language] / G. A. Martinovich. — St.Petersburg.: Izd-vo SPbGUP, 2008. – 256 p. [in Russian]
  4. Privalova I. V. Psihologicheskaya ustanovka v processe ponimaniya inoyazychnogo teksta [Psychological purpose in the process of understanding the foreign language text] / I. V. Privalova. – Abstract of the thesis ... PhD in Philology. – Saratov, 1995. - 16 p. [in Russian]
  5. Privalova I.V. Konstantnaya variativnost' (opyt lingvisticheskogo issledovaniya nacional'no-kul'turnyh cennostej) [Constant variability (the experience of linguistic research of national-cultural values)] / I. V. Privalova // Yazyk. Soznanie. Kommunikaciya [Language. Consciousness. Communication]. – Moscow: OOO Maks Press, 2002. – P. 5-14. [in Russian]
  6. Privalova I.V. Nacional'no-kul'turnaya specifika cennostnyh dominant reklamnogo diskursa [National-cultural specificity of axiological dominants of advertising discourse] / I. V. Privalova // Yazyk. Soznanie. Kommunikaciya [Language. Consciousness. Communication]. –Moscow: OOO Maks Press, 2003. – P. 97-101. [in Russian]
- 
-

## Semantics (UDC 81`37)

DOI: <https://dx.doi.org/10.18454/RULB.10.02>

Панкратова С.А.

ORCID: 0000-0002-2623-1726, профессор, доктор филологических наук, Санкт-Петербургский институт кино и телевидения

## МЕТАФОРИЧЕСКИЕ МЕХАНИЗМЫ РАЗВИТИЯ ОБРАЗНЫХ СХЕМ

## Аннотация

Проблемы репрезентации знаний в образном виде неизменно остаются когнитивно значимыми и современными. Статья рассматривает эвристический потенциал книгопечатной сферы в качестве донора значений, способствующих развитию метафорических значений в другой современной сфере кинематографии. Ключевым фактором является дифференциация между двумя различными типами метафор – эвристически значимой эпифорой и образной диафорой. Автор статьи предлагает уникальный метод подсчета количественных параметров эвристического потенциала, который открывает возможности моделирования механизмов развития метафорического смысла. В заключении автор подчеркивает, что оба способа образования образных смыслов несут когнитивную нагрузку, как эпифора, так и диафора играют важную роль в экспликации развития единичных и множественных образных схем.

**Ключевые слова:** метафора, диафора, эпифора, эвристический потенциал, категоризация.

Pankratova S.A.

ORCID: 0000-0002-2623-1726, Professor, PhD in Philology, Saint-Petersburg Institute of Film and Television

## METAPHORIC MECHANISMS IN IMAGE SCHEME DEVELOPMENT

## Abstract

Problems of knowledge representation by means of images are still cognitively significant and invariably modern. The article deals with the image heuristic potential of a bookish sphere as a donor of meanings, aiding metaphoric scheme development of another modern sphere of cinematography. The key factor here is the differentiation between two basically different metaphor types – heuristic epiphora and image diaphora. The author had offered a unique methodology of counting of quantitative parameters of heuristic potential which opens the possibility of modeling the mechanisms of metaphoric meaning development. In the summary the author underscores that both ways of image scheme development are of importance to cognitive science, both heuristic epiphora and image-based diaphora play a significant role in the explication of image scheme development.

**Keywords:** metaphor, diaphora, image scheme, cognitive science, heuristic potential, categorization.

**Почта авторов / Author Email:** [svetpankrat@yandex.ru](mailto:svetpankrat@yandex.ru)

As an important sphere of cognitive linguistics, metaphorization is a productive and modern sphere of study, which is focusing on the mechanisms of human cognition and conceptual modeling of the picture of the world. The cognitive theory of metaphor is very topical due to questions it puts forward, such as problems of thought process reconstruction, problems of metaphoric choice forecast and problems of the metaphoric pragmatic impact, the former being especially interesting nowadays, when the importance of persuasion and direction of decision-taking processes can hardly be underestimated. Metaphoric Systematicity is also topical today, as it explains the function of human thought processes, based on manipulation with different conceptual structures, concepts, schemes and frames [6]. G. Lakoff and M. Johnson had laid the foundation of the theory of metaphor, offered such invaluable terms as ‘heuristic potential’, ‘basic logic’ of the model, metaphoric ‘switches’ and metaphoric ‘generators’ [4, P. 358]. George Lakoff had introduced the idea of image generating categories which are able to enliven the thought-generating process, to direct the further development of image schemes. The theory of metaphor is an interesting developing trend having its blank yet undiscovered possibilities, including description of types of image schemes, more productive for detailed development by comparison with others. As real metaphoric use shows, not all image schemes are amplified, staying within bounds of 2 or 3 separate contextual images.

The comparison of two closely-related spheres of books and cinematography is quite interesting as both deal with stories told via printed matter and via image screening. The more developed bookish conceptual sphere thanks to its

historical precedence has a more developed arsenal of items, which serve as a donor of meanings for cinematography. In connection with metaphoric theory we have found that bookish sphere contains a number of terms (36 units out of an open quantity): *between the lines, blanks, blot out, book, catalogue, chapter, characters, context, copy-book, cover, dictionary, edit, erase, fine-print, footnote, illustrate, leaf, margin, mark, message, period, plot, preface, pretext, read, rewrite, scrap book, scratch, sheet, spell clearly, stamp, subtext, uncut, unreadable, vocabulary, volume...* etc. These concepts may be organized into frames containing slots of verbal, nominal and attribute metaphors. According to metaphoric modeling, bookish metaphor can be represented by an explicit formulae «PERSON > A CLEAR SHEET (OF PAPER)», «PROBLEM > STORY», «THOUGHTS > IMPRINTS», «UNDERSTANDING > READING», «LIFE > STORY», reflecting historical development of the bookish conceptual sphere metaphorization. These formulaic expressions can be extended into a metaphoric description of a cognitive process with a cognitive personality (a human being) as a centre of the process of thought development. Here is a sketch of a bookish metaphoric model (which is explicated in detail in the author’s doctor’s thesis in 2014): “My problem is like a book. It is only a small volume in the catalogue of errors. It is marked with a stamp of my personality. My problem has its plot and a preface. There are chapters of information in it. There are copy-book answers. There are lines of fine-print details. There are informative mental footnotes. There is a wide margin for error. To fill the blanks with something new I must erase unpleasant thoughts from my mind. Following this scheme I read between the lines. I spell everything out clearly. I illustrate the point. I



*draw the line at my problem. The word problem is not part of my vocabulary. I turn over a new leaf in my life*". The value of the model lies in its ability to open new vistas of thought, to offer new heuristic insights into problem-solving tasks.

Further on we will make a distinction between the two kinds of metaphor, i.e. cognitive epiphora and image diaphora, taking part in the formation of a conceptual image of the world of English-speakers. As we have found, the mechanisms of the two above-mentioned types of metaphor slightly differ in their mechanisms. There are a number of criteria to distinguish between them: 1) metaphoric function, 2) form of representation, 3) type of features being chosen, 4) mode of metaphoric prediction, 5) «presumption of truthfulness», 6) logic of image scheme development.

First, let's take a look at cognitive epiphora which is viewed as a semantic extension of meaning [5, P. 589] through the conceptualization of an abstract entity with the help of a more definite, perceptible entity, from a concrete towards a vague image. M. Black named this type of metaphor a basic metaphor due to its ability to activate in nomination the essential quality of an object. E. McCormack named it a suggestive metaphor. G. Lakoff named it ontological metaphor which is able to represent ideas as things. This is true because epiphora is embodied in a sentence [9, P. 22] 'two-member' structure, where both members of a metaphor, the target and the vehicle, are explicitly given (*The old woman is a fox*). Epiphora may contain a single metaphoric unit or a number of units of a cognate sphere. Take a look at an example: "I pit them against each other for the best deal. Even my broker gives miles as dividends." "So, what is your total?" I smiled, but didn't speak. I'm **an open book** in most ways, and I feel I deserve a few secrets." [Sparks 2000: 8]. Speaking about cinematographic sphere which abounds in its own specific terms (*character, dialogue, drama, fast-forward, line, movie, play, puppet, scenario, script, slow motion, spotlight, stage, static, theatregoer, zoom ... etc.*), there are myriads of single, unextended metaphors, using cinematic terms as a source: "When he got back, in a new GMC diesel whose doors and tailgate were stenciled with his name, he was a different person, more distinct. The effect lasted years. He walked in his own **spotlight**." [8, P. 76]. A man in the epiphora 'to walk in one's own spotlight' is clearly seen as self-satisfied and happy with his achievement.

An extended epiphora may contain 7 cognate metaphoric units (*blank, footnote, bookmark, page, to cut, margin, unsullied*) drawing a full picture of ignorant carefree girls: 'They were all so **blank**, these youngsters, so pristine, so lacking in **footnotes** and **bookmarks**, their **pages uncut**, their **margins unsullied**.' [2, P. 228]. To tell the truth, epiphora is very explicit, depicting young creatures as careless things, the whole implication «GIRLS>BLANK BOOKS» can be pragmatically unwise, as those described can get offended and call for explanation. An extended

epiphora from the cinematic sphere can include a number of units: (*scenario, topspin, final cut*) to describe a development of a story which has its turns but loses an actor in the end. "Andy tells me the whole story of what just happened to us as if I had not been standing right next to him at all. I smile. He always does that. I look forward to hearing the whole **scenario** again in a couple of hours' time, after he has embellished it and given it more **topspin**. I wonder if my presence will even make **the final cut**." [1, P. 118].

Grounding our explanatory lexicon on the main criteria mentioned above we can turn our attention to the diaphora as a more pragmatically-oriented variant of metaphor. Diaphora is a situational metaphor, the image of the referent is not included in the situation, but it is co-placed. Thus, diaphoric mechanism consists in denotational referential co-placing of separate images, accompanied by double actualization of meanings, creating a binary image, where direct and transferred meanings are activated at the same time without overshadowing one another. The features are quite close in their origin, which doesn't allow to discern the similarity at a first glance (*He is such a warm person*). Thus, diaphora is a more sophisticated way of pragmatic influence. "People come, people go—they'll drift in and out of your life, almost like **characters** in a favourite **book**. When you finally close **the cover**, the characters have told their **story** and you start up again with another book, complete with new characters and **adventures**. Then you find yourself focusing on the new ones, not the ones from the past." [8, P. 136]. Taking a cinematic example we can see that two worlds are activated simultaneously – a man who says 'I saw that movie' may mean what he said (he was in the movie-theatre) or may mean that he is quite experienced in general. "I think you are working for the Allies and that you were dispatched to Grudwald for the same reason that I went there—to rescue Erwein Jahne. We have ways of making you talk, Albert Einstein." "I saw that **movie**." [3, P. 209].

Summing up, we would like to state that there is a close link between the two spheres – bookish and cinematic, which both involve metaphors and their variants – epiphora and diaphora. Both spheres activate their specific terms (*script, character, plot*) and there is a tendency of terminological borrowing from the bookish sphere which shows that there is a metaphoric continuity between them. Today books tell us stories as well as films. In terms of metaphoric conceptualization we can state that when epiphora forms the core notion of an object in new transferred terms, diaphora is a little different in its cognitive mechanism – it is able to mobilize the mental potential for the search of not-so-obvious similarities between two co-placed objects. Thus, there is a whole new vision of metaphoric conceptualization of the world if we look at metaphor as a creative mechanism for finding and placing in context distinguished similarities of important features of the world around us.

#### Список литературы / References

1. Edwards-Jones I. Air Babylon. / I. Edwards-Jones. - London : Bantam Press Edition, 2005. – 411 p.
2. Evans L. Their Finest Hour and a Half. / L. Evans. - London : Transworld Publishers. A Random House Group Company, 2009. – 399p.
3. Kirn W. Up in the Air. / W. Kirn. - London : John Murray Publishers, Hachette, 2010. – 303 p.
4. Lakoff G. Women, Fire and Dangerous Things: What Language Categories Tell Us about Thinking / G. Lakoff. – Moscow : languages of Slavic Cultures, 2004. – 792 p.
5. Максимова Е. Е. Принцип композиционности в когнитивной природе взаимодействия значений / Е. Е. Максимова // Когнитивные исследования языка (вып. XXII) / ред. Н. Н. Болдырев, СПб. : Книжный дом, 2015. – С.589-592.

6. Никитин М. В. Основания когнитивной семантики. / М. В. Никитин. – Санкт-Петербург : Издательство РГПУ им. А.И. Герцена, 2003. – 277 с.
7. Sasser Ch. W. OSS Commando. Hitler's A-Bomb / Ch. W. Sasser. - New York : Harper Collins, 2008. – 303 p.
8. Sparks N. The Rescue / N. Sparks. - N.-Y. : Hachette Book, 2000. – 420 p.
9. Вяльях К. Э. Модели эмфазы в сложном предложении с сниженной экспрессивностью / К. Э. Вяльях, Т. В. Чигирь // Вестник научных конференций. – 2016. – №2-6 (6). – С. 20-22.

**Список литературы на английском / References in English**

1. Edwards-Jones I. Air Babylon. / I. Edwards-Jones. - London : Bantam Press Edition, 2005. – 411 p.
2. Evans L. Their Finest Hour and a Half. / L. Evans. - London : Transworld Publishers. A Random House Group Company, 2009. – 399p.
3. Kirn W. Up in the Air. / W. Kirn. - London : John Murray Publishers, Hachette, 2010. – 303 p.
4. Lakoff G. Women, Fire and Dangerous Things: What Language Categories Tell Us about Thinking / G. Lakoff. – Moscow : languages of Slavic Cultures, 2004. – 792 p.
5. Maksimova E. E. Princip kompozitsionnosti v kognitivnoj prorode vzaimodejstvija znatchenij [The Principle of Compositionality in Cognitive Meaning Interaction] / E. E. Maksimova // Kognitivnije issledovanija jazika (Vip. XXII) [Cognitive studies of language (vol. XXII)]. Ed. by N.N. Boldyrev. SPb. : Knizhnij Dom, 2015. - P. 589-592. [in Russian]
6. Nikitin M. V. Osnovaniya Kognitivnoj Semantiki [The Basics of Cognitive Semantics] / M. V. Nikitin. – Saint-Petersburg : Publishing of RSPU n.a. A.I. Gertzen, 2003. – 277 p. [in Russian]
7. Sasser Ch. W. OSS Commando. Hitler's A-Bomb / Ch. W. Sasser. - New York : Harper Collins, 2008. – 303 p.
8. Sparks N. The Rescue / N. Sparks. - N.-Y. : Hachette Book, 2000. – 420 p.
9. Vyalyak K.E. Modeli Emphozi v Slozhnom Predlozhenii so Snizhennoj Ekspressivnostju [Models of Emphasis in a Complex Sentence with Lowered Expressivnes] / K. E. Vyalyak, T. V. Tchigir' // Vestnik Nauchnikh Konferentsij [Bulletin of scientific conferences]. – 2016. – №2-6 (6). – P. 20-22. [in Russian]

## Psycholinguistics. Psychology of language (UDC 81'23)

DOI: <https://dx.doi.org/10.18454/RULB.10.01>Валитова Ю.О.<sup>1</sup>, Панфилова О.А.<sup>2</sup><sup>1</sup>Кандидат педагогических наук, <sup>2</sup>Магистрант, Университет ИТМОРАЗРАБОТКА СЛОВАРЯ ДЛЯ ИНФОРМАЦИОННОЙ СИСТЕМЫ, АВТОМАТИЗИРОВАННО  
ОПРЕДЕЛЯЮЩЕЙ МЕТАПРОГРАММНЫЙ ПРОФИЛЬ ЛИЧНОСТИ

## Аннотация

В статье описывается процесс разработки словаря, позволяющего автоматизировано определять метапрограммный профиль личности. Анализ показал, что ориентация личности в соответствии с метапрограммой проявляется не только в содержании речи, но и в морфологических характеристиках слова, что делает невозможным использование уже существующих словарей. Также при формировании словаря необходимо учитывать возможность наличия в тексте ответов на вопросы сокращений, аббревиатур, жаргонных слов. В работе подробно описан и сопровождается примерами процесс составления словаря.

**Ключевые слова:** словарь, метапрограмма, метапрограммный профиль личности, автоматизация, обработка текста.

Valitova Y.O.<sup>1</sup>, Panfilova O.A.<sup>2</sup><sup>1</sup>PhD in Pedagogy, <sup>2</sup>Master's Student, ITMO UniversityDEVELOPMENT OF A DICTIONARY FOR INFORMATION SYSTEM OF AUTOMATED FIGURING OUT  
PERSON'S META-PROGRAMS PROFILE

## Abstract

The article describes the process of formation of a dictionary for automated figuring out person's meta-programs profile. Analysis revealed that personal orientation in accordance with the meta-program is manifested not only in the content of speech, but also in morphological characteristics of a word, what makes it practically impossible to use already existing dictionaries. During the development of a dictionary it is also important to take into consideration the presence of shorten words, abbreviations and slang words in the text. In this paper, the process of formation of a dictionary is described in detail and is accompanied by examples.

**Keywords:** a dictionary, meta-program, person's meta-programs profile, automation, text processing.

**Почта авторов / Author Email:** julijawal@gmail.com, panfilova.oly@yandex.ru

When developing an information system that allows to form meta-program profile of a person in order to select employees with current personal qualities, we faced with a problem of necessity of a certain dictionary for the system. This article describes the particularity of formation of a dictionary for such a system.

A great number of researches are devoted to the problem of development of dictionaries for information systems [1]; [2]; [3]; [4]. Concurrently, the formation of the dictionary for a certain task is definitely current problem as each case has its own specific differences. The article is devoted to the problem of formation of a dictionary for automated text processing aimed at figuring out person's meta-programs.

Many scientists consider it effective to use methods connected with figuring out person's meta-programs or personal qualities in the process of evaluation employees [5]; [6]; [7]; [10] because that helps to determinate professional qualities and potential of a person.

Speaking about meta-programs, authors usually bear in mind the ways of how human is thinking that determines his behaviour. It should be mentioned, that meta-programs are used unconsciously in human speech and they are almost impossible to "simulate". Meta-programs describe installation or orientation that a person elects in different contexts and situations, being, in fact, the filters that he uses for perception, selection, capturing and processing of incentives surrounding him [8], [9].

Meta-program represents the opposing approaches to the solution of a particular problem. Generally, there are two opposite approaches to the solution of the problem. That's why most of meta-programs are considered in pairs as two opposite meanings, for example, active – reflective, external reference — internal reference, focus on process – focus on the result. But there are exceptions, such as Representational

System Sort, represented at once by four meanings: visual system, audial system, kinesthetic system and auditory-digital system [9].

Written interview is one of the most effective way of determining meta-programs. During this interview, the respondent is given a set of questions related to different spheres of his life (sometimes it can be only one sphere, for example, studies or job) and he should give clear and reasoned answers. The necessity of clear answers is due to the fact that "yes/no" format of answers does not give complete information. Further, each answer is analyzed question by question and then is given its full interpretation.

Thus, the result of processing is meta-program profile or so-called meta-program card that represents characteristic for a person set of values of several meta-programs. The use of this method allows to reach a large audience in a limited period of time, to return to the results in case of doubt and does not depend on the qualification of the interviewer. However, it should be mentioned that implementation of the method described above is related to the following problems: the need for a specialist qualified in psycholinguistics and data processing; plenty of time needed to process the text. These problems can be solved easily by organizing an automated response processing.

There are several approaches to automated processing of meta-programs results: text processing using existing dictionaries or development of a dictionary and successive comparison of words and phrases from responses of respondents.

It should be noticed that it is practically impossible to use existing dictionaries for automated figuring out meta-programs profile, because personal orientation in accordance with the meta-program is manifested not only in the content of speech, but also in morphological characteristics of a word, such as verb form, inclination, tense, face and others.

For example, while figuring out “Somatic Response Style” metaprogram values if a respondent uses in his answers the first person singular and plural verbs that means the preponderance of active personality orientation. Therefore, if a respondent uses the third person verbs, infinitive or nouns that means tendency to “reflexivity”. In other words, when in a response are used such verbs as “выбираю” (I choose), “выбираем” (we choose) or “делаю” (I do), “делаем” (we do), that indicates an “active” type. When are used verbs, such as “выбирают” (they choose), “выбирали” (chose), “выбрать” (to choose), “выбор” (choice) или “делают” (they do), “делать” (to do), “дело” (doing), “дела” (doings), that is a “reflexive” type. Also, it is necessary to take into consideration different collocations of the word.

For another meta-program “Frame of Reference or Authority Sort” [9] is important to consider what nouns are used with current verbs, as it indicates the point of view (his own or another’s) on which the person relies in the formation, evaluation of judgment and in decision making.

If a respondent in his answer uses such collocations as “потому что учитель так говорит” (because a teacher says that), “мама хвалит меня” (my mother praises me), “друзья всегда хотят со мной работать” (my friends always want to work with me), that is he refers to other’s opinion, he has “other-referent” type of the frame of reference. A respondent, who bases on his own opinion and uses a pronoun “I” and collocations like “я так считаю” (I think so), “мне кажется” (it seems to me), “я веселый” (I am funny), “я добрый” (I am kind), “я умный” (I am clever) and similar has “self-referent” type of the frame of reference.

An analysis of answers showed that they often contain shorten words, abbreviations, slang words, professionalism and also grammar mistakes. This greatly obstructs the automated analysis of the text data.

Therefore, it can be argued that when solving the task of automating the processing of the interview results to determine a person’s meta-program profile appear a number of problems:

- large amount of data for analysis;
- the absence of a ready-made dictionary that contains maximum number of possible words and phrases;
- dependence of results on the form of words;
- existence of abbreviations, slang and grammar mistakes;
- difficulty of working with text in Russian.

During the development of a dictionary it was necessary to take into consideration the problems listed above and features of automated interview results processing to define meta-program profile of a person.

The dictionary was being developed in the following sequence:

1. The definition of meta-programs that would be included in the dictionary.
  2. Description of characteristics of each meta-program, including the description of language markers.
  3. Creation of a questionnaire to determine a person’s meta-program profile.
  4. Development of a preview version of a dictionary.
  5. Experimental data collecting and processing.
  6. Addition of the dictionary taking into account experimental data.
  7. Checking the dictionary.
  8. Addition of the dictionary if necessary.
- Let’s consider each stage in more detail.

On the first stage, several meta-programs were selected. It is necessary to define what meta-programs will be included into metaprograms profile, because there is a lot of different meta-programs. For example, L. Michael Hall и Bob G. Bodenhamer [9] identify fifty-one metaprogram, but in most practical works, connected with recruitment and based on meta-programs [5]; [9]; [10]; [11], not more than 6 metaprograms are used. During the research, we were forming a meta-program profile for specialists in information technologies.

Within the framework of our system and taking into account the specifics of the professional field the following meta-programs were singled out: “Representational System Sort”, “Frame of Reference or Authority Sort”, “Somatic Response Style” and “Time Experience”.

After that, it is necessary to single out characteristics of each meta-program and to describe: verbal reactions by which it is determined; variants of incentives to define the meaning of meta-program; linguistic markers.

Let’s consider this stage and others with the example of meta-program called “Somatic Response Style”. This meta-program shows our reaction on people and events. That’s why, incentives include questions about social aspects of teamwork which allow to check the speed of response to events and the value of planning.

Meta-program has two possible meanings: active and reflexive. Active type is connected with prompt action and rash, in some cases. At the same time, reflexive type involves thoughtfulness and deliberation. Within this type, a person prefers not to do anything until a decision is made. Linguistic markers for both meanings are given above.

As it was noted earlier, to determine meta-program values the respondent should give clear and reasoned answers on several questions. When formulating questions, it is necessary to focus on the accentuated programs and incentives, allowing to determine the value of metaprograms. Also, it is important to take into consideration the specifics of the professional area of respondents. For example, during the research, to define the “Somatic Response Style” we asked the following questions:

1. You have a task to select employees for your department. What steps will you do?
2. You were charged to execute a new project. What will you start with?
3. Your colleague slightly breaks the internal regulations. What would you do?
4. Try to describe your first day at work / at university.

Next, it is required to form a preliminary dictionary based on linguistic markers and expected answers.

In the process of working with the described metaprogram we formed a dictionary that consists of 959 words. The dictionary is separated on two parts. One of them is connected with the words that appropriate the “active” type and another one corresponds to the “reflexive” type. Such a structure makes it possible to organize automated meta-program meanings evaluation effectively.

To check the vocabulary and its completeness the authors carried out an experiment in which twelve respondents answered the questions of the questionnaire. Respondents were senior students of a technical university. The questionnaire was held with the help of the Google Forms service. All answers were collected in a separate file. Later the answers were processed using an information system developed by the authors.

When analyzing the results, the orientation of each respondent was determined. The obtained values were

compared with the results of the check of the same questionnaire carried out by a psychologist. The results coincided generally, inaccuracies were associated with the incompleteness of the dictionary. Therefore, during processing the responses were compared with the dictionary and key words that was not in the dictionary were singled out. This stage allowed to add abbreviations (for example, IS – information system) and professionalisms (for example, to parse) to the dictionary. The obtained data made it possible to supplement the dictionary and that was the next step of its development.

At the next stage a new group of 25 respondents took part in the questionnaire. The answers were processed again

by both the information system based on the supplemented dictionary and by a psychologist. The results coincided by 93 percent.

The last stage is needed to supplement the dictionary in case of new questions or frequent repetition of words.

A dictionary was developed during the research. It consists of 2347 words that are grouped by belonging to a particular meta-program. Most of the words are verbs. The pronouns “I”, “we”, “they” are also analyzed. The results of the research were used to create an information system for the project team formation on the basis of meta-program personality characteristics.

### Список литературы / References

1. Зацман И. М. Семантический словарь системы информационного мониторинга в сфере науки: задачи и функции / И. М. Зацман, О. С. Кожунова // Системы и средства информатики. Вып. 17. – М. : Наука, 2007. – С. 124–141.
2. Скипор И. Л. Методика создания дескрипторного словаря. [Электронный ресурс] / Скипор И. Л. // Изд-во Кемеровской обл. науч. б-ки им. В.Д. Федорова – 2003. – URL: <http://www.kemrsl.ru/documents/founds/vip1/vip1.25.htm> (дата обращения: 12.02.2017).
3. Браславский П. И. Автоматическое извлечение терминологии с использованием поисковых машин интернета [Электронный ресурс] / П. И. Браславский, Е. А. Соколов // Компьютерная лингвистика и интеллектуальные технологии: Труды международной конференции «Диалог 2007» (Бекасово, 30 мая – 3 июня 2007 г.) / Под ред. Л.Л. Иомдина, Н.И. Лауфер, А.С. Нариньяни, В.П. Селегея. – Изд-во РГГУ, 2007. – С. 89–94. – URL: <http://www.dialog-21.ru/media/1835/14.pdf> (дата обращения: 12.02.2017).
4. Собиров Д. Д. Алгоритмические и программные решения для автоматизированного построения словарей глаголов таджикского языка / Д. Д. Собиров // Новые информационные технологии в автоматизированных системах: материалы семнадцатого научно-практического семинара. – М.: ИПМ им. М.В. Келдыша, 2014. – С. 384–391.
5. Рогозина И. В. Контекстное использование методов нейролингвистического программирования (НЛП) в оценке персонала организации / И. В. Рогозина. – СПб. : Изд-во Санкт-Петербургского государственного университета культуры и искусств, 2008. – С. 224–227.
6. Vickers A. Essential NLP: Teach Yourself / A. Vickers, S. Bavister. – UK : Hachette, 2010. – 336 p.
7. Шипунов С. Подбор персонала на основе анализа метапрограммного портрета человека / С. Шипунов // Вестник НЛП [Электронный ресурс]. – URL: [www.vestniknlp.ru/podbor\\_personala\\_na\\_osnove\\_analiza\\_metaprogrammnogo\\_portreta\\_cheloveka/](http://www.vestniknlp.ru/podbor_personala_na_osnove_analiza_metaprogrammnogo_portreta_cheloveka/) (дата обращения: 12.02.2017).
8. Hall M. L. The User's Manual for the Brain / M. Hall, B. Bodenhamer. – Wales, UK: Crown House Publishing Limited, 2014. – 640 p.
9. Hall M. L. Figuring Out People: Design Engineering with Meta Programs / M. Hall, B. Bodenhamer. – Wales, UK: Crown House Publishing Limited, 2007. – 320 p.
10. Dmitrieva N.V. Scientific and Theoretical Aspects of the Staff Recruitment Organization within the Concept of "Talent MANAGEMENT" / N. V. Dmitrieva, N. A. Zaitseva, O. S. Kulyamina, A. A. Larionova, S. A. Surova // Asian Social Science journal – Canada : Canadian Center of Science, 2015. – P. 358–365.
11. Качанова Н. Метапрограммы – искусство задавать вопросы. [Электронный ресурс] / Н. Качанова. – URL: <http://hrliga.com/index.php?module=profession&op=view&id=985> (Дата обращения: 12.02.2017).

### Список литературы на английском / References in English

1. Zacman I. M. Semanticheskij slovar' sistemy informacionnogo monitoringa v sfere nauki: zadachi i funkicii [Semantic Dictionary of the Information Monitoring System in the Sphere of Science: Tasks and Functions] / I. M. Zacman, O. S. Kozhunova // Sistemy i sredstva informatiki [Systems and means of informatics], 17th edition. – Moscow : Nauka, 2007. – P. 124–141. [in Russian]
2. Skipor I. L. Metodika sozdaniya deskriptornogo slovary [The method of developing a descriptor dictionary] [Electronic resource] / I. L. Skipor // Izd-vo Kemerovskoj obl. nauch. b-ki im. V.D. Fedorova [Publishing house of the Kemerovo region scientific library named after V.D. Fedorov] – 2003. – URL: <http://www.kemrsl.ru/documents/founds/vip1/vip1.25.htm> (accessed: 12.02. 2017). [in Russian]
3. Braslavskij P. I. Avtomaticheskoe izvlechenie terminologii s ispol'zovaniem poiskovyh mashin interneta [Automatic term extraction using internet search engines] [Electronic resource] / P. I. Braslavskij, E. A. Sokolov // Komp'yuternaya lingvistika i intellektual'nye tekhnologii: Trudy mezhdunarodnoj konferencii «Dialog 2007» (Bekasovo, 30 maya – 3 iyunya 2007 g.) [Computer linguistic and information technologies: proceedings of the international conference "Dialogue 2007" – Becasovo, 30 may – 3 june, 2007] / Ed. by L.L. Iomdina, N.I. Laufer, A.S. Narin'yan, V.P. Selegeya. – RSGU Publishing, 2007. – P. 89–94. – URL: <http://www.dialog-21.ru/media/1835/14.pdf> (accessed 12.02.2017). [in Russian]
4. Sobirov D. D. Algoriticheskie i programmnye resheniya dlya avtomatizirovannogo postroeniya slovaraj glagolov tadjikskogo yazyka [Algorithmic and software solutions for the automated development of dictionaries of the verbs of the Tajik language] / D. D. Sobirov // Novye informacionnye tekhnologii v avtomatizirovannyh sistemah: materialy semnadcatogo

nauchno-prakticheskogo seminar [New information technologies in automated systems: materials of the 17th scientific seminar]. – M.: IAM n.a. M.V. Keldysh, 2014. – P. 384–391. [in Russian]

5. Rogozina I. V. Kontekstnoe ispol'zovanie metodov nejrolingvisticheskogo programmirovaniya (NLP) v ocenke personala organizacii [Contextual use of methods of neurolinguistic programming (NLP) in the assessment of the organization's personnel] / I. V. Rogozina. – St.Petersburg : Publishing house of the St. Petersburg State University of Culture and Arts, 2008. – P. 224–227. [in Russian]

6. Vickers A. Essential NLP: Teach Yourself / A. Vickers, S. Bavister. – UK : Hachette, 2010. – 336 p.

7. Shipunov S. Podbor personala na osnove analiza metaprogrammnogo portreta cheloveka [Recruitment based on analysis of a person's metaprogram profile] [Electronic resource] / S. Shipunov // Vestnik NLP [Newsletter of NLP]. – URL: [www.vestniknlp.ru/podbor\\_personala\\_na\\_osnove\\_analiza\\_metaprogrammnogo\\_portreta\\_cheloveka/](http://www.vestniknlp.ru/podbor_personala_na_osnove_analiza_metaprogrammnogo_portreta_cheloveka/) (accessed 12.02.2017) [in Russian]

8. Hall M. L. The User's Manual for the Brain / M. Hall, B. Bodenhamer. – Wales, UK: Crown House Publishing Limited, 2014. – 640 p.

9. Hall M. L. Figuring Out People: Design Engineering with Meta Programs / M. Hall, B. Bodenhamer. – Wales, UK: Crown House Publishing Limited, 2007. – 320 p.

10. Dmitrieva N.V. Scientific and Theoretical Aspects of the Staff Recruitment Organization within the Concept of "Talent MANAGEMENT" / N. V. Dmitrieva, N. A. Zaitseva, O. S. Kulyamina, A. A. Larionova, S. A. Surova // Asian Social Science journal – Canada : Canadian Center of Science, 2015. – P. 358–365.

11. Kachanova N. Metaprogrammy – iskusstvo zadavat' voprosy [Meta-programs is the art of asking questions] [Electronic resource]. – URL: <http://hrliga.com/index.php?module=profession&op=view&id=985> (accessed 12.02.2017) [in Russian]

---



R



[www.rulb.org](http://www.rulb.org)